

Word formation

- 6 Read the text and fill in the gaps (1-10) using words derived from the words in brackets to create a logical and grammatically correct text.

IT'S NEVER TOO LATE TO BECOME A SWIMMER

Swimming is much (0) *easier* to learn as a child than as an adult. Children are 1) able to relax and float in the pool, whereas grown-ups have had more time to develop a fear of the water. However, swimming 2) often say that teaching adults is the most 3) part of their job. That's because they're so 4) of what the teacher does for them after so many years of 5) around water. Not 6) people who have suffered traumatic water-related experiences like near-drownings usually take 7) to become confident in the water than others.

Swimming teachers need to 8) they teach such pupils at their own pace and that they never feel 9) to do something that makes them feel 10)

EASY
WELL

INSTRUCT
REWARD
APPRECIATE

EASE
SURPRISE

LONG

SURE

FORCE
COMFORTABLE

Key word transformations

- 7 Use the words in capitals to rewrite the sentences, keeping the original meaning. Use up to five words.
- The headteacher called a meeting of all the staff immediately on arriving. (SOON)
As, the headteacher called a meeting of all the staff.
 - The librarian said to me, "Don't talk so loudly!" (NOT)
The librarian so loudly.
 - I was really looking forward to starting my course. (WAIT)
I my course.
 - The village has clean water because of John's invention. (THANKS)
It is the village has clean water.
 - He didn't leave his job; he decided to study for a degree part-time. (INSTEAD)
He decided to study for a degree part-time his job.
 - He denied cheating at the exam. (HAD)
He said in the exam.
 - You must do what your teacher tells you. (CARRY)
You teacher's instructions.
 - I haven't had a reply from the university yet. (STILL)
I am a reply from the university.

Writing

- 8 a) Read the rubric and underline the key words.

Write an essay (120-180 words) discussing the advantages and disadvantages of going on a school exchange visit to another country.

- b) Use the list to complete the table. Add your own ideas.

- learn about another culture
- deal with cultural differences
- have new experiences
- get homesick
- expensive
- develop language skills

PROS	CONS

- 9 Do the writing task. Use ideas from Ex. 8 to help you. Try to use different techniques to start/end your essay.

Language in Use

5

Phrasal verbs/Prepositions

1 Choose the correct particle.

pass out: 1) distribute, hand out 2) lose consciousness

pass up: not take advantage of

pass away: die

stick at: keep trying to succeed at sth difficult

stick around: not leave

think up: imagine, create

think through/over: consider carefully

- The course was tough but she was determined to stick at/around it.
- They thought up/over a great way to raise money.
- He passed up/out the essays he'd marked.
- Don't go home yet; stick at/around for a while!
- Ann's dog passed up/away yesterday.

2 Fill in: to, in, with, of.

- They died starvation.
- Helen fell in love her new house.
- She gasped amazement.
- She dreamt travelling abroad.
- They don't have access electricity.
- He is a real asset the company.

Words often confused

3 Choose the correct word.

- He took/held a short break to have lunch.
- He had the opportunity/occasion to work in an animal shelter.
- Training to be a cowboy is hard job/work.
- They set their goals/sights high.
- He is a shining/sparkling example to everyone.

Word formation

4 Fill in the correct word derived from the word in brackets.

Word formation – abstract nouns

We can add the suffixes **-ship** (*relation – relationship*) and **-hood** (*adult – adulthood*) to the end of words to make abstract nouns.

- Dan had a happy (CHILD)
- He won a to study Art History. (SCHOLAR)
- My with Brian began five years ago. (FRIEND)
- There is a fantastic library in my (NEIGHBOUR)
- Tom started his own business after doing a two-year as a mechanic. (APPRENTICE)

Collocations

5 Fill in: course, activities, fees, halls, inner, occasional, negotiation, financial, energy, full, university, art.

- | | |
|-------------------|-----------------------|
| 1 skills | 7 martial |
| 2 graduate | 8 crash |
| 3 tuition | 9 analyst |
| 4 renewable | 10 potential |
| 5 extracurricular | 11 of residence |
| 6 strength | 12 error |

Quiz

Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 5 and write a quiz of your own.

- | | |
|---|---|
| 1 The Shaolin monks are trained in the art of Kung Fu. | 6 Fees at Khan Academy are high. |
| 2 Salman Khan is a university lecturer. | 7 William Kamkwamba brought electricity to Africa. |
| 3 <i>The Boy who Harnessed the Wind</i> is about Bryan Mealer. | 8 Breaking down information helps you remember it. |
| 4 Tai Chi is a martial art. | 9 Jilaroos are opera singers. |
| 5 The Duke of Edinburgh Award is for university students. | 10 'Down under' refers to Australia. |

5 Revision

1 Fill in: *relief, dropped out, skilled, crash, burnt out, awe, asset, focused, stumbled, fees.*

- 1 Steve realised university wasn't for him so he
- 2 Sandra is a real to the company.
- 3 The Shaolin monks are highly in Kung Fu.
- 4 You have to be to get a D of E Award.
- 5 He took a course in English.
- 6 We watched in as he performed his tricks.
- 7 To Simon's, he passed his driving test when he took it for the third time.
- 8 Jane had spent three months studying hard for her exams and was
- 9 The tuition were too high for him to afford.
- 10 He forgot his notes so he through his presentation. 10x2=20 marks

2 Rewrite the sentences in reported speech.

- 1 "You must practise hard every day," my Kung Fu teacher told me.
.....
- 2 "Can you show me the way to the library?" Tom asked me.
.....
- 3 "Don't be late for the lecture," said Liam.
.....
- 4 "I'm doing a Biochemistry degree at Oxford," said Henry.
.....
- 5 "What time is it?" she asked.
.....

5x2=10 marks

3 Rewrite the sentences in reported speech. Use the verbs in brackets.

- 1 "Hand in your essays before Friday," he said. (reminded)
- 2 "You broke the printer," Ann said to Steve. (accused)
- 3 "I didn't take your library card," Sue said. (denied)
- 4 "Let's go to the theatre," Ben said. (suggested)
- 5 "I'm sorry I lied to you," he said. (apologised)

5x4=20 marks

4 Put the verbs into the correct tense and choose the correct time phrase.

- 1 Dan will travel across Asia until/by the time he (run) out of money.
- 2 I'll go on holiday since/when I (finish) my exams.
- 3 By the time/As soon as they (arrive) at the party, their friends had left.
- 4 I'll call you after/while I (get) back from the library.
- 5 John wants to take a gap year until/before he (go) to university.

5x2=10 marks

5 Match the exchanges.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 <input type="checkbox"/> When will the book be back in? 2 <input type="checkbox"/> I wonder if you could help me. 3 <input type="checkbox"/> This book is due back four days from today. 4 <input type="checkbox"/> Can I take this book out, please? 5 <input type="checkbox"/> I can't seem to find one of the books I need. | <ol style="list-style-type: none"> A Yes, can I see your library card, please? B What's the title of the book and the author? C Ok, thank you very much. D It is due back in four days. E What's the problem? |
|--|--|

5x4=20 marks

6 Write a for-and-against essay about going to university or college (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- write and act out an interview _____
- talk and write about a youth organisation _____
- talk about gap year experiences _____
- compare photographs _____
- write a for-and-against essay _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Module 6

Getting to know you

Vocabulary: appearance & character, personality types, changing one's appearance, body language, communication mistakes

Grammar: clauses, the causative, speculations, inversion

Everyday English: rearranging an appointment

Intonation: expressing sympathy

Phrasal verbs: fill, hold, try

Word formation: forming nouns from verbs

Writing: a description of a person

Culture Corner: Haka (New Zealand – ceremonial dance)

Curricular (Science): Animal communication

Vocabulary

Appearance

- 1 Fill in: curly, early, casually, tanned, rosy, full, bushy, round.

- 1 in her /mid-late teens/thirties/sixties etc
- 2 /straight/wavy/hair, ponytail, shaven head
- 3 /smartly dressed
- 4 pale/dark-skinned/ complexion
- 5 /thin/plucked eyebrows
- 6 /chubby cheeks
- 7 square/oval/ face
- 8 goatee/ beard

🔊 Listen and check, then say.

Character

- 2 Match the adjectives to their synonyms.

🔊 Listen and check, then say.

- | | | | |
|---|--------------|---|--------------|
| 1 | kind-hearted | A | eager |
| 2 | ambitious | B | shy |
| 3 | fun-loving | C | caring |
| 4 | introverted | D | outgoing |
| 5 | efficient | E | ill-tempered |
| 6 | trustworthy | F | organised |
| 7 | moody | G | reliable |
| 8 | rude | H | impolite |

- 3 What does each person in the photos look like? What does each person seem to be like? Use words/phrases from Exs 1&2 to describe them.

Mr Smith is in his late sixties. He's got wrinkled skin, a full white beard and moustache and bushy eyebrows. He seems to be a kind-hearted person. He doesn't seem to be rude.

OVER TO YOU!

Describe two people you know.

Lauren is our neighbour. She's in her mid-thirties and has straight brown hair and a tanned complexion. She seems to be trustworthy.



Mr Smith



Mr Harris



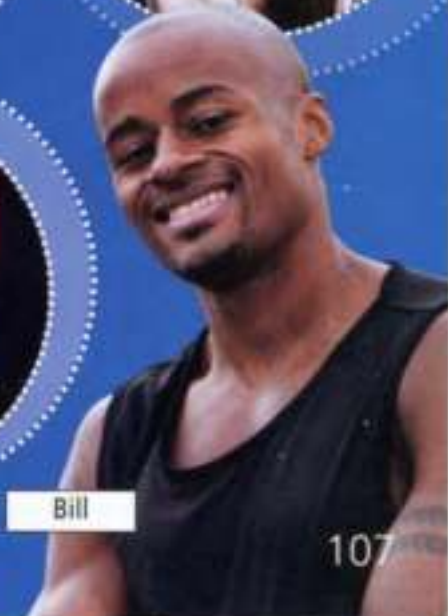
Tina



Jenny



Susan





Bill

6a Changes


Vocabulary

Changing one's appearance

- 1 a)  Listen and say.
b)  Which of these changes have you/your friends/family members made? Tell your partner.

I've had my ears pierced.

Reading

- 2 Read the title and the first sentence in each paragraph. What is the text about?
 Listen and read to find out.

You are what you think you are!

Two teenagers, Joe and Kate, are standing in front of their mirrors getting ready for school. Joe thinks to himself: 'I'm too skinny. Why aren't I tall and muscular? It's not fair. And look at those spots — I look really awful!' A little inner voice tells Kate: 'You're fat and ugly in these jeans. Your legs should be longer. And your hair's horrible — all curly and frizzy. No one will look at you twice!' If these thoughts sound familiar, that's because Joe and Kate are far from being alone.

It's very common for teenagers to have a negative image of their own bodies. They insist they are hopelessly ugly, no matter how much their parents and friends tell them otherwise! Magazine problem pages and Internet blogs are full of agonised accounts. The young people who write them are convinced they are unattractive and therefore unloved and rejected by others.

Why do teenagers see themselves in an unflattering way? The fact is, puberty has a lot to do with it. During your early teens, the body is preparing itself for adulthood. New chemicals are moving around the body as it adjusts to adult hormone levels. The body alters its shape, sometimes resulting in puppy fat. Skin problems such as acne are also common. Teens are affected psychologically too. They become confused and anxious about their changing appearance. This in turn can lead to feelings of insecurity and low self-esteem.

Nor is the situation helped by the media. Young people are bombarded with images of the ideal body. Top fashion models in glossy magazines are all far taller and skinnier than the average woman. They have their hair and make-up done professionally. After a fashion shoot, magazine editors have the photographs airbrushed before they are published to give the models a flawless complexion. Male actors in



Check these words

muscular, spots, frizzy, convinced, rejected, unflattering, puberty, adjust, puppy fat, acne, flawless complexion, enhanced, inadequate, tease, bully, boost

epic films flex beautifully toned rippling muscles. But more than likely, they have had them digitally enhanced, or 'photoshopped', as they call it in the trade. Not to mention the fact that many celebrities choose to have cosmetic surgery done to enhance their appearance. None of this reflects a realistic body image, so it's no wonder adolescents are made to feel inadequate and unsure of themselves.

The good news is that, however dissatisfied you are with your looks, the chances are it's only temporary! Those extra kilos and that spotty skin usually disappear by themselves in time. While your body is sorting itself out and 'settling into' its final form, you need to ride out the change! Resist the temptation to compare yourself with your peers. This is easier said than done when you are the tallest girl in your class or the only boy who has started growing a beard. You tend to feel the odd one out and may even get teased or bullied. Just remember that although teens' bodies change at different speeds, everyone ends up at more or less the same place in the end!

It's important to realise what things you can change about yourself and what things you can't. Correct diet and exercise can do wonders for your appearance. Having your hair restyled, your nails manicured or your teeth whitened will also help boost your self-confidence. The things you can't alter, like your height or your shoe size, should be seen as strengths and not weaknesses. They are, after all, the features that make you a unique individual!

So don't be like Joe and Kate! Stop worrying so much about the way you look and learn to accept yourself as you are. Tell yourself you are just as attractive, intelligent and cool as the next person. If you feel good about yourself, the chances are other people will feel good about you too!



Speculating & making assumptions

see
p. GR 17

3 Read again and for questions 1-5, choose the best answer A, B, C or D.

- The first paragraph of the text implies that
 - no one has a perfect body.
 - many teenagers worry about their appearance.
 - being unattractive is unfair.
 - boys and girls compete to look good.
- According to the text, puberty is a time
 - when you are sure to gain weight.
 - that is difficult to prepare for.
 - that influences your mental well-being.
 - to seek help from an adult.
- Fashion models
 - travel with their own personal make-up artist.
 - are a source of inspiration to the average woman.
 - are as keen as film stars to have cosmetic surgery.
 - have their appearance improved artificially.
- Teens are advised not to compare themselves with others because
 - they may end up getting bullied.
 - it will upset their classmates.
 - it's difficult to make accurate comparisons.
 - everyone develops at a different rate.
- Joe and Kate are examples of teenagers who
 - try hard to be accepted.
 - don't make the most of their good points.
 - are unattractive to their peers.
 - don't worry about the right things.

Grammar

The causative

see pp.
GR 16-17

- 4 a) Read the example sentences. Which suggests that the action is done by another person?

Wendy *is painting* her nails. Sue *is having* her nails *painted*.

b) Rewrite the sentences in the causative.


- Mrs Jones is making a dress for Jo.
- The hairdresser has dyed Anne's hair.
- Steve will shorten Tom's trousers.
- Someone should re-heel your shoes.

- 5 a) Read the sentences. Which sentence: *refers to the past? expresses duration?*

- He **must** be tired. He's gone to bed early. (I'm sure he is.)
- That **can't** be Tom. He's got short hair. (I'm sure it isn't.)
- She says she **might/could/may** get a tattoo. (It's possible)
- Suzu's hair is curly. She **must** have had a perm. (I'm sure she did.)
- It's 10:00 pm. He **can't** be working. (I'm sure he isn't.)

b) Rewrite the sentences using *might/may/could, must* or *can't*, as in the example.

- I'm sure Andy hasn't gone to the hairdresser's. *Andy can't have gone to the hairdresser's.*
- I'm sure that Sandra is talking to Steve.
- I'm certain James didn't get a tattoo.
- Perhaps Jane borrowed your coat.
- I'm sure she had a facelift.
- I don't believe Carol is having surgery again.

- 6  Make as many assumptions about the pictures as possible. Use the phrases.



A

- sit exam • stressed
- know answers
- revise properly


He must be sitting an exam.



B

- be on holiday
- feel happy • work
- cruise around the Mediterranean

Speaking & Writing

- 7  Make notes on each paragraph of the text, then use them to tell your partner a summary of it.

- 8 **THINK!** The writer says that we should learn to accept ourselves as we are. In three minutes write a few sentences expressing your opinion. Read them to the class.

6b Negative personality types

Vocabulary Types of people

1 Match the types of people to the definitions and make sentences.

🔊 Listen and check.

1	<input checked="" type="checkbox"/> N	gossip	A	walks all over others
2	<input type="checkbox"/>	bully	B	tries to cause problems
3	<input type="checkbox"/>	whinger	C	is easily disorganised
4	<input type="checkbox"/>	killjoy	D	likes hurting others
5	<input type="checkbox"/>	snob	E	loves having a good time
6	<input type="checkbox"/>	troublemaker	F	exaggerates their emotions
7	<input type="checkbox"/>	scatterbrain	G	just won't stop talking
8	<input type="checkbox"/>	know-it-all	H	thinks they're better than others
9	<input type="checkbox"/>	chatterbox	I	complains about everything
10	<input type="checkbox"/>	bighead	J	is always telling others what to do
11	<input type="checkbox"/>	drama queen	K	thinks they know more than others
12	<input type="checkbox"/>	party animal	L	stops others enjoying themselves
13	<input type="checkbox"/>	nosy parker	M	thinks they are very important
14	<input type="checkbox"/>	bossy boots	N	enjoys talking about other people
15	<input type="checkbox"/>	steamroller	O	pries into other people's business

A gossip is someone who enjoys talking about other people.

Reading & Listening

2 Look at the pictures in the text. What type is each person? How can we deal with each?

🔊 Listen and read to find out.

3 a) Read again and for questions 1-15, choose from the people A-F. Justify your answers.

Which person/people ...

could appear more innocent than they really are?

may respond well to some kind words?

make things seem worse?

could be made worse by your behaviour?

have positive aspects to their character?

do not let you take part in the conversation?

wants you to feel less important?

should you refuse to listen to?

doesn't seem open to being helped?

tries to get you to have negative emotions?

b) What is the author's purpose?

		1
		2
3	4	5
	6	7
	8	9
10		11
		12
		13
		14
		15

Dealing with Difficult People

The **gossip** might seem harmless, but when they're talking about you, it can be extremely upsetting and embarrassing. Gossips take great delight in passing on bad news: "Did you hear about poor ...?" They are not that worried about the truth either. As long as it sounds good, they're more than willing to pass the story on, usually exaggerating it in the process. The gossip will often try to find out what you know in order to tell someone else later on, but avoid getting involved. If necessary, be direct: "Sorry, I'm just not interested in gossip!" Gossip usually dies down quickly when no one wants to listen or contribute.



The **steamroller** can be very hostile and aggressive and will walk all over you without a second thought. They may shout, make threats and even physically intimidate their victims to get what they want. It is essential to be calm when dealing with a steamroller so that they don't get even angrier. Don't shout back or appear scared or nervous as this is what they want - for you to be afraid of them. Let the steamroller see that



you take them seriously, even admit they may have a point, but be assertive and firmly state your case. Sometimes you have to stand up for yourself and not back down.

Check these words

harmless, take delight in, exaggerate, process, direct, die down, contribute, hostile, aggressive, without a second thought, intimidate, admit, assertive, back down, dominate, neutral, issue, drag, couldn't care less, trivial, bizarre, downside, dismiss, moan, handle, interrupt, firmly, life-threatening, take an interest, triumph, tragedy

The **know-it-all** ... well, thinks they know it all! They can have valuable opinions to offer, but the problem is, they can't stand being wrong. The know-it-all tends to dominate conversations and often tries to make other people feel small because of their lack of knowledge. One way to deal with these kinds of people is not to get involved in whatever they are talking about: stay neutral or admit to seeing both sides of an issue. Don't forget that the most important thing for know-it-alls is winning an argument. If they try to drag you into one, let them know that you couldn't care less about winning. They'll soon get bored if they can't show off!



The **whinger** complains about absolutely everything! It doesn't matter how trivial or bizarre the complaint ("The ice cream was far too cold!"), the whinger will go on and on about it as if it's the end of the world. They see the downside of everything and dismiss every solution you come up with. The problem is that deep down they love moaning. One way to handle a whinger is to agree with them completely: "You're absolutely right. I don't know how you put up with it all." Whingers often just want a little bit of sympathy; once they get it, they should complain less. Okay, they *might* complain less!



No matter what you do, you cannot get a word in edgeways; the **chatterbox** talks on and on ... and on! These people are sociable and often have big hearts, but they don't listen to what you have to say and as a result it's impossible to get anything done around them! Try taking control by interrupting them firmly and saying something like "Wait a minute, let me ask you a question about that." You can also try listening to these people for a while - after all, they may just be lonely - and then say, with a smile, "Ok, well nice talking to you but I really have to get back to this now," and hope they get the message!



When a **drama queen** stubs a toe, it's a life-threatening injury, but when they find a plaster it's as if they've won an Oscar! They exaggerate everything that happens to them and share it with the world through tears of pain and joy. The thing to do is react as little as possible. By taking an interest in their latest triumph or tragedy, you are just encouraging them to keep blowing things out of proportion.



Grammar

see pp.
GR 17-19

Clauses (purpose, result, reason & manner)

- 4 Read the examples. Which words do we use to introduce each type of clause? Find examples in the text.

Clauses of purpose

Amy moved seats so as to/in order to/so that she could avoid Sue.

She'll leave early so that she won't be late.

Clauses of result

He's so talkative/such a talkative person that I can't get any work done.

He talks a lot. As a result, I can't work.

It was such bad weather that we stayed in.

Clauses of reason

He avoids Tracy because she's a gossip.

Since/As Tracy is a gossip, he avoids her.

The reason why he avoids/His reason for avoiding Tracy is she's a gossip.

Clauses of manner


She behaves as if she was the boss. (but she isn't)

He looked as if he had seen a ghost. (but he didn't)

- 5 Choose the correct words.

- 1 Sue couldn't work the reason why/due to the fact that Tanya wouldn't stop talking.
- 2 Simon can be so/such a whinger that no one wants to work with him.
- 3 We sat far away from Harry in order to/due to avoid speaking to him.
- 4 He behaves since/as though he owned the place.
- 5 Ann tried to stay calm so as to/so that Tony wouldn't get even angrier.

Speaking & Writing

- 6  Imagine you know someone who behaves as described in the text. Describe him/her to your partner. Your partner advises you how to deal with them.
- 7 **ICT** Choose another of the types of people in Ex. 1. Find out what these people are like and how to deal with them. Write a short paragraph. Tell the class.

HAKA!

1 Listen to the chant and look at the picture. What do you think Haka is? What special features does it have? When do you think the Haka is performed? Read the text to find out.

2 Read again and complete the gaps with the correct word. Compare with your partner.

3 Match the words in bold with their meanings: *running away, fewer in number than another group, one of a kind, violent, frightening.*

4 Fill in: *welcome, stamp, physical, body, outfit, stick out, native, tribal.*

The Haka originates from the native inhabitants of New Zealand, the Maori people. It is a very physical dance with chants **0)** which were traditionally performed as war cries. Nowadays, it is performed to welcome important guests, to recognise great achievements **1)** simply to entertain. If you ever watch New Zealand playing rugby, you **2)** also see the team, the All Blacks, performing the Haka. They do this to show respect **3)** past and present players, the supporters and New Zealand and ... to scare their opponents. The All Blacks performed **4)** first Haka in 1888 in Britain, but it is now recognised all over the world.

The dancers imagine that their body is an orchestra in **5)** their hands, feet, legs, body, voice, tongue and eyes all represent musical instruments. The Haka involves a lot of powerful body movements; slapping your hands **6)** your body, showing the whites of your eyes (pukana), sticking out your tongue (whetero) and stamping your feet – imagine a tribe of Maoris doing all this holding weapons **7)** preparing to go into battle!

The Maori people perform in a traditional outfit called a kakahu. The costume is **8)** up of a grass skirt and a belt with **unique** engravings. The Maori people are also famous **9)** their tattoos or ta mok, which cover their faces, making this dance look even more **ferocious!**

The most well-known Haka is called Ka Mate. The story goes that the most **feared** tribal chief, Te Rauparaha, was **fleeing** from his enemies. As he was greatly **outnumbered**, he hid in a pit protected **10)** another chief and his wife. The chant below is about the moment the enemy tribe passed near the pit to look for him and his thoughts switched between living and dying. The 'hairy man' is the chief who hid him and **11)** sure he saw the sun again. It is said that he came up with this chant while in hiding and that he performed it as **12)** as he returned to his village. Now, the Ka Mate is performed as a celebration of the triumph of life over death.



Ka mate, ka mate! Ka ora, ka ora! I die! I die! I live! I live!
 Ka mate, ka mate! Ka ora, ka ora! I die! I die! I live! I live!
 Tēnei te tangata pūhuru
 Nāna nei i tiki mai whakawhiti te rā And caused it to shine again
 Ā, upane! Ka upane! One upward step! Another upward step!
 Ā, upane, ka upane, whiti te rā! An upward step, another ... the sun shined!
 Hi!

Why don't you take a look at a Haka on YouTube?

Check these words


originate, native, chant, war cry, supporter, opponent, slap, stick out your tongue, stamp your feet, tribe, weapon, go into battle, grass skirt, engraving, pit, enemy, switch, triumph

6 **ICT** Research a traditional dance or ceremony in your country. Find out: *how it originated, when it's performed, what performers look like, any other interesting information.* Compare and contrast it with Haka dances.

5 Listen and read. Tell your partner four things you remember from the text about the Haka.


R
F
R:
F:
R:
F:
R:
F:
R:

Rearranging an appointment

1  Have you ever had to cancel or rearrange an appointment? Why? Tell your partner, using ideas similar to the ones below or your own ideas.


- stuck in traffic and can't get there on time
- not feeling well
- twisted ankle and too painful to walk on
- had a family emergency • had to work late at short notice
- had forgotten about something more important

I recently had to rearrange a dentist's appointment because I didn't feel well.

2 a)  Listen and say the sentences.

- I'm calling to see if I can rearrange my dance lesson.
- I'm sorry to hear that.
- What time was your lesson supposed to be?
- When would you like to rearrange it for?
- I'm afraid that time isn't available.
- Could you make it on Saturday the 11th at 10 am?

b) Which of the sentences would a receptionist, a caller say?

 Listen and read to find out.


- R: Good morning, Swan Lake Dance Studios.
 F: Oh, hello, this is Fiona Simpson. I'm calling to see if I can rearrange my dance lesson. I twisted my ankle yesterday morning and it's painful to walk on today.
 R: I'm sorry to hear that. What time was your lesson supposed to be?
 F: It was supposed to be at 5:30 pm today. It's a private flamenco dancing lesson with Laura.
 R: OK. When would you like to rearrange it for?
 F: How about Thursday next week at the same time? My ankle should be fine by then.
 R: I'm afraid that time isn't available. Could you make it on Saturday the 11th at 10 am?
 F: Erm ... yes, that should be fine.
 R: OK. So see you on the 11th.
 F: Great. Thank you very much.
 R: You're welcome. Goodbye.



3 Find sentences in the dialogue which mean: *That's too bad.*


– When was the lesson scheduled for? – I'm sorry, but that time is booked.

Pronunciation: Expressing sympathy

4  Listen and say. Listen again and underline the stressed words.

- 1 I'm so sorry to hear that!
- 2 Oh no, that's awful!
- 3 That's such a shame!
- 4 I really hope things get better soon.
- 5 Oh dear!

Speaking

5  Imagine you want to call and rearrange a dentist's appointment. Use the sentences in Ex. 2a and the ideas in Ex. 1 to act out a dialogue.



6e Body talk

Vocabulary Body language

1 a) Listen and say.



scratch your head



raise your eyebrows



wrinkle your nose



show your teeth



look right & bite your nails



cover your mouth



frown



open your eyes & mouth wide

b) How do you think each person feels: *embarrassed, confused, scared, worried, disgusted, annoyed, surprised, shocked?*

I think the person who is scratching his head is confused.

Reading & Listening

2 Which of the gestures in Ex.1 could suggest that someone is lying?

Listen and read to find out.

Liar, liar!

Craig smiles confidently and answers 'yes' to the question while rubbing the back of his ear. The interviewer continues to ask him questions about his CV. Darren Stanton is sitting quietly next to the interviewer throughout the interview. Mr Stanton says nothing, but intensely studies Craig as he answers each question. Little does Craig know, but he has been hired by the company to tell them when interviewees are lying. After Craig has left, Mr Stanton points out which of his answers were lies and which were truthful. By analysing Craig's body language, such as when he rubs his ear, he is able to distinguish between lies and the truth. Stanton, now known as 'the human lie detector', picked up these skills during the time he was working as a forensic psychologist and a police officer. Studies have shown that in an average 10-minute conversation, people tell at least 3 'lies'. Our bodies give off a mixture of subconscious signals and signs which cannot be concealed even by the most clever of liars. According to Stanton, most of these lies are told to avoid hurting someone's feelings or in awkward situations. They are simply a part of human nature. If this is true, what can the average person do to know if they are being spun a yarn? Mr Stanton gives his top tips for spotting a fibber in action!

• Look me in the eye, but not for too long...

It is often said that liars are unable to look you straight in the eye. This can be true and they may rub their eyes, for instance, to avoid eye contact. But it may surprise you to know that really good liars often overcompensate by maintaining eye contact longer than normal in order to convince you they're telling the truth. If they hold eye contact for longer than six seconds, be suspicious about what they are telling you.

• Busy hands...

While telling a lie, people often instinctively use their hands to touch their faces, scratch their heads or cover their mouths which show their discomfort. Sometimes they will even hold an object in front of them such as a book to create a subconscious barrier to hide behind.

• Stalling for time...

When faced with a question a person doesn't want to tell the

Check these words

confidently, rub, intensely, hire, truthful, distinguish [between], lie detector, forensic psychologist, subconscious signal, conceal, awkward, human nature, spin a yarn, fibber, eye contact, overcompensate, convince, suspicious, instinctively, discomfort, barrier, stall, mirror, telltale sign, twitch, muscle spasm, flash [across], eyelid, droop, tricky, spot, instinct, pull the wool over someone's eyes, itchy

truth about, they often mirror or repeat the language of the person asking the question so as to buy time to think. For instance, if a truthful person is asked, "Did you go to the cinema instead of studying?" they will 40 reply "No, I didn't", whereas a liar, having no time to think, will mirror the question by saying, "No, I didn't go to the cinema instead of studying." There may also be an increase in the number of 'ums' and 'ahs' 45 they use, again showing that they are thinking while talking.

• Right or left-handed...

Whether a person is right-handed or left-handed also plays a role when telling lies. Right-handed people tend to look right 50 when lying while left-handed people tend to look left.

• Face to face...

Most liars will have a telltale sign on their face such as going as white as a sheet or the exact opposite – blushing. Such changes 55 are subconscious responses to stress brought on by lying. Also, look out for micro-expressions, little nervous twitches or muscle spasms around the eyes, cheeks or neck which flash across people's faces, 60 giving away their true emotions. Someone may be smiling at you, for example, but suddenly you spot their eyelids, eyebrows and the corners of their mouths drooping. This could mean they are actually feeling 65 sad. Be warned, though – micro-expressions last for less than a second, so they're really tricky to spot.

Above all, trust your instincts! If you think someone is trying to pull the wool 70 over your eyes, you're probably right. Having said that, don't take things too far. Your friend might scratch their head while they're talking to you, but maybe it's just itchy!

75

3 Read the text and mark the statements T (true), F (false) or DS (doesn't say).

- 1 It takes Mr Stanton ten minutes to decide who is lying.
- 2 Mr Stanton has used a lie detector for many years.
- 3 We all tell lies.
- 4 Rubbing your eyes suggests you are telling the truth.
- 5 People tend to use their hands when telling lies.
- 6 A short reply to a question suggests the person is telling the truth.
- 7 Only right-handed people tell lies.
- 8 A change in the colour of our face shows if we are lying.
- 9 A smile doesn't always suggest someone is happy.
- 10 Body gestures always reveal the person's feelings.

4 Fill in: *intensely, forensic, hurt, spin, confidently, signals, spasms, body, nature, contact.*

- | | |
|----------------------|---------------------------|
| 1 smile | 6 to one's feelings |
| 2 study | 7 human |
| 3 language | 8 to a yarn |
| 4 psychologist | 9 eye |
| 5 subconscious | 10 muscle |



Body idioms

5 Fill in: *chest, feet, eyes, hand, eye, leg.*

🔊 Listen and check. Are there similar idioms in your language?

- 1 We asked our neighbours to keep a(n) on our house while we were on holiday. (watch to protect)
- 2 Don't let Tom pull the wool over your; ask him where he really was last night. (trick/deceive you)
- 3 Just before her wedding, Jane started to get cold (feel nervous before an event)
- 4 Can I give you a with the housework? (help you)
- 5 I'm not really a police officer; I'm just pulling your! (joking)
- 6 Thanks for listening to my problem; I just needed to get it off my (talk about it)

Speaking & Writing

- 6  Use the text to tell your partner how one can detect a liar.
- 7  Do research to find out more about body language and what it tells you about someone. Tell the class.

6f Animal talk

Do you speak dolphinese?

Dr Denise Herzing knows the names of all the members of the pod of wild spotted dolphins she studies. **1** She recognises scars on flippers and can remember when the wounds first appeared. When the dolphins appear, she mimics their behaviour by swimming upside down to say hello. She is very familiar with each individual dolphin. This isn't surprising as she has shared 27 summers off the Florida coast and has had over 2,600 encounters with dolphins. She has spent more time with dolphins than anyone else on Earth. But this is still not enough for Denise.

2 In fact, Denise has already spent years experimenting with communicating with the dolphins, but her greatest wish is that one day very soon the dolphins will be able to speak back and tell her what's on their minds.

Dolphins have the second most evolved brain on the planet after the human race and they are highly sociable and intelligent and remarkably skilled at problem solving. They live in a complex society in which, together with friends and relatives, they raise their young, share responsibilities and resolve conflicts. So clever are these aquatic mammals that they can understand up to two hundred human words using gestures and symbols and even the difference between a statement and a question. **3** "Many studies ask dolphins to respond to human commands, using fish as a reward, but rarely do we ask dolphins to seek something from us," says Dr Herzing.

Denise knows that it won't be easy to get dolphins to 'speak' to us. Both the vocal chords of humans and dolphins and the sounds they produce are extremely different. Dolphins communicate with whistles, clicks and other sounds, some of which are too high-frequency for humans to make out. **4**

Her elegant solution, therefore, was to come up with a new simple language that both humans and dolphins could share. Her latest experiment involves a small waterproof computer that divers will wear called CHAT (Cetacean Hearing and Telemetry). It will send out one of eight signals that correspond to something in the undersea world, seaweed for example. **5** After the system has 'learnt' dolphin, all the sounds the dolphins make will then be put through the computer which will try to work out patterns in them in order to decode the vocabulary and grammar of 'dolphinese'. **6** This underwater translator is only at the trial stage at the moment, but if it is successful, it could have a huge impact. Not only would it delight marine biologists such as Denise Herzing, but it may be possible to adapt the system to enable two-way communication with other animal species, too. Scientists working at SETI (The Search for Extraterrestrial Intelligence) have also expressed a lot of interest in the device! They hope that CHAT could be used to make contact with life in distant galaxies! Herzing says that her research "may be our best training ground for exploring the cosmos for other life, because if we can't understand life on this planet then there is no hope for our exploration of the galaxy."

7 The only question is, what on earth are they going to say to us?

Check these words

pod, scar, flipper, wound, mimic, encounter, evolved brain, remarkably skilled, resolve conflicts, aquatic mammal, vocal chord, whistle, high-frequency sound, seaweed, impact, delight, adapt, make contact with, distant galaxy, training ground

Reading

- 1 a) What do you know about dolphins? Tell the class.
b) How do dolphins communicate? Why are scientists trying to decode their language? Read to find out.

- 2 Read again. Five sentences are missing. Match each sentence (A-H) to the gaps (1-7). There are one extra sentences. Justify your answers.

- A Then scientists can learn how to 'reply' with dolphin-like signals themselves.
B Denise has come a long way since then.
C "I want to know what they're thinking," she says.
D "They live in a sensory world we can only imagine, full of different sounds, sights and tastes," Dr Herzing explains.
E The computer will listen to see if the dolphins mimic the sounds.
F Scientists like Denise Herzing hope that it's only a matter of time before we can speak to dolphins.
G She knows who the grandparents are and when their grandchildren were born.
H So far, however, attempts to talk with dolphins have been mostly one-way.

3 a) C

1 Denise knows all the members of the pod of wild spotted dolphins she studies.

2 Then scientists can learn how to 'reply' with dolphin-like signals themselves.

3 Dolphins have the second most evolved brain on the planet after the human race.

4 Dolphins communicate with whistles, clicks and other sounds, some of which are too high-frequency for humans to make out.

5 Denise Herzing has already spent years experimenting with communicating with the dolphins, but her greatest wish is that one day very soon the dolphins will be able to speak back and tell her what's on their minds.

6 CHAT (Cetacean Hearing and Telemetry) is a small waterproof computer that divers will wear.

7 SETI (The Search for Extraterrestrial Intelligence) has also expressed a lot of interest in the device!

b)

Co

4 Fi wo

• P
• s
• F

1 a

2 a

3 a

4 a

5 a

6 a

7 a

8 a

9 a

- 3 a) Choose the correct words, then make a sentence with the other word. Compare with your partner.

- Denise is familiar/common with all the dolphins; she knows all their names.
 - There are dolphins off the shore/coast of Florida.
 - Dolphins can conclude/resolve conflicts.
 - Dolphins send out high-frequency signals/signs that humans can't hear.
 - Denise is investigating/experimenting with different ways to communicate with dolphins.
 - CHAT could have a huge impression/impact on the search for extraterrestrials.
 - SETI wants to make touch/contact with aliens.
- b) Match the words in bold to their meanings: *trying to, sort out, meetings, understand, imitates, developed, interpret, consequence, most recent.*

Collective nouns – animals

- 4 Fill in the phrases with the words in the list.
- pack • pod • colony
 - shoal • swarm • pride • herd
 - flock • litter
- a of cows/elephants
 - a of wasps/bees
 - a of fish
 - a of birds/sheep
 - a of puppies/kittens
 - a of lions
 - a of dolphins
 - a of ants
 - a of dogs/wolves

🔊 Listen and check.

Grammar

see p. GR 19

Inversion

- 5 Read the theory box, then find examples in the text.

We can invert the subject and the auxiliary verb in a sentence to give emphasis:

- when the sentence starts with **rarely, seldom, so, such** etc. ***Rarely does** Andrea stop talking. **Such a long time has** Denise worked with the dolphins **that** she knows them all by name.*
- with **so, neither, nor** to express agreement. *John loves animals and **so does** Hannah.*
- with **should, were, had** when they come at the beginning of an if-clause instead of *if*. ***Had she** done better at school, she'd have studied Marine Biology.*
- in the main clause when the expressions **only after/by/ if/when, not until** start a sentence. ***Only if** the dolphins mimic the signals, **will** the experiment work.*

- 6 Use the words in brackets to rewrite the sentences, using inversion.

- She didn't know dolphins would become her life's work. (little)
Little did she know (that) dolphins would become her life's work.
- Anna has never been diving and Tom hasn't either. (not only)
- If you see Mike today, ask him if he wants to go diving on Saturday. (should)
- Swim with dolphins and you will realise how amazing they are. (only if)
- Greg had a tiring day so he fell asleep on the bus home. (such)

Key word transformations

- 7 Complete the second sentence so that it means the same as the first. Use the word in bold.
- Sam had just dived into the water when the dolphins appeared. (SOONER)
No into the water than the dolphins appeared.
 - We won't swim here under any circumstances. (WILL)
Under swim here.
 - Jo was happy and she couldn't stop smiling. (WAS)
So she couldn't stop smiling.
 - They can only see if CHAT works if they test it. (TESTING)
Only see if CHAT works.

Speaking & Writing

- 8 🎧 Listen and read the text. Imagine you are Denise Herzing and you are giving a talk about your life's work. Make notes on each paragraph of the text, then use your notes to give your talk.

6g Skills



Vocabulary Communication mistakes

- 1 a) Listen and repeat. What are these phrases in your language? Can you add any more communication mistakes to the list?

- not allow the other person to speak
- be argumentative and aggressive
- put your foot in it (say the wrong thing)
- interrupt the speaker
- not make eye contact
- talk down to someone
- not pay attention
- talk too fast
- get tongue-tied (not know what to say)
- have negative body language e.g. *scratch, fidget, crack your knuckles*
- insist on your own way
- talk too loudly

- b) Read the cartoons. Which mistakes are the people in each cartoon making?

- 2 **THINK!** How do these things make you feel: *annoyed, angry, confused, embarrassed*? Tell your partner.

I feel annoyed when someone interrupts me when I'm speaking.

Listening

- 3 You're going to listen to a man talking about solving problems through effective communication. Listen and for questions 1-5, choose the correct answers (A, B, C or D).

- Brendan begins by saying that arguments
 - are usually a result of bad communication.
 - can be solved through good communication.
 - can usually be avoided.
 - can be healthy.
- Brendan says you should repeat what someone has said to
 - show that you've been listening.
 - make sure you heard correctly.
 - give you time to think what to say next.
 - avoid misunderstanding.
- Brendan advises using 'I' messages in order to
 - be more direct.
 - avoid annoying the other person.
 - emphasise your point.
 - encourage the other person to talk.
- He says a common mistake is
 - accepting all the blame.
 - not telling the truth.
 - not speaking clearly.
 - not admitting being wrong.

Speaking Criticising & responding

- 4 Use the phrases in Ex. 1a and the language in the box below to act out exchanges, as in the example.

Criticising	Responding
<ul style="list-style-type: none"> You're always ... / Do you mind not ... / Could you please stop ...? (+ verb + -ing) Please don't ... It's so annoying/irritating/disrespectful etc.! 	<ul style="list-style-type: none"> I'm really sorry. I'll try not to do it again. Oh, I'm sorry, I didn't realise I was doing that. Sorry, I don't mean to do that.

- A: *You're always interrupting me when I'm speaking!*
 B: *Oh, I'm sorry, I didn't realise I was doing that.*

Nature speaks

- 1 Read the introduction of the text and the headings. How do you think these animals/plants communicate?

👂 Listen and find out.

- 2 Read and match the sentences to the correct animal

A (ant), B (bee), C (cuttlefish) or P (plant).

- 1 Physical contact passes on a message.
- 2 They dance to indicate where others can find something to eat.
- 3 A change in colour helps them to protect themselves.
- 4 They attract their enemy's enemy.

- 3 Fill in: *warning, display, rub, signal, release, pile, nervous, pass on*. Use the phrases to make sentences based on the text.

- 1 to noses
- 2 to chemicals
- 3 to alarm
- 4 a of crumbs
- 5 to the news
- 6 signals
- 7 system
- 8 of colours

- 4 **ICT** Find information about the ways other wildlife communicates e.g. *whales, elephants*. Present your information to the class.

Check these words

affection, hive, tail-wagging, invade, caterpillar, wasp, fungi, gland, release chemicals, signal, alarm, military campaign, enemy, pile of crumbs, antennae, pass on, sac, nervous system, pattern, texture, prey, predator

Gorillas stick out their tongues to show anger, horses rub noses as a sign of affection and dogs stretch their front legs out in front of them and lower their bodies when they want to play. Wildlife may not literally 'speak', but communicate in some pretty amazing ways!

Bees: May I have this dance?

Bees make a series of dance-like movements to communicate the quality and location of food. If a food source is near the hive, a circular dance is performed. A 'tail-wagging' dance in a figure-of-eight movement indicates that it is more than 80 metres away.



Plants: Silent communicators

It might seem that what all plants do is grow leaves and look pretty, but many types of trees and plants send out chemical signals in order to communicate with other trees and plants and even with animals. For example, when invaded by caterpillars, corn and cotton plants send chemical messages that attract the caterpillar's worst enemies, wasps. Various trees also send out warning signals to other trees when attacked by fungi and insects.

Ants: Masters of organisation

Imagine organising thousands of people without saying a word. Ants have up to 20 different chemicals in the many glands in their tiny bodies. Depending on which chemical they release, they can signal alarm, invite friends to eat or even organise a military campaign to attack an enemy. Also, if an ant finds a pile of crumbs, it rubs its antennae and front legs on its neighbour to pass on the good news. Ants may be small but they certainly have plenty to say!



Cuttlefish: Say it with your skin!

This sea animal has the world's best camouflage skills! Sacs of colour under its skin which are controlled by its nervous system allow it to change the colour, pattern, and even texture of its skin in seconds when it has something to say. A zebra pattern on a male cuttlefish, for example, warns other males to stay away. Cuttlefish put on an amazing display of colours and even lights to attract their prey or hide from predators. Whatever the message, the cuttlefish says it with quite a show.



6 Writing

An article describing a person

Writing Tip

An article describing a person should consist of:

- an introduction giving brief general information about the person e.g. name/relationship to us/how & when we met etc.
 - a main body of 2-3 paragraphs in which we describe the person's physical appearance & personality/hobbies/interests/activities/achievements, etc in separate paragraphs. We start each paragraph with a topic sentence summarising the paragraph.
 - a conclusion including our final comments & feelings about the person.
- We use present tenses to describe someone we know well/see often (*a relative, a good neighbour/ friend*) and past tenses for someone who's no longer alive or who we don't see any more (*our best friend from primary school, a relative who has passed away*)
 - When describing personality, we use a variety of character adjectives and justify them with an explanation or example. *Matt is very sociable. He loves going out and meeting new people.* We use mild language to describe negative qualities e.g. *tend to, seems to, is rather, can sometimes be, etc.* *Amanda can sometimes be rather lazy.*
 - We link qualities with appropriate linkers: similar qualities (*also, and, both ... and, moreover, as well as,*) contrasting qualities (*but, on the other hand, nevertheless, in spite of this, although etc*) *Sarah is both cheerful and considerate. However, she is sometimes very stubborn.*

1 Read the model, then match the headings to the paragraphs (1-5).

- A physical appearance/clothes
 B comments & feelings
 C personality & justifications
 D achievements/reason for admiration
 E name/relationship to writer & when/where/how met



- 1 Laurie and I are cousins, but I first got to know her after we met at my grandfather's 80th birthday. We have been good friends ever since.
- 2 Laurie is in her late twenties and attractive. She's tall and dark-skinned with short dark hair, a warm smile and dark brown eyes that sparkle when she laughs. She also has a great sense of style and always looks well-dressed, whether it's in an evening dress or casual sportswear.
- 3 Laurie has a great personality. She's a very popular, sociable person who loves meeting new people and who everyone seems to like. She lights up the room with her bubbly personality and always seems to get everyone smiling and laughing. She also has a fantastic sense of humour. She can see the funny side of any situation and is always making me laugh. She tends to be rather bossy, though, and loves telling everyone what to do!
- 4 My cousin is an incredibly ambitious person. She has achieved her goal of working for the United Nations and is a highly respected development manager. She is very dedicated to her job and often works late. Despite this, she always has time for other people and never refuses to help if there is a problem.
- 5 Although we don't see each other often, Laurie is a very important person to me. Her kindness and great sense of humour make her a very special friend.

2 List the words/phrases below under the headings, then add more from the article. Compare with a partner.

- often wears her hair in a ponytail
- in his mid-twenties
- is a bookworm
- in her early forties
- loves to have fun
- of medium height
- no sense of style
- good-natured
- beautiful almond-shaped eyes
- sensitive
- absent-minded
- always smartly dressed
- doesn't let difficulties get him down
- loves being outdoors
- always does what he says he will
- often looks a bit scruffy
- looks younger than she is
- long blond hair
- pale-skinned
- has lots of tattoos
- wrinkles around her eyes
- shy
- good-looking
- keen on water sports

Physical Appearance

Personality

Hobbies/Interests

of medium height

loves to have fun

is a bookworm

Writing Tip

Making descriptions interesting

Link your sentences together with a variety of structures to avoid writing a boring description.

*He is a handsome man. He has tanned skin. He is a handsome man **with** tanned skin.*

*He has grey hair. It makes him look older. He has grey hair **which** makes him look older.*

She is fashionable. She always wears the latest trends.

*She is a fashionable woman **who** always wears the latest trends.*

*She has long hair. She wears it in a ponytail. She wears her long hair **in** a ponytail.*

*She has short fair hair. She looks sophisticated. Her short fair hair **makes** her look sophisticated.*

3 Link the sentences together using a variety of structures from the table above.

- Hayley is short and a little plump. She has piercing blue eyes. They sparkle when she smiles.
- Mike is well-built. He has curly blond hair. He has a lot of tattoos. He looks tough.
- Sally is a beautiful lady. She has dyed red hair. She wears it in a bob.

4 Fill in: *pessimistic, reserved, supportive, cheerful, easy-going, disorganised, confident, considerate.*

- Jane tends to be a bit
She's always running late and losing things.
- Mary is always so She's always ready to listen and help me.
- I've never met anyone as as Tanya. I don't think I've ever seen her without a smile on her face!
- James can sometimes be quite
He always points out how something could go wrong!
- Karl is a very person.
He always seems to be thinking about other people's needs.
- Joe is a(n) guy. He always seems to be relaxed and doesn't get annoyed easily.
- Beatrice is a(n) person. She's fairly quiet and keeps her feelings hidden.
- Jennifer is quite She seems very sure of herself and what she can achieve.

5 Choose the correct words.

- He is intelligent **both/and** kind-hearted, **despite/ but** he can sometimes look rather scruffy.
- As well as/Moreover** being hardworking, Anna is also very determined. **Nevertheless/However**, she tends to be quite stubborn.
- He is **and/both** trustworthy and honest.

Your turn

6 Read the rubric. Who could you describe? How many paragraphs will you write and what will you include in each?

You have just read the following on an international student website:

Describe someone you admire and win a trip to London for two! Describe what they are like and why you admire them (120-180 words).

7 Write your article. Follow the plan. Use words from the *Useful Language* box.

Plan

- Para 1: name/relationship to you/how & when you met him/her
 Paras 2-4: physical appearance, personality, achievements
 Para 5: final comments & feelings

Useful language

Physical appearance: tiny/short/tall/of medium height (height); thin/slim/skinny/of average build/well-built/plump/overweight (build); oval/round/long/freckled skin/tanned skin/fair-skinned/dark-skinned/wrinkled (face); dark brown/piercing blue/almond-shaped (eyes); straight/curly/wavy/dyed/light brown/blond/long/short cropped/spiky (hair); crooked/upturned/straight (nose); shabby/smartly dressed/scruffy/fashionable/casual/smart clothes/great sense of style/badly dressed/elegantly dressed (clothes)

Personality: I've never met anyone as ... (shy/hard-working/sociable etc.) as (Tom); (Terry) is always so/I find (Terry) very/(Terry) is very/extremely ... (cheerful/selfless/lazy/reliable etc.); (Jane) is a very ... girl. She ...

Achievements: He/She is a skilled/professional ... He/She has won/achieved ... He/She has successfully ...

Expressing negative qualities: He/She can sometimes be/tends to be/is sometimes rather/can be ... (at times).

Just Whistle it!



Imagine you lived high on a mountain with no mobile phone or fixed line. What's the best way to tell your dad at the bottom of the mountain to bring home some milk? By whistling, of course! That's how some communities around the world communicate - through a whistled language.

Linguists believe there are about 70 whistled languages still in use today, although only 12 are fully understood. Most are found in isolated areas with difficult terrain, such as mountains or canyons, where communication over distances is difficult. The obvious advantage of whistled speech is that it allows the speaker to communicate over larger distances (up to 5 km) than ordinary speech.

1 Although this is not practical for those wanting a private conversation, it is a convenient and efficient way to spread news fast.

Most whistled languages are based on actual spoken languages and are not secret codes. **2** Speakers of whistled languages can even switch from whistles to speech in mid-sentence, like many of the residents of the small island of La Gomera in the Canary Islands.

Several hundred years ago, the people of this mountainous island developed a whistled language called 'El Silbo'; the name comes from the Spanish verb *silbar* which means 'to whistle', and it developed out of the islanders' need to communicate over inaccessible valleys and towering cliffs. **3** Islanders became so skilled that messages were successfully spread from one end of the island to the other. El Silbo has played a vital role in the island's history. It was the main form of communication during invasions, wars and immigration. With the advent of modern forms of communication, such

as the telephone and the mobile phone, though, the use of the whistled language slowly declined.

4 However, it is still used to announce community events among the farming communities. In order to protect the language from dying out, the authorities in La Gomera have made El Silbo a part of the school curriculum. **5** "It's less expensive than a mobile phone and it's fun," says nine-year-old Andrea.

The people of La Gomera are fiercely proud of their linguistic heritage. The same pride can be seen in Kuskoy, Turkey - known as the 'bird village.' About 1,000 residents in and around the village also use a whistled language to communicate across the rocky valleys. **6** The whistled language is a direct translation of Turkish words and has been passed down from generation to generation in this rural community. Locals are determined not to let their bird language die out as they face the onslaught of modern technology. "Most people here are farmers and still whistle across the valleys to communicate with their neighbours," explains one of the residents. **7** It's an event that brings out the entire community to celebrate their unique linguistic heritage. The message from Kuskoy is simple: despite all the advances that have been made in the field of communication, sometimes the old ways are still the best.

Reading

- 1** a) Read the rubric and the title of the text. Why do you think people communicate in this way? Read the text to find out.

You are going to read a text about an unusual way of communicating. Seven sentences are missing from the text. For gaps 1-7, choose the sentence A-H which best fits each gap. There are two extra sentences.

- b) Now do the task. Compare your answers with your partner, giving reasons for your choices.

- A The young people have embraced the idea of learning the language and even see some advantages in it.
 B Whistling is essential to the survival of the farming community.
 C The whistler also has the benefit of reaching a number of people at once.
 D It is surprisingly easy to learn.
 E The village even holds an annual festival for the best whistler.
 F Traditionally, when one person heard a whistle, they passed it on.
 G They have 29 whistles, one for each letter of their alphabet.
 H Today, it is rarely used in everyday communication.

Listening

- 2 You will hear people talking in eight different situations. Choose the best answer (A, B or C).
- You hear two friends talking about a tennis match. What happened?
 - He lost the match.
 - He was injured.
 - He broke a window.
 - You hear two friends discussing a film they saw. What did the girl dislike?
 - the acting
 - the plot
 - the script
 - You hear a radio weather forecast. What will the weather be like tomorrow morning?
 - colder than today
 - warmer than today
 - the same as today
 - You hear a girl talking about a course she took. Which part of the course did she most appreciate?
 - CPR
 - treating bites and stings
 - treating head injuries
 - You hear two friends talking about their recent holidays. What does the boy say?
 - It didn't live up to his expectations.
 - It was better than he expected.
 - It was just as he had expected.
 - You overhear this conversation. Who is the woman talking about?
 - her father
 - her brother
 - her husband
 - You hear a man talking. Why did he leave his job?
 - He was injured.
 - For family reasons.
 - He was bored.
 - You hear a woman talking about news she has just received. How does she feel?
 - delighted
 - relieved
 - surprised

Reading

- 3 Read the rubric, then do the task.

You are going to read a text about a type of celebration. For gaps 1-12, choose the word that best fits, A, B, C or D.

Coming of Age

In Japan, *Seijin no Hi*, the coming-of-age day, is a highly (0) *anticipated* day in a young person's life. It is celebrated every January by those who have 1) 20, the legal age of adulthood in Japan. It is an elaborate celebration. Young women wear extravagant 2) kimonos called *furisode* which can 3) up to \$10,000! These kimonos are so complicated to put on that the girls often go to a 4) beauty salon, which also does their hair and make-up in 5) detail. Although the young men can wear a male-style kimono called *hakama*, many choose a smart suit nowadays. At the end of the ceremony, small gifts are handed out to the newly-recognised adults followed by lots of photos! Later, the new adults head off to parties that last late into the night.

In America, the day on which a young person receives their high school 6) at around the age of 18 is an important celebration on the way to becoming an adult. The graduates wear specially-designed 7) and a black square-shaped cap called a mortarboard. The most important moment is when the graduate walks across the 8), receives their award and shakes the principal's hand. Later on, speeches are made by school 9) and previous graduates of the school, but the most important speech is by the valedictorian - a graduate who has 10) great academic success. The valedictorian talks about the graduating class's future in order to 11) the other graduates. After the 12), graduates change into formal dresses and suits and go to graduation parties and dances.

- | | | | | |
|----|-------------|-------------|---------------|---------------|
| 0 | A awaited | B attended | C expected | D anticipated |
| 1 | A touched | B turned | C reached | D passed |
| 2 | A ancestral | B customary | C habitual | D traditional |
| 3 | A charge | B cost | C value | D worth |
| 4 | A reserved | B singular | C special | D unique |
| 5 | A intricate | B complex | C complicated | D intriguing |
| 6 | A credit | B diploma | C degree | D licence |
| 7 | A dresses | B cloaks | C robes | D suits |
| 8 | A platform | B scene | C set | D stage |
| 9 | A formals | B officials | C offices | D officers |
| 10 | A achieved | B realised | C reached | D won |
| 11 | A persuade | B inspire | C convince | D support |
| 12 | A custom | B ceremony | C rite | D ritual |

Word formation

- 4 Read the text and complete the gaps with the words derived from the word in brackets.

'Hear ye, hear ye!' bellows a man standing on the street corner. He's dressed in elaborate (0) *eighteenth* century clothes – a black, red and gold coat, knee-length trousers, black buckled shoes and a three-cornered hat. He could be an actor with a role in a (1) drama, but he is (2) the 'town crier' in a British town! In Medieval Britain, town criers were employed to make public (3) in the streets, like a newspaper for those who could not read. They used to walk around the town centre and draw the public's (4) using a hand bell, and, of course, their loud voice! They would (5) market days, local news, adverts and sometimes even the price of (6) They would also sometimes have to give (7) news such as tax increases, so they were protected by law in case anyone reacted (8) Nowadays, town criers can still be heard in some towns. Every year in the United Kingdom there is also an annual town crying (9), which includes categories such as 'loudest town crier' and 'best-dressed town crier'. Liverpool in northwest England has (10) appointed a town crier after 200 years without one so it looks like the tradition will live on for generations to come.

- EIGHT
- HISTORY
- ACTUAL
- ANNOUNCE
- ATTEND
- PUBLIC
- GROCER
- POPULAR
- ANGER
- COMPETE
- RECENT

Key word transformations

- 5 Use the words in bold to complete the sentences. Use two to five words.

- 1 Other scientists are interested in Dr Herzing's research. **(EXPRESSED)**
Other scientists Dr Herzing's research.
- 2 Although ants don't talk, they can communicate. **(DESPITE)**
Ants can communicate talk.
- 3 Amy had no idea Susan had been gossiping about her. **(KNOW)**
Little Susan had been gossiping about her.
- 4 Erica arranged for a famous cosmetic surgeon to fix her nose. **(HAD)**
Erica by a famous cosmetic surgeon.
- 5 I expect you were relieved to avoid the office chatterbox. **(BEEN)**
You relieved to avoid the office chatterbox.
- 6 Jennifer often gets upset for no apparent reason. **(TENDENCY)**
Jennifer upset for no apparent reason.
- 7 David has always found it easy making friends. **(GOOD)**
David has always friends.
- 8 John would like to study psychology. **(INTERESTED)**
John psychology.

Writing

- 6 Read the rubric and underline the key words.

A magazine wants to publish a series of articles about influential people throughout history. Write an article for the magazine describing a person you admire from history. Include: *who they were & what they were famous for, what they were like (appearance, character, achievements etc.), why you admire them.* (120-180 words)

Plan

- Para 1: brief information about the person you chose (name, when/where born/died, what famous for etc)
- Paras 2-4: what the person was like (appearance, personality, achievements etc)
- Para 5: why you admire this person

Speaking (Compare photographs)

- 7 Compare the two photographs and say what you think the people are arguing about. Use the language in the boxes.



Language in Use 6

Phrasal verbs/Prepositions

1 Choose the correct particle.

fill out/in: complete (official documents)
 fill up: put as much in sth as possible
 hold up: 1) delay 2) commit a robbery using guns
 hold on: wait
 hold off: not start or do sth immediately
 try on: put on clothing to see if it fits
 try out: compete for a place (on a team)
 try sth out: use sth to see if it works/you like it

- 1 We filled **in/up** with petrol before starting the long drive.
- 2 I hope the rain holds **on/off** until after the picnic!
- 3 Dan tried the jacket **on/out** in the shop before he bought it.
- 4 Hold **off/on!** I'll be back in a minute.
- 5 The robbers held **up/off** the bank and got away with £50,000.
- 6 Emily's trying **out/on** for the basketball team.

2 Choose the correct preposition.

- 1 Jon called me last night out **of/from** the blue.
- 2 CHAT may have a huge impact **at/on** other research.
- 3 The office bully left Jane **to/in** tears.
- 4 Rachel is ashamed **from/of** her friend's behaviour.
- 5 It can be hard to distinguish **over/between** a lie and the truth.
- 6 She isn't satisfied **about/with** her looks.

Words often confused

3 Choose the correct word.

- 1 She doesn't **regret/deny** changing her appearance.
- 2 Sam **admitted/agreed** gossiping about Faye.
- 3 Her appearance had radically **adjusted/altered** since the last time I saw her.
- 4 The All Blacks' **supporters/viewers** cheered and chanted throughout the match.
- 5 It was a rather **clumsy/awkward** situation.

Word formation

4 Fill in the correct word derived from the word in brackets.

Forming nouns from verbs

We can change verbs into nouns by adding
-y (recover – recovery), **-ure** (please – pleasure),
-ication (simplify – simplification),
-ency (tend – tendency) or **-ing** (grow – growing).

- 1 We're taking of our new TV tomorrow. (DELIVER)
- 2 Betty called the doctor as a matter of (URGENT).
- 3 His attempt to climb the mountain ended in (FAIL).
- 4 Dr Herzing is only at the of her experiments with CHAT. (BEGIN)
- 5 Ann put her job in the post this morning. (APPLY)

Collocations

5 Fill in: cosmetic, plucked, chubby, stamp, bite, eye, conflict, tongue, go, muscle.

- 1 eyebrows
- 2 surgery
- 3 cheeks
- 4 stick out your
- 5 your nails
- 6 maintain contact
- 7 resolve a
- 8 pale
- 9 spasm
- 10 your feet

Quiz

Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 6 and write a quiz of your own.

- 1 According to studies, in a 10-min conversation people tell at least 5 lies.
- 2 Dolphins speak a special language.
- 3 The Haka originated in Australia.
- 4 Bees dance to indicate where an enemy is.
- 5 Maintaining steady eye contact suggests the person is telling the truth.
- 6 Ta mok is a type of Haka.
- 7 Gorillas stick out their tongues when they're feeling playful.

6 Revision

1 Fill in: *stamped, goatee, raised, packs, fidgeting, convince, delight, cosmetic, exaggerate, signal.*

- I almost didn't recognise you. When did you grow a beard?
- Tony his eyebrows in disbelief.
- of wolves still roam the countryside in some countries.
- Some people take great in arguing with others.
- Harry problems and makes them seem worse.
- He didn't us that he was telling the truth.
- He was very nervous and kept in his chair.
- Ants release chemicals to alarm.
- Tom his feet to keep warm.
- She turned to surgery to change the shape of her nose.

10x2=20 marks

2 Choose the correct words.

- Bees dance in **order to/so that** pass on information.
- He **might/must** have been telling the truth, but I'm not sure.
- Darren knew Craig was lying **due to/as** he avoided eye contact.
- That **can't/mustn't** have been Sally you saw; she's on holiday.
- Sienna acts **so that/as though** she's very important.
- There was **so/such** a lot of noise in the room that I couldn't work.
- I felt upset yesterday **because of/as a result** the argument I had.
- The email **can't/mustn't** be from Tom; he doesn't have a computer.
- Jo's crying. She **must/could** be upset.

9x2=18 marks

3 Rewrite the sentences in the causative.

- My new phone will be installed tomorrow.
.....
- Someone will pierce Stacey's ears for her.
.....
- A plastic surgeon is fixing Danny's nose.
.....
- The hairdresser has shaved John's head.
.....

4x3=12 marks

4 Rewrite the sentences using the words in brackets to start the new sentence.

- People will like you if you like yourself. (ONLY IF)
- If he hadn't gone out every night, he might have passed his exams. (HAD)
- He's a good liar and everyone believes him. (SUCH)
- He had just left when it started raining. (NO SOONER)
- She's so familiar with the dolphins that she calls them by name. (SO)

5x2=10 marks

5 Match the exchanges.

- | | | |
|----------------------------|--|---|
| 1 <input type="checkbox"/> | Could you please stop interrupting me? | A Thank you very much. |
| 2 <input type="checkbox"/> | I'm stuck in traffic. | B Yes, that should be fine. |
| 3 <input type="checkbox"/> | Could you make June the 5th? | C How about Friday afternoon? |
| 4 <input type="checkbox"/> | See you on the 22nd. | D I'm sorry. I'll try not to do it again. |
| 5 <input type="checkbox"/> | When would you like to rearrange it for? | E I'm sorry to hear that. |

5x4=20 marks

6 A magazine is asking for articles about a friend or relative who has played an important role in your life. Write an article for the magazine (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk & write about difficult people _____
- talk about changes to your appearance _____
- rearrange an appointment _____
- talk and write about body language _____
- criticising & responding _____
- write a description of a person _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Natural disasters

1 Label the pictures.

- volcanic eruption • hurricane
- earthquake • avalanche • lightning bolt
- landslide • drought • hailstorm
- flooding • tropical storm



1



2



3



4



5



6



7



8



9



10

2 Choose the correct word.

- 1 The avalanche victim stayed **live/alive** by creating an air pocket near his nose and mouth.
- 2 The photographer got a perfect **shot/shoot** of the volcanic eruption.
- 3 After the flood warning, evacuating the local community became a **matter/case** of urgency.
- 4 Jon **caught/grabbed** his camera and took a picture of the breathtaking sunrise.
- 5 It's important to **take/make** precautions when going ice-climbing.
- 6 The flood waters kept **raising/rising** so we headed for higher ground.

3 Fill in the correct preposition: *from, in, on, under, to*.

- 1 After the earthquake, food supplies were high demand.
- 2 The news reporters were the scene within minutes.
- 3 The trapped caver was suffering exhaustion and dehydration.
- 4 The homeless hurricane victims spent the first few days temporary shelters.
- 5 There was a freak storm and hundreds of people were stranded the island.
- 6 It came my attention that Joe was still shaking hours after the earthquake.
- 7 The woman was clinging her rooftop, waiting for the rescue crew to arrive.
- 8 The tornado destroyed everything that lay its path.
- 9 The area remains threat of flooding.

4 What is the worst natural disaster you have read about? Where and when did it happen? What happened? Write a short paragraph about it.

- 5 a) Fill in: *lava, crater, ash, block, gases, event, predict, erupt, explosion, destroy* in the correct form.

A DAY TO REMEMBER

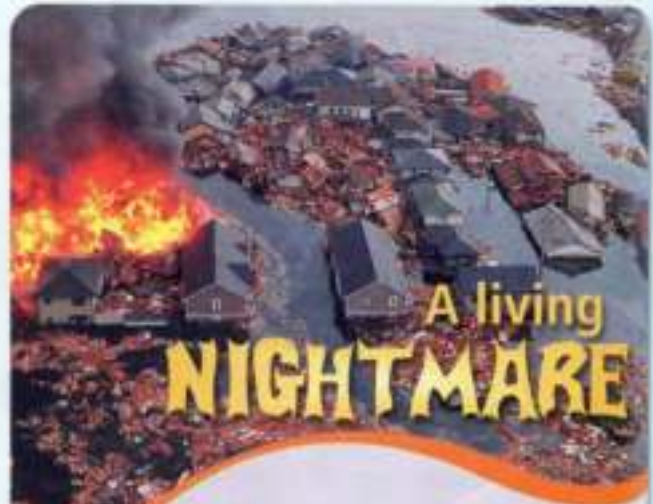
On a clear Sunday morning, on the 18th May 1980, Mount St Helens 1) erupted after 123 years of silence. The eruption was the deadliest volcanic 2) event in the history of the United States. At exactly 8.32am, a(n) 3) explosion so huge it was heard hundreds of miles away, occurred. Tons of red hot 4) lava emerged from the volcano's 5) crater and raced down the mountainside. Every building within a 600 m radius 6) was destroyed. Over 1.5 million tons of poisonous 7) gases were released into the atmosphere. 8) Ash clouds darkened the sky and 9) hid out the sun. Geologists and volcanologists did not 10) predict the disaster.

- b) Fill in: *flatten, storm, threat, reaches, flooding, evacuated, releases, winds, destroy*

AN ANGRY STORM

When a 1) winds at sea becomes a hurricane and 2) reaches shore, it poses a serious 3) threat to public safety. Once a hurricane 4) releases its full power, it will 5) destroy everything in its path. Strong 6) storm and torrential rainfall uproot trees, 7) flatten buildings, and cause serious 8) flooding. Communities must be 9) evacuated if fatalities are to be avoided.

- c) Fill in: *destroy, tectonic plate, collapse, shelter, cause, evacuate, measure, rubble, shake* in the correct form.



A living NIGHTMARE

The Great East Japan Earthquake of 2011, was the fifth most powerful quake on Earth in more than 100 years. It 1) measured 9.0 on the Richter Scale. The quake triggered strong tsunami waves which 2) destroyed everything in their path, leaving piles of 3) rubble behind. Homes and buildings 4) collapsed in an instant. Over fifteen thousand people were killed. Survivors, stunned and 5) hated 6) evacuate the area hoping to find 7) shelter until the nightmare ended. Geologists stated that this disaster was 8) caused by one 9) tectonic plate being pushed under another.

- 6 Match the words, then use the phrases to make sentences.

1	U	breaking	A	flooding
2	A	massive	B	roar
3	F	deafening	C	news
4	E	dormant	D	services
5	D	emergency	E	volcano
6	G	poisonous	F	shelter
7	F	temporary	G	gases
8	I	flaming	H	winds
9	J	fault	I	lava
10	C	violent	J	line

Health/Accidents/Injuries

1 Label the items with: *twist, sprain, gash/wound, bang, faint, break, cut, bruise, dehydrated, graze, concussion, dislocate, scratch, scald.*



1



2
your knee



3 get a



4 be/get



5
your eye



6
your shoulder



7 get a



8
your arm



9
your wrist



10
your hand



11
your head



12
your ankle



13
your hand



14
your finger

2 Have you ever had any of the accidents above? What happened?

.....
.....
.....

- 3 Fill in: *reduce, apply, treat, injured, raise, crutches, wrapping, ease, pain, go down.*



R-I-C-E

You've just sprained your ankle and you're experiencing a shooting

- 1) up your leg. What do you do? You can
2) your ankle using the RICE Method.

R is for rest. You need to rest the injured ankle in order to reduce the pain and avoid further injury. Your doctor may advise you to use 3) so that you don't place any weight on your foot.

I is for ice. You can 4) an ice pack to the ankle for 15 minutes which will help 5) the pain and 6) the swelling. Repeat the procedure every 2 hours.

C is for compression. 7) your ankle up with a bandage provides support and helps the swelling 8)

E is for elevation. Put your foot up and let someone else wait on you! If you 9) your foot, it reduces bleeding and swelling by allowing fluid to flow away from the 10) area.

- 4 Choose the correct word.

- 1 Harry broke his leg and was in a lot of **pain/ache**.
- 2 Disaster **attacked/struck** when two of the climbers in our group fell into a gorge.
- 3 After 3 weeks, the rescue crew **came/formed** to the difficult decision to abandon the search.
- 4 If Robert's surgery is successful, he will be able to **hold/lead** a normal life.
- 5 She only took a small **sip/swallow** of water as she didn't have much left.
- 6 We realised Oliver was **misplaced/missing** when he hadn't returned by nightfall.
- 7 **Disabled/Unable** athletes participate in the Special Olympics.

- 5 Fill in: *struggle, save, notify, administer, rescue, survive, ache, hurt, injure, cure, suffer, heal, catch, operate, prescribe, treat* in the correct form.

- 1 His legs were from skiing all afternoon.
- 2 Nurses know how to first-aid treatment.
- 3 The first-time marathon runner was from exhaustion and dehydration.
- 4 The doctor painkillers to ease my back pain.
- 5 Unfortunately, some diseases cannot be
- 6 Army personnel the survivors of the plane crash.
- 7 Emergency services to cope with the large number of casualties after the storm.
- 8 The authorities are concerned that the flood victims might water-borne diseases.
- 9 Emergency aid has the lives of millions of people.
- 10 Only 15 of the 50 passengers the plane crash.
- 11 It was difficult to all the victims as there was a shortage of medicine.
- 12 We the authorities as soon as we realised that John was missing.
- 13 David his back while climbing up a cliff face.
- 14 Doctors had to on Paul's knee.
- 15 I banged my head on a branch and it really
- 16 Mary's scar is slowly.

Weather

1 Choose the correct word.



1 windy/humid



2 cloudy/frosty



3 shower/thunderstorm



4 sleet/mist



5 mist/rain



6 snowfall/shower



7 breeze/mist



8 foggy/windy



9 frost/drizzle



10 drought/sleet



11 hailstorm/blizzard



12 breeze/storm

2 Match the words to make phrases.

1	weather	A sky
2	lightning	B layer
3	ozone	C hot
4	blue	D winds
5	clear	E conditions
6	boiling	F moon
7	hurricane	G bolt
8	strong	H warning

3 Fill in: glow, freeze, hail, pour, shine, snow in the correct form.

- 1 It was so cold that the lake had overnight.
- 2 The evening sun in the sky.
- 3 When it the children have snowball fights.
- 4 It was down with rain and we had to find shelter.
- 5 She put on her sunglasses because the sun was brightly.
- 6 It's windy and and the street is covered in ice.

4 Fill in: bolt, gust, ray, thunder, flake, drop, strong, extreme, dark, light.

- 1 a of sunshine
- 2 a of rain
- 3 weather conditions
- 4 a of lightning
- 5 a bolt
- 6 a of wind
- 7 a snow
- 8 winds
- 9 shower
- 10 clouds

5 a) Fill in: temperatures, snowfall, chilly, frostbite, showers, drop, freezing, forecast.

Hi, I'm Tyler Wales and this is your weekend weather report. It's quite 1) this morning and for most of us it will be cloudy with a few 2) which will be heavier in the north of the country. Overnight, 3) will probably 4) to at least minus two. Tomorrow's 5) is for quite a bit of 6) with a high of zero and a low of minus three. Conditions are perfect for skiing this weekend, so if you're heading out to the slopes tomorrow remember it's 7) cold so wrap up to protect yourself from 8)

b) Fill in: rain, windy, heatwave, scorching.

Good morning, this is Ken McKenzie with your Monday weather report. The 1) that slowed everybody down this weekend is here to stay. Today's temperature could climb to a 2) 40°C by early afternoon. Unfortunately, no 3) is forecast for the next five days. It will, however, become 4) in the north which is bad news for the forest fires that are raging across this part of the country.

6 Choose the correct word.

- 1 My kids love playing in the snow/snowfall.
- 2 During the summer, the humidity/mist in the air is higher than the winter.
- 3 Every time it pours, our basement floods/rises.
- 4 The forecast for the next couple of days is sunny, but extremely windy/rainy.
- 5 A hurricane/shower is a very powerful and dangerous storm.
- 6 The plane couldn't take off because of the blizzard/cold.
- 7 We couldn't see the bridge because there was too much fog/wind.
- 8 On a clear/muggy night, you can see many stars.

7 Collect information from the Internet then write a short weather forecast for tomorrow. Read it to the class.

Shops & Services

1 Match the shops to the pictures.

- | | | | | |
|-----------------|----------------|------------------|-----------------|------------------|
| A shoe shop | E jeweller's | I confectioner's | M bookshop | Q newsagent's |
| B optician's | F antique shop | J chemist's | N florist's | R petrol station |
| C hardware shop | G supermarket | K baker's | O laundrette | S flea market |
| D clothes shop | H butcher's | L greengrocer's | P hairdresser's | T fishmonger's |



2 In which of the shops in Ex. 1 can you buy/do the following?

Products

- mincemeat • bunch of tulips • a birthday cake • salmon • a screwdriver • a box of chocolates
- a jacket • a pair of sunglasses • a mystery novel • a gold bracelet • cough syrup • a pair of stilettos
- a fashion magazine • get a haircut • motor oil • milk • old records • old silver candlestick
- wash and dry clothes • organic fruit

You can buy mincemeat at a butcher's/supermarket.

3 What shops are in your neighbourhood? How often do you visit them? What do you usually buy?

At the supermarket

1 a) Match the products to the supermarket sections.

- DRINKS • BAKERY • PAPER PRODUCTS • FRUIT & VEGETABLES • CRISPS & SNACKS
- HOME BAKING • FROZEN FOOD • TINNED GOODS • DAIRY
- HOUSEHOLD PRODUCTS • PET FOOD • MEAT & FISH



b) Write two things you can buy in each supermarket section.

c) How often do you go to the supermarket? What do you usually buy?

2 a) Label the pictures.

- shopping trolley • aisle • checkout • shelves • sliding doors • credit card
- price tags • receipts • shopping list



b) Describe the supermarket where you go shopping.

3 Fill in: bargain, discount, credit, cash, pre-packaged, display, queue, coupon, money off, offered, changed the packaging, waste, lower price, save, resources, shift, reduced, offered.

- 1 Every Tuesday, my local supermarket has a on freshly-baked goods.
- 2 I got this in the newspaper which gives £5 off CD's at Harper's music shop.
- 3 I always prefer paying in when I go shopping.
- 4 We are using all of the Earth's natural and one day we will regret not being more careful.
- 5 I prefer cooking with fresh food rather than food.
- 6 Don't money buying things you don't need.
- 7 James is trying to money to buy a new car.
- 8 The shoe shop has drastically the prices of summer sandals.
- 9 Many companies have of their products to more recyclable materials.
- 10 This shop's window really encourage customers to go in.
- 11 Every time I go to the post office, I end up waiting in a for over an hour.
- 12 The local hairdresser's has a special on haircuts every Tuesday.
- 13 Tom's boss him a promotion.
- 14 The jumper I purchased at half price was a real
- 15 Hackers who steal card details and other personal information should be prosecuted.
- 16 I asked for some the computer because it was damaged.
- 17 One way to products you can't sell is to lower their price.
- 18 You can usually buy books online for a much than at bookshops.

Food & Drinks

1 a) Label the picture.

- fats and oils • nuts • oil • pasta • poultry
- meat • chocolate • fruit • fish • grains • rice
- vegetables • bread



b) Write two foods in each category.

2 a) Write in the correct section:

- eggs • beef • chicken • potatoes • carrots • pasta
- broccoli • fish • rice • beans • peppers • peas
- sausages • corn

fried	
baked	
boiled	
roast	
grilled	
poached	
steamed	

b) How do you like the foods in Ex. 2a cooked?

3 Fill in: *feed, starve, soar, nutrients, shortages, produce, grow, consumer, raw, rotten, unripe.*

- 1 The food we eat provides the that our bodies need to grow and stay healthy.
- 2 Mankind produces more than enough food to everyone on earth.
- 3 Never, ever yourself in order to lose weight.
- 4 Eating fresh is healthier than eating processed food.
- 5 Many farmers spray their crops with fertilizer in order to help them
- 6 Bread prices whenever there is a wheat shortage.
- 7 I dislike cooked carrots, but I love them
- 8 The best way to tell if an egg has gone is to crack it open and smell it.
- 9 avocados can take 4-5 days to ripen at room temperature.
- 10 One in six countries in the world faced food in 2005 because of droughts.
- 11 We live in a society.

UK Currency

1 a) Study the table. Read the prices.

• £3.28 • £8 • £1.35 • £10.02 • £2.01 • £6.50

Notes

50 pounds
20 pounds
a tenner
a fiver

NOTES

£5 = five pounds/quid (a fiver)
£10 = ten pounds/quid (a tenner)
£20 = twenty pounds/quid
£50 = fifty pounds/quid



b) What is the currency in your country?

Money

2 Fill in: *bonus, earnings, income, gross income, profits, rise, salary, wages, currency, debt, bill, cost, expense, bargains, installments, price, receipt, refunds, save, spend, waste, owes, pay, withdraw, borrow, lend, playing.*

- | | |
|--|--|
| <p>1 Many companies are cutting employees' due to the economic crisis.</p> <p>2 Women usually a lot more money on clothes than men.</p> <p>3 The of oil has risen significantly in recent years.</p> <p>4 I am sure Sally will give me back the money she me.</p> <p>5 May I your car?</p> <p>6 Can you me your black dress for my dinner party tonight?</p> <p>7 If I really hard, I will be able to buy a new PC in two months' time.</p> <p>8 The of living has skyrocketed over the past 5 years.</p> <p>9 My company did really well this year so the boss is giving everyone a Christmas</p> <p>10 It is store policy that you have to produce your in order to return a product.</p> <p>11 People with a low do not pay taxes.</p> <p>12 The dollar is the unit of in the United States.</p> <p>13 My sister got herself into after making expensive purchases online.</p> <p>14 I'm not looking forward to my electric this month, as I've had the heating on a lot.</p> | <p>15 Our cousins made a lot of money the stock market.</p> <p>16 The bookshop does not give on used books.</p> <p>17 Samantha worked part-time to help for her university fees.</p> <p>18 I didn't find any in any of the clothes shops I went into.</p> <p>19 John went to the bank to £800 from his savings account.</p> <p>20 His father spared no when it came to his education.</p> <p>21 He earns a monthly of £2000.</p> <p>22 The company's dropped 10% in the first quarter.</p> <p>23 My mum thinks it's a of her money to go to a hairdresser's to get her hair dyed so she does it herself.</p> <p>24 Unemployment figures continue to</p> <p>25 Supermarkets are slowly increasing their prices in order to increase their</p> <p>26 I wanted a high career so I chose to be a doctor.</p> <p>27 The shop is letting us pay for the washing machine by monthly</p> |
|--|--|

Coins



COINS

1p = one/a penny
5p = five pence
10p = ten pence
20p = twenty pence
50p = fifty pence
£1 = one/a pound/quid
£2 = two pounds/quid

World problems

1 Label the pictures.

- illiteracy • war • crime • population growth
- pollution • hunger • racism • resource depletion
- homelessness • global warming • poverty
- disease • water scarcity • ageing population



3



4



1



2



5



6



7



8



9



10



11



12



13



14

2 Fill in: face, affect, suffer, drop out, volunteer, survive, trust, adopt, abuse, make, have in the correct form.

- 1 He is thinking of of school and getting a job to help his family.
- 2 is an important factor in every relationship.
- 3 We went to the dog shelter and a 4-month old puppy.
- 4 Children who go through physical or mental are severely traumatised.
- 5 Dr Harris gained a reputation as an authority on global warming.
- 6 At weekends, he at a retired persons home.
- 7 He managed to the earthquake.
- 8 A lot of countries from water scarcity.
- 9 WWF has good progress protecting sea turtles.
- 10 Black people continue to racial discrimination in many areas of life.
- 11 Climate change is already marine life.

Raising awareness

- 1 Fill in: *raise, join, start, change, provide, gain, grab, promote, fight, draw* in the correct form.
- 1 My friends and I have a fundraising campaign to save the Asian tiger.
 - 2 The charity asked the celebrity if he would help them the cause.
 - 3 The poorest children in Africa have little hope of any secondary education.
 - 4 The United Nations World Food Programme was set up to hunger worldwide.
 - 5 That newspaper headline really my attention.
 - 6 If you want to do something about ocean pollution, why not an organisation that is trying to stop it?
 - 7 Volunteering really my life for the better.
 - 8 Many parents in poor countries can't even afford to their children with one decent meal a day.
 - 9 Organisers hope the campaign will awareness of the issue of air pollution.
 - 10 The purpose of the documentary is to people's attention to the issue of global warming.

2 Match the words to make phrases.

1	natural	A	challenges
2	public	B	moments
3	window	C	awareness
4	endless	D	displays
5	true	E	wonder
6	hair-raising	F	inspiration

- 3 Fill in: *ingredients, atmosphere, logging, dense, produce, destroyed, habitat, estimate, deforestation, grow*.
- 1 The rainforest's canopy was so sunlight couldn't penetrate it.
 - 2 Tragically, the world's rainforests are being at a staggering rate.
 - 3 is the permanent destruction of forests and woodlands.
 - 4 Too much carbon dioxide in the earth's will cause our planet to heat up.
 - 5 Perhaps the greatest threat to biodiversity is loss.
 - 6 Fruits that in the Amazon rainforest include pineapples, oranges and bananas.
 - 7 The key in many life-saving drugs are derived from rainforest plants.
 - 8 Rainforests about 20% of the planet's oxygen.
 - 9 Scientists that more than half of all the world's plant and animal species live in tropical rainforests.
 - 10 companies are cutting down some of the most endangered forests on the planet just to make wood and paper products.

4 Choose the correct word.

- 1 An advertiser's aim is to instantly **grab/catch** the attention of viewers.
- 2 They **face/meet** a difficult challenge getting the bank loan approved.
- 3 The children were **determined/fixe**d to finish the puzzle.
- 4 We should **reach/arrive** our destination in 15 minutes.
- 5 After running for over an hour, he **collapsed/dropped** with exhaustion.
- 6 Tom finally **succeeded/managed** in rising to management level.
- 7 It's important to **conserve/protect** water during times of drought.

Space

1 Match the pictures to definitions.

- 1 a collection of billions of stars, gas, and dust bound together by gravity
- 2 the star that is at the centre of our solar system
- 3 the celestial body which orbits the Earth
- 4 a large, round-shaped celestial body that orbits a sun
- 5 a bright streak of light in the night sky caused when a rock enters the Earth's atmosphere and burns
- 6 a small body that orbits the Sun, is composed of ice, and has a 'tail'
- 7 a round-shaped celestial body that orbits a sun, but is not big enough to be a planet
- 8 small pieces of rock/metal that orbit the Sun
- 9 a ball of gas, that generates its own light and heat, and is visible in the night sky



A The Sun



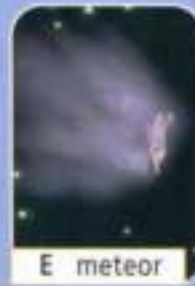
B galaxy



C comet



D The Moon



E meteor



F star



G planet



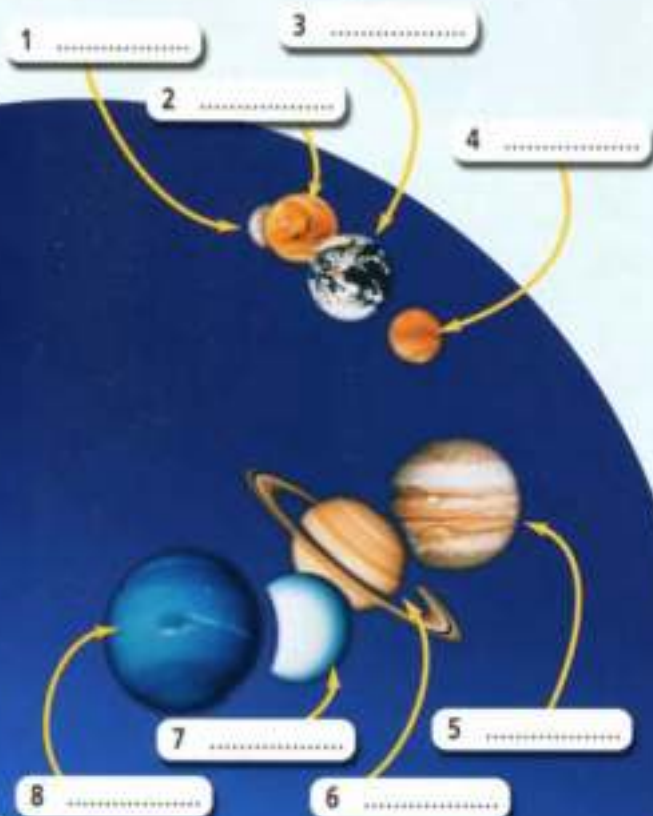
H asteroids



I dwarf planet

2 Label planets in our solar system

- Mercury • Venus • Earth • Mars • Jupiter
- Saturn • Uranus • Neptune



3 Fill in: orbits, generate, colonise, releases, overcome, rotates, farms, survive, exploring, take off.

- 1 The Earth about its axis once every 24 hours.
- 2 The Earth the Sun.
- 3 The space shuttle is scheduled to at 11.30 GMT.
- 4 In my opinion, governments shouldn't be spending money space when there are people starving here on earth.
- 5 One day, the human race may other planets.
- 6 Many problems must be before space colonisation becomes a reality.
- 7 When a star explodes it a huge amount of energy.
- 8 Rubbing your hands together will heat on your palms.
- 9 One day, it may be possible to put in space so astronauts can grow their own food.
- 10 Astronauts cannot in space without wearing special spacesuits.

UFOs

- 1 Fill in: *unidentified flying object, saucer, alien, wreckage, debris, spacecraft, witness, encounter, space, autopsy, footprints, footage, disclosure.*
- 1 Recently there have been reported sightings of spacecraft in Phoenix, Arizona.
 - 2 Several locals claim to have spotted an hovering in the night sky.
 - 3 The journalists demanded full of the facts.
 - 4 David's ambition was to become an astronaut and travel into outer
 - 5 Justin said the object in the sky was flat and round like a flying
 - 6 The couple had a mysterious with an alien creature.
 - 7 Hundreds of people came to see the site and the left in the soil.
 - 8 The crash left large pieces of all over the field.
 - 9 Scientists examined the strange creature on the table.
 - 10 John Smith was not the only eye to the strange event.
 - 11 Firefighters rushed to the scene of the crash to pull any survivors from the
 - 12 The man claims to have video of an alien.
 - 13 The Apollo 11 landed on the moon in 1969.

2 Choose the correct word for each sentence.

• foreigner • alien • stranger • outsider

- 1 When I first started at my new school, it was hard to fit in because I felt like a(n)
- 2 He was a(n) and could not speak the language.
- 3 Susan had never met the man before. He was a complete to her.
- 4 Some people believe that creatures have visited Earth many times in the past.

• abductions • kidnapping • seizure • hijacking

- 5 The of the plane by a group of terrorists was broadcast worldwide.
- 6 Many people believe alien have occurred.
- 7 Every newspaper covered the of the wealthy businessman's child.
- 8 The of land and property by the rebels left many citizens homeless.

• sightings • sites • sights • incident

- 9 Leo can hardly remember anything about the
- 10 We had a fabulous time in Rome and saw all the
- 11 The Mars Exploration Program has identified a number of landing for future missions.
- 12 There were some unconfirmed of flying saucers in the area.

3 Choose the correct word.

- 1 Apollo 17 was the eleventh spacecraft to **land/park** on the moon.
- 2 The Earth **revolves/rotates** around its axis once every 24 hours.
- 3 The raft **sank/dropped** and the survivors swam to the shore.
- 4 The helicopter **floated/hovered** over the crash site, looking for survivors.
- 5 The local TV station sent a journalist to **mention/report** on the UFO sightings.
- 6 A bright light, which was **shining/lighting** through the clouds, blinded us.
- 7 The eagle **soared/raised** gracefully into the sky.
- 8 The children **camped/based** out on the mountainside all night in the hope of spotting a UFO.
- 9 She lay down on the grass and watched the clouds **floating/swimming** across the sky.
- 10 The police found the man **departing/wandering** aimlessly about.
- 11 The satellite **burst/split** into flames as it re-entered the Earth's atmosphere.

Strange Creatures

1 Match the words to form phrases.

1	legendary	A	fairy
2	abominable	B	ape-men
3	leading	C	beast
4	hairy	D	monster
5	tiny	E	snake
6	sea	F	cryptozoologist
7	lake	G	serpent
8	giant	H	snowman

2 Fill in: *lifelong, convincing, virtually, highly, countless.*

- The saola, an antelope-like creature found in Vietnam, was unknown to the outside world until 1992.
- Timothy has had a passion for hunting mysterious creatures.
- Patricia spent hours studying the rare animal's behaviour.
- There is no evidence that cryptids exist.
- The yeti is a secretive creature that avoids human contact.

3 Fill in: *existence, living, eyewitness, extinct, cryptids, legends, evidence, pastime, study, science.*

Cryptozoology, which literally means 'the 1) of hidden animals,' refers to the search for animals whose 2) hasn't been proven. Cryptozoology includes looking for 3) examples of animals that are considered 4) (e.g. dinosaurs), as well as animals whose existence lacks physical 5) but which appear in myths and legends (e.g. Bigfoot; the Loch Ness Monster). The animals that cryptozoologists study are referred to as '6)'. Cryptozoologists rely heavily on alleged 7) accounts and popular 8) It goes without saying that cryptozoology is not a recognised branch of zoology or a discipline of 9) It is, however, a very fun 10)

4 Choose the correct prepositions.

- Perry was fascinated **in/by** the discovery of a giant squid.
- Only half the scientists invited to the conference have responded **to/in** date.
- Henry Osborn was an expert **on/in** the field of paleontology.
- Scientists are sceptical **in/about** the existence of cryptids.
- The BBC has produced a great series of documentaries **for/about** dinosaurs.
- Sam is convinced **of/in** the existence of a beast in the lake near his house.
- The lack of convincing evidence raised doubts **to/about** the truth of the reports.
- Loren Coleman has spent many years **at/in** search of legendary monsters.
- This octopus lives **at/in** extreme depths.
- The scientific community does not believe **at/in** cryptozoology.
- There is a growing demand **for/of** scientists skilled in computer technology.

5 Choose the correct word.

- Did you hear that noise, or was it a **figment/sign** of my imagination?
- The issue has received serious **attention/concentration** from scholars.
- After **examining/weighing** the evidence, the researchers concluded that the account was a hoax.
- They could not match the hair **sign/sample** to any known animal.
- I really **value/estimate** his opinion.
- The quagga, which was half zebra and half horse, was officially declared **disappeared/extinct** in 1883.
- Wild creatures inhabit areas far from **humane/human** settlements.
- The much **disputed/argued** photograph was eventually proved to be authentic.

Prehistoric Creatures

- 1 Fill in: *preserved, dormant, generally, distant, lost, optimistic, astonishing*.
- 1 Completely intact DNA can only be extracted from a carefully specimen.
 - 2 The scientists rushed to publish their findings.
 - 3 It is accepted that modern humans evolved in Africa.
 - 4 Scientists say the fossil foot bone they found confirms man's ancestor could walk upright.
 - 5 Paleontologists are they will find dinosaur fossils in the area.
 - 6 Some people believe that a world lies buried deep beneath the Atlantic ocean.
 - 7 The scientists hope to reactivate the gene.

2 Match the words to make phrases.

1	prehistoric	A	map
2	organic	B	experiments
3	genetic	C	relative
4	distant	D	world
5	blood	E	material
6	conduct	F	vessels

3 Choose the correct word.

- 1 The woolly mammoth, extinct for over 5000 years, could be **brought/carried** back to life thanks to a breakthrough in cloning technology.
- 2 The analysis was done by trained biologists, using **advanced/forward** techniques.
- 3 Scientists are **running/walking** tests on the sample.
- 4 Researchers believe the answer to these questions may **sit/lie** in our DNA.
- 5 This new **line/row** of research will hopefully lead to many breakthroughs.

4 Fill in: *room, clone, unleash, excavate, conduct, revive, evolve, hatch* in the correct form.

- 1 Scientists think plants from green algae.
- 2 Dinosaurs the earth for over 165 million years.
- 3 Archaeologists are currently an Iron Age settlement in Wales.
- 4 Scientists have successfully many animals, including sheep and mice.
- 5 I'm not in favour of extinct species such as the dodo.
- 6 The students are an experiment in the lab right now.
- 7 The decision to proceed with research into human cloning a wave of protest.
- 8 Sea turtle eggs usually at night.

5 Read the text and fill in the gaps with the words in the list.

- event • extinct • primitive • mystery
- evolved • reign • theory • existence

Dinosaurs are one of the most successful groups of animals ever to have lived. Their 1) lasted from the late Triassic period (about 230 million years ago) until the end of the Cretaceous period (about 65 million years ago). The first evidence suggesting the 2) of dinosaurs was the discovery of their ancient footprints in rocks in the 19th century. Later, their fossilised skeletons were found in locations all around the world. Dinosaurs 3) from more 4) reptiles known as archosaurs. The smallest dinosaurs were no larger than a chicken, but the largest reached lengths of 150 feet. Dinosaurs suddenly became 5) about 65 million years ago, along with many other species. The most widely-accepted 6) is that a large meteor hit the earth causing a mass extinction 7) But some scientists believe climate change was to blame. The truth might always remain a 8)



Martial Arts Skills

1 Label the pictures: *land, bend, punch, kick, balance, break, lie, stand, throw, walk, do, fight.*



1 blindfolded



2 legs



3 kung fu high



4 on nails



5 gently



6 kung fu



7
yourself in the air



8 body
on tips of swords



9
barefoot on knives



10 bricks



11 the splits



12 on one leg

2 Fill in: *crouch, attack, gasp, struggle, crawl, build, defend, achieve* in the correct form.

- 1 I in amazement as the Kung Fu master broke bricks on his head.
- 2 They their goal of building up their stamina and strength.
- 3 Terry down to avoid being kicked in the face by his opponent.
- 4 The obstacle course involved through a muddy tunnel on your hands and knees.
- 5 In these classes you will learn important tactics for yourself against attackers.
- 6 We to complete the rigorous training programme.
- 7 They lift weights regularly to their muscles.
- 8 Susan was while walking home, but she was able to get away unharmed.

3 Choose the correct preposition.

- 1 The view from the mountain top will take your breath *away/off*.
- 2 The students looked *on/at/in* horror as the man lay on a bed of nails.
- 3 *In/To* my disappointment, I was unable to master the techniques right *away*.
- 4 Marital arts focus *on/in* personal discipline.
- 5 *To/In* my relief, I wasn't expected to get the moves right *on* the first day.
- 6 The Shaolin monks train *over/under* harsh conditions.

4 Read the definitions then complete the sentences using the verbs in the correct form.

stagger /stæɡə/ (v): to walk unsteadily, almost falling over

step /step/ (v): to bring your foot down on something

stroll /strɔ:l/ (v): to walk in a slow, relaxed way

pace /peɪs/ (v): to walk up and down, especially because you are nervous

drag /dræg/ (v): to move with difficulty, especially because you are ill, tired, or unhappy

hop /hɒp/ (v): to jump (forwards or upwards) on one foot

slip /slɪp/ (v): to lose your balance and slide or fall

march /mɑ:tʃ/ (v): to walk quickly with firm regular steps

sprint /sprɪnt/ (v): to run very quickly for a short distance

crawl /krɔ:l/ (v): to move along on your hands and knees

- 1 They along the beach, enjoying the afternoon sun.
- 2 I saw Frank down the street trying to catch the bus.
- 3 As we were practising the techniques, I on my partner's foot.
- 4 I myself to the gym even though I was feeling sick.
- 5 The students had to through barrels on all fours as part of the exercise.
- 6 After being punched in the stomach, he backwards.
- 7 Terry on the ice and sprained his ankle.
- 8 Kylie up and down the corridor as she waited for the results of the competition.
- 9 After spraining his ankle, he had to around on one leg for a week.
- 10 They around the courtyard all day as part of their training.

Education

1 Fill in: *take, enrol, attend, sit, fail, research, graduate, master, retake, cheat, qualify* in the correct form.

- The students were a topic for their history project on the Internet.
- More and more people are online courses to save time travelling to college.
- It took Jane four years to the language.
- Students who wish to in the course must do so by the end of the week.
- The student who on the test was suspended.
- Rachel her Maths exam, but passed her other exams.
- She is considering some of the courses she got low grades in.
- I was obliged to seminars three times a week.
- His degree him for the job.
- Do you have to an exam for your drama class or is it a practical test?
- Francis from law school last month.

2 Fill in: *tutor, teacher, instructor, graduate, postgraduate, trainer, librarian, coach, professor, examiner*.

- I passed the driving test on my first attempt, thanks to my fantastic driving
- Exam papers are assessed by an external
- The children were home-schooled by a private
- James is a student studying for a Masters degree in Civil Engineering.
- Our school hired a professional football to train the team.
- Fiona is a of Leeds University.
- My History always gives intriguing lectures.
- The helped me to find a reference book for my English project.
- My favourite at primary school was Mrs Patterson.
- He had a personal to help him get fit.

3 Match the phrases.

1	crash	A	resources
2	private	B	year
3	gap	C	website
4	video	D	lesson
5	teaching	E	fees
6	boarding	F	lectures
7	tuition	G	course
8	educational	H	school

4 Match the acronyms to their full forms.

1	MBA	A	Doctor of Philosophy
2	BA	B	Master of Arts
3	MA	C	Master of Science
4	BSc	D	Bachelor of Arts
5	MSc	E	Bachelor of Science
6	PhD	F	Master of Business Administration

5 Fill in: *degree course, marks, tests, qualification, scholarship, certificate, curriculum, career, term, course*.

- She won a to study Medicine at university.
- Tracy is doing a short in Journalism for two months.
- Maths and English are an essential part of the school
- Her was accepted onto a in Accounting.
- Vince would like to pursue a in marketing.
- The spring ends in May.
- Applicants for the job should have a teaching
- John's have improved this term.
- After a two-year course in Business Studies, he was awarded a national
- Some schools have entry which are used to select students for admission.

Appearance & Character

1 Label the pictures with: *spiky hair, sideburns, dark-skinned, flat nose, wrinkles, moustache, beard, curly hair, chubby cheeks, full lips, freckles, bun, ponytail, grey hair, fringe*.



1
2
3



4
5



6



7
8



9



10
11



12
13



14
15

2 Fill in: *moody, sad, angry, organised, grumpy, mean, rude, aggressive, fun-loving, embarrassed*.

- Mary's with John because he took her car without asking.
- When anyone criticises him, he becomes and loses his temper.
- Tanya was a teenager who spent a lot of time alone.
- When I haven't had enough sleep I feel and unsociable in the morning.
- The students were very and finished their project in on time.

- Daniel looked and worried as I told him I'd lost my job.
- It was very of Max to speak like that to his best friend.
- She can be at times and picks on her younger brother.
- Harry felt about singing in front of the whole class.
- Katy is a girl who loves going to parties.

3 Match the opposites.

1	□	puny	A	dark
2	□	slim	B	thin
3	□	wrinkled	C	muscular
4	□	plump	D	straight
5	□	curly	E	overweight
6	□	pale	F	smooth

4 Fill in: graceful, plain, ugly, elegant, handsome, smart, attractive, scruffy.

- 1 She moved in a(n) manner, just like a dancer.
- 2 My parents think I look in these torn jeans, but I like them.
- 3 Alice looked in her long silk evening gown.
- 4 Charles was a tall, man with dark hair and a beard.
- 5 He wasn't good-looking, but he wasn't either.
- 6 Susan was a tall, slim and woman in her mid-thirties.
- 7 Jean, who had been as a child, was now a beautiful slender woman.
- 8 Jack looks very in his black suit, doesn't he?

5 Complete the table with the words in the list.

- of average height • tanned • toddler
- obese • in his/her 20s • fat • short
- overweight • dark-skinned • baby • freckled
- well-built • average build • tall • light
- slim • thin • elderly/old • skinny
- olive-skinned • middle-aged • teenager
- rosy • in his/her late 30s • in his/her early 60s

Height *of average height,*

Build *obese,*

Age *toddler,*

Complexion *tanned,*

6 Fill in: trustworthy, ambitious, generous, modest, friendly, confident, selfish, shy, stubborn, reliable, independent, cheerful.

- 1 Andrew is an man – he is determined to become a famous businessman.
- 2 He's so! He doesn't care about anyone's feelings except his own.
- 3 Mark is very – he never tells anyone he is a self-made millionaire.
- 4 I told Frank that the plan wouldn't work, but he's so that he just wouldn't listen.
- 5 Esther is the most person I know. She would never let me down.
- 6 John is a person. He never betrays a confidence.
- 7 My mother's very; she's always buying little gifts for her friends.
- 8 Leo was too to ask Mandy out on a date.
- 9 As children grow up, they become more and less reliant on their parents.
- 10 She was a girl – always smiling and singing.
- 11 The children at my new school are and made me feel welcome immediately.
- 12 He was of his musical abilities and knew that he'd win the talent contest.

7 Answer the questions.

- 1 What do(es) you/your best friend look like?
.....
.....

- 2 What are your best/worst character traits?
.....
.....

- 3 What character traits annoy you?
.....
.....

Body Language

- 1 a) Fill in: *scratch, bite, raise, frown, shrug, wink, cross, wrinkle, pull out, drum, purse, open.*



1
mouth wide



2
head



3
one's shoulders



4
fingers



5
lips



6
nails



7



8
arms and legs



9



10
eyebrows



11
up one's nose



12
one's hair

- b) Complete the sentences to say which feeling each gesture shows.

- nervous • uncertain • confused
- annoyed • frustrated • surprised
- disgusted • impatient • shocked
- cheeky • defensive • unhappy

- 1 Someone may scratch their head when they feel
- 2 Someone may shrug their shoulders when they feel
- 3 Someone may bite their nails when they feel
- 4 Someone may purse their lips when they feel
- 5 Someone may wrinkle up their nose when they feel
- 6 Someone may pull out their hair when they feel
- 7 Someone may drum their fingers when they feel
- 8 Someone may frown when they feel
- 9 Someone may wink when they feel
- 10 Someone may open their eyes and mouth up wide when they feel
- 11 Someone may cross their arms and legs when they feel
- 12 Someone may raise their eyebrows when they feel

- 2 Choose the correct word.

- 1 Most people tell white lies so as not to hurt/pain other people's feelings.
- 2 In a job interview, it's a good idea to continue/maintain good eye contact with the interviewer.
- 3 I don't think Claire was saying/telling the truth because she was rubbing her ear.
- 4 There's been a(n) raise/increase in the number of people having plastic surgery.
- 5 Stella felt as if she was starring/playing a role rather than being herself.
- 6 Mary never reveals her true/real feelings.
- 7 Wendy was so tired that her eyelids began to fall/droop.
- 8 You should always trust/believe your instincts.

Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which sets the scene (*describes the time, place, people, activity, weather, etc.*),
- **main body paragraphs** (*describing incidents leading up to the main event, the main event itself and its climax*),
- a **concluding paragraph** (*describing what happens in the end, people's reactions/feelings, etc.*)

Stories are characterised by:

- the **use of past tenses** (*The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.*)
- **linking words/phrases that convey time and sequence of events** (*first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc.*),
- **descriptive adjectives/adverbs** to make the story more interesting (*elegant, pleasant, breathtaking, fast, politely, softly, etc.*)
- **direct speech** to make the story more dramatic (*"What are you doing?" she yelled.*)

Useful Language

Starting a story/Setting the scene

- Karen felt (*exhausted*) as she had been (*studying hard for her exams for six months*).
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice (*anything strange*).
- The (*party*) had only just (*started*) when ...
- The next thing (*Tom*) knew, (*he was* ...).

The main event/climax of the story

- They started (*screaming and shouting in panic*).
- I felt sure (*the plane*) was going to (*crash*).

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (*surprise/disgust/horror, etc.*) ...
- Imagine our (*disappointment*) when ...

Ending a story

- I've never felt so (*relieved/scared, etc.*) in my whole life.
- He knew he would never (*go*) again.
- It was the most (*embarrassing*) moment I've ever experienced.

An English magazine has asked its readers to send in short stories with the title: 'A Lucky Escape'. The best story wins £250. Write your story for the competition (120-180 words).

A Lucky Escape by Jane Lucas

1 One Friday afternoon, last winter, I was travelling home on the bus. It was very cold and the rain was pounding heavily against the windows. I was looking forward to having a hot bath and a cooked meal to warm myself up once I got home. I had no idea that I would have a very lucky escape.

2 The bus was making its way along the high street when something went terribly wrong. We were only about five minutes away from my house when suddenly the driver slammed his brakes on. Everyone on the bus was thrown forwards and then the bus skidded, spun around and veered off the road. The last thing I remember is spinning over and over.

3 When I came round, people were moaning. My head was throbbing and there was blood running down the side of my face. I realised I was trapped in the bus which was on its side, but I could hear the sound of sirens in the distance. Soon after that, the emergency services were cutting us out of the vehicle and taking people to hospital.

4 Fortunately, a couple of hours and three stitches later, I was able to go home. I was extremely relieved that no one was seriously injured and very happy to finally make it home.

Practice

1 Answer the questions.

- 1 How has the writer set the scene?
- 2 What senses has the writer referred to?
- 3 What is the climax event?
- 4 What adjectives/adverbs has the writer used?
- 5 What time words has the writer used to show the sequence of events?

Formal letters/emails

Formal letters/emails are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith,*)
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending** (*Yours faithfully, when you don't know the person's name/Yours sincerely, when you know the person's name*) + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences** (*I am available for an interview at any time convenient for you.*)
- **formal linking words** (*However, In addition*)
- **full verb forms** (*I am writing to ...*)
- **use of the passive** (*It can be contacted ...*)

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's Evening Post*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.
- I look forward to a prompt reply.

You recently ordered an item online from www.gifts4all.com but you were very disappointed with it. Write an email of complaint explaining why you are dissatisfied and what you would like the company to do (120-180 words).

Dear Sir/Madam,

1 a) I want to complain about an X360 camera which I ordered through your website on 25th November. Unfortunately, I have experienced b) lots of problems.

2 To start with, I ordered the camera in blue but the one I received was black. Secondly, c) although your website said batteries were included, there were no batteries in the camera. Also, I did not receive the free case that was supposed to come with the camera.

3 I am very disappointed. d) You have to replace the camera for the correct colour and include the case and batteries e) right away. In addition, f) I want you to say sorry for the trouble you've caused. I am sending the item back to you together with my invoice. g) You have to pay me back for the cost of the stamps.

4 h) Write back soon.

Yours faithfully,
Sasha Cohen

Practice

1 Read the email and replace the informal expressions in bold with the formal ones below.

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | despite the fact that your advertisement stated |
| 2 | <input type="checkbox"/> | I look forward to a prompt reply. |
| 3 | <input type="checkbox"/> | I would like you to |
| 4 | <input type="checkbox"/> | I expect the postage to be refunded. |
| 5 | <input type="checkbox"/> | as soon as possible |
| 6 | <input type="checkbox"/> | a number of problems with the order. |
| 7 | <input type="checkbox"/> | I am writing to complain about |
| 8 | <input type="checkbox"/> | I would appreciate an apology for the inconvenience. |

Opinion essays

Opinion essays are discursive essays in which we present our personal opinion on a particular topic. Our opinion must be stated clearly and supported by justifications. We should also present the opposing viewpoint(s) in a separate paragraph.

An opinion essay normally consists of:

- an **introduction** in which we introduce the subject and state our opinion clearly;
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples), including a paragraph giving the opposing viewpoint supported by reasons/examples; and
- a **conclusion** in which we restate our opinion using different words.

We normally use **present tenses** in this type of writing, and phrases such as *I believe*, *In my opinion*, *I think*, *It seems to me that*, *I strongly disagree with*, etc to express our opinion. We list our viewpoints with *Firstly*, *Furthermore*, *Moreover*, *Also*, etc and introduce the opposing viewpoint using *However*, *On the other hand*, etc.

Opinion essays are normally written in a formal style, therefore we should avoid using colloquial expressions, short forms or personal examples. We can find this type of writing in the form of an article in newspapers, magazines, etc.

Useful Language

For giving opinions

- I believe/think/feel (that) ...
I strongly believe ...
- In my opinion/view, ...
- The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned, ...
- I (completely) agree that/with ...
I (strongly) disagree that/with ...
- I am totally against ...
- I couldn't agree more that/with ...
I couldn't disagree more that/with ...

Your teacher has asked you to write an essay giving your opinion on the following statement: 'We should ban the use of plastic bags completely to help the environment.' Justify your opinion (120-180 words).

1 The number of plastic bags in landfill sites and oceans is continually increasing and damaging the environment. In my opinion, banning plastic bags altogether would be a good idea as it would help solve a serious environmental problem and prevent further damage to the environment.

2 **1) Firstly/Also**, it would save energy. **2) For example/Therefore**, producing plastic bags uses a lot of electricity. By not producing any more plastic bags we could reduce energy consumption. **3) Although/Secondly**, it would reduce pollution. **4) Moreover/For instance**, the production of plastic bags creates chemical waste products, which are harmful to the environment.

3 **5) Therefore/Moreover**, wildlife would be safer. Plastic bags are light and can be blown by the wind into trees, rivers and lakes. They damage natural habitats and can cause a choking hazard for many animals. The handles can also get caught around animals' legs and beaks. Removing them from the environment would remove the danger they pose to animals.

4 **6) On the other hand/Besides**, some people argue that a total ban on plastic bags is unnecessary. They state that there are types of plastic bags that can be recycled and rather than a ban, they simply suggest encouraging people to reuse their plastic bags as much as they can and then dispose of them safely.

5 **7) To start with/All in all**, I feel that a ban on plastic bags could be an effective way to improve the environment. People, animals and natural habitats would all benefit immensely.

Practice

1 Read the model and choose the correct linker.

2 Match the paragraphs to the headings.

- | | |
|----------------------------|-----------------------------|
| <input type="checkbox"/> A | second viewpoint & examples |
| <input type="checkbox"/> B | restate opinion |
| <input type="checkbox"/> C | first viewpoint & examples |
| <input type="checkbox"/> D | subject & opinion |
| <input type="checkbox"/> E | opposing viewpoint |

3 Replace the topic sentences in the main body paragraphs with other appropriate ones.

Reviews

Reviews are short descriptions of books, films, plays, TV programmes, etc. They are written to inform readers and viewers, and to give them our opinion/recommendation about whether (or not) they should read a book or see a film/play/etc.

A review consists of:

- an **introduction** in which we summarise all the background information about the book/film/etc. (i.e. title, name of author/director, type, setting, etc);
- a **main body** consisting of two paragraphs: one about the main points of the plot, presented in chronological order, and another including general comments on the plot, the main characters, the acting, the directing, etc.

Note: We normally don't reveal the end of the story to the reader.

- a **conclusion** in which we recommend or do not recommend the book/film/play/etc, giving reasons to support our recommendation.

Reviews are normally found in newspapers, magazines or as part of a letter. The style we use depends on the publication and the intended reader and can be formal or semi-formal.

We normally use **present tenses** and a variety of adjectives to describe the plot and make our comments more clear and to the point.

Useful Language

Background

- The film/book tells the story of ...
- The film/story is set in ...
- The book/novel was written by ...
- The film is directed by ...
- It is a comedy/horror film/love story.

Main points of the plot

- The story concerns/is about/begins ...
- The plot is (rather) boring/thrilling.
- The plot has an unexpected twist.

General Comments

- It is rather boring/confusing/slow/thrilling.
- The cast is excellent/awful/unconvincing.
- The script is dull/exciting.
- It is beautifully/poorly/badly written.
- It has a tragic/dramatic end.

Recommendations

- Don't miss it. It is well worth seeing.
- I wouldn't recommend it because ...
- I highly/thoroughly recommend it.
- It's bound to be a box-office hit.
- Wait until it comes out on DVD.
- It is a highly entertaining read.
- It's a bore to read.

Your English teacher has asked you to write a review of a book you have recently read. Write your review giving a summary of the plot and saying why you think other readers might enjoy it (120-180 words).

1 *The Hunger Games* by Suzanne Collins is the first novel in a best-selling trilogy. It is a fast-paced science fiction novel which tells the exciting story of 16-year-old Katniss Everdeen.

2 The story is set in District 12 in the future world of Panem. Every year, the Capitol holds a lottery to select a boy and girl from each of the twelve districts to fight to the death in the Hunger Games on live TV. When Katniss' 12-year-old sister is selected, she volunteers to take her place. She will have to fight for her life against others who have trained for the Games all their lives. Will she survive?

3 The book's original story, interesting characters and fast-paced plot are guaranteed to keep readers completely absorbed right from the start. It is full of thrilling action and nerve-racking tension as well as touching moments as we follow Katniss' journey through the Games. The characters are strong and well-developed and the reader becomes quickly interested and attached to them.

4 I totally recommend *The Hunger Games*. It is a thoroughly enjoyable read that will completely engross readers from the first page. If you like fast-paced action and a creative, exciting and original plot then this is the book for you. Don't miss it!

Practice

- 1 Read the model. What is each paragraph about?
- 2 How does the writer recommend the book? Replace the sentences with other appropriate ones.
- 3 Which adjectives does the writer use to describe the story, the characters and the plot?

For-and-against essays

For-and-against essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included at the end of the essay.

For-and-against essays include:

- an introductory paragraph introducing the topic and its two sides.
- two main body paragraphs – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples.
- a concluding paragraph which summarises the arguments and gives the writer's opinion.

Note: in for-and-against essays, each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph.

For-and-against essays are characterised by:

- formal/semi-formal vocabulary and some longer sentences (*Although some people may disagree, in my view, the advantages far outweigh the disadvantages.*)
- formal linking words to join ideas (*Although, Whereas, For this reason, etc.*)
- full verb forms (*It is well worth ...*)
- a mild impersonal style that avoids colloquial expressions or strong personal feelings (*Renting a home is thought by some people to be a better solution than buying one.*)

Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing advantages

- One/An important/The main advantage of ...
- Another/An additional benefit of ...
- Some/Many people are in favour of ...

Introducing disadvantages

- A serious drawback/major disadvantage of ...
- Some/Many people are against ...

Justifying points and giving examples

Justifying a point:

- This is because ... • The reason for this is ...
- This means that ... • After all,

Giving examples:

- For instance,/For example, • such as

Contrasting ideas

- On the other hand, • However,/Nevertheless,
- Despite/in spite of (*the fact that*) ...

Expressing opinion

- In my opinion/view, • I believe/think/feel ...

Concluding

- In conclusion, • All things considered,

Write an essay (120-180 words) for a student website discussing the pros and cons of working part-time while studying at university.

▶ Have you thought about working part-time while going to university? Many young people do, but is it sensible to try and work and study at the same time?

▶ Without a doubt, there are a number of advantages to working part-time while studying. **1) To start with**, the money you earn can help pay towards your living expenses. **2) In this way**, you may not have to get a student loan and so will leave university without huge debts. **3) Furthermore**, work experience can greatly improve your chance of finding employment once you have finished studying. It will give you an advantage over other graduates.

▶ **4) On the other hand**, there are also a number of drawbacks to working while studying. **5) To begin with**, it takes away from your study time. You will have fewer hours to study and your grades may suffer as a result. **6) In addition**, your work life may interfere with your university life. You may miss out on social or other events because you have to work. **7) Also**, work problems may affect your ability to concentrate on your studies.

▶ **8) All in all**, there are both advantages and disadvantages to working while studying at university. It does not suit everyone and I think anyone considering doing it should carefully decide for themselves if the negative aspects outweigh the benefits.

Practice

- 1 Read the model. What is each paragraph about?
- 2 Replace all the topic sentences in the essay with other appropriate ones.
- 3 Replace the linking words in bold in the essay with suitable alternatives.

Grammar Reference

MODULE 1

Present Simple

Form

AFFIRMATIVE	I/You/We/They run . He/She/It runs .
NEGATIVE	I/You/We/They do not/don't run. He/She/It does not/doesn't run.
INTERROGATIVE	Do I/you/we/they run ? Does he/she/it run ?
SHORT ANSWERS	Yes , I/you/we/they do . Yes , he/she/it does . No , I/you/we/they don't . No , he/she/it doesn't .

Spelling (3rd-person singular affirmative)

- Most verbs take **-s** in the third-person singular.
I sit - She sits
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I pass - he passes, I wash - he washes, I teach - he teaches, I fix - he fixes, I do - he does
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.
I fly - he flies
- Verbs ending in **vowel + y** take **-s**. *I say - he says*

Use

We use the **present simple** for:

- daily routines/repeated actions** (especially with adverbs of frequency: **often, usually, always**, etc)
She starts work at 9 am.
- habits**. *They always do their shopping on Friday.*
- permanent states**. *He works as a teacher.*
- timetables/schedules** (future meaning).
The museum opens at 10 am.
- general truths and laws of nature**. *Water boils at 212 °F.*
- reviews/sports commentaries/narrations**
The young actor gives an excellent performance in Cats.

Time expressions used with the present simple: every day/month/hour/summer/morning/evening etc, usually, often, sometimes, always etc, on Sundays/Tuesdays etc.

Adverbs of frequency

- Adverbs of frequency** tell us how often sth happens. These are: always (100%), usually (75%), often (50%), sometimes (25%), never (0%).
- Adverbs of frequency** go **before** the main verb but **after** the verb **to be**. *He usually sleeps early on Sundays. They are usually at work at this time of day.*

Present Continuous

Form: verb **to be** (am/is/are) + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I'm eating.	I'm not eating.
You're eating.	You aren't eating.
He/She/It's eating.	He/She/It isn't eating.
We/You/They're eating.	We/You/They aren't eating.

INTERROGATIVE

Am I eating?	Is he/she/it eating?
Are you eating?	Are we/you/they eating?

SHORT ANSWERS

Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *ask - asking, spend - spending*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
wake - waking, dance - dancing
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, double the consonant and take **-ing**. *stop - stopping, regret - regretting* BUT *happen - happening* (stress on 1st syllable)

Use

We use the **present continuous** for:

- actions happening **now**, at the moment of speaking
Tim is swimming right now.
- actions happening **around the time of speaking**.
They are painting their house these days.
- fixed arrangements** in the **near future**, especially when we know the time and the place.
Ben is having a party on Saturday.
- temporary situations**.
Patty is working at her uncle's shop this summer.
- changing or developing situations**.
He is getting better at tennis.
- frequently **repeated actions** with **always, constantly, continually** expressing annoyance or criticism.
He's always forgetting his wallet.

Note: The following verbs do not usually have a continuous form: **have** (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. *I want to ask you something.*

Time expressions used with the present continuous: now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

Present Simple vs Present Continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
timetables <i>The film starts at 6.</i>	future arrangements <i>I'm going out on Sunday.</i>
permanent states & facts <i>They live in the country.</i>	temporary situations <i>He's working from home this week.</i>
habits/routines <i>He goes jogging every morning.</i>	actions happening now/ around the time of speaking <i>She's sleeping at the moment.</i>

Grammar Reference

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form.

These are:

- verbs of the **senses** (*appear, feel, hear, look, see, smell, sound, taste* etc).
I feel happy.
- verbs of perception (*believe, forget, know, understand*, etc).
I don't understand what the problem is.
- verbs which express **feelings** and **emotions** (*desire, enjoy, hate, like, love, prefer, want*, etc).
I like swimming.
- other verbs: *belong, contain, cost, fit, have, keep, need, owe, own*, etc.
She owes me £25.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think he's lying.</i> (= I believe)	<i>I am thinking of moving.</i> (= am considering)
<i>He has a sports car.</i> (= owns, possesses)	<i>I am having dinner.</i> (= eating) <i>She is having a break.</i> (= taking)
<i>I can see the river from my room.</i> (= it is visible) <i>I see what your point is.</i> (= understand)	<i>He's seeing a new client tomorrow.</i> (= meeting)
<i>This tea tastes very sweet.</i> (= it is/has the flavour of)	<i>Tom is tasting the sauce to see if it has enough pepper.</i> (= is trying)
<i>These flowers smell nice.</i> (= have the aroma)	<i>The cat is smelling its food.</i> (= is sniffing)
<i>You appear to be angry.</i> (= seem to)	<i>Liz is appearing in New York this week.</i> (= is performing)

Note: The verb **enjoy** can be used in continuous tenses to express a **specific preference**.

I really enjoy eating out. (general preference)

BUT

I'm enjoying a nice dinner at home. (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

Beth looks very elegant tonight. = *Beth is looking very elegant tonight.*

Past Simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

AFFIRMATIVE

I/You/He/She/It/We/They **stayed/ran.**

NEGATIVE

Long Form

I/You **did not stay/run.**
He/She/It **did not stay/run.**
We/You/They **did not stay/run.**

Short Form

I/You **didn't stay/run.**
He/She/It **didn't stay/run.**
We/You/They **didn't stay/run.**

INTERROGATIVE

Did I/you/he/she/it/we/they **stay/run?**

SHORT ANSWERS

Yes, I/you/he/she/it/we/they **did.**
No, I/you/he/she/it/we/they **didn't.**

Spelling

- We add **-d** to verbs ending in **-e**. *I live - I lived*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I try - I tried*
- For verbs ending in **vowel + y**, we add **-ed**. *I enjoy - I enjoyed*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I admit - I admitted*

Use

We use the **past simple** for:

- actions which happened at a **specific time in the past**.
Sue came home at 7 pm. (When? At 7 p.m.)
- past habits**. *Mum often took me to the park when I was little.*
- past actions which happened one **immediately after the other**. *Brad, had breakfast, read the morning paper, and left for work.*

Time expressions used with the past simple: yesterday, yesterday morning/evening etc, last night/week etc, two weeks/a month ago, in 2010, etc.

Past Continuous

AFFIRMATIVE

I/He/She/It **was walking.**
We/You/They **were walking.**

NEGATIVE

I/He/She/It **wasn't walking.**
We/You/They **weren't walking.**

INTERROGATIVE

Was I/he/she/it **walking?**
Were we/you/they **walking?**

SHORT ANSWERS

Yes, I/he/she/it **was.**
No, I/he/she/it **wasn't.**
Yes, we/you/they **were.**
No, we/you/they **weren't.**

We use the **past continuous** for:

- an action which was in **progress** at a stated time in the past. We do not know when the action started or finished. *Tom was watching a film at 9 pm last night.*
- a **past action** which was in **progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the simple past for the action which interrupted it (shorter action).
He was sleeping when a loud noise woke him up.
- two or more actions which were happening at the same time in the past (**simultaneous actions**).
We were taking notes while the teacher was talking.

Grammar Reference

- to give **background information** in a story. *The sun was shining and the birds were singing when Emma got up that morning.*

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past <i>The accident happened at 4:30 pm.</i>	actions in progress at a stated time in the past <i>He was watching a hockey game at 8 in the evening.</i>
actions which happened one after the other in the past <i>They paid the bill and left the restaurant.</i>	two or more actions which were happening at the same time in the past <i>Ellie was checking her recipe while she was preparing the dish.</i>

Used to/Would/Past Simple

AFFIRMATIVE	I, You, He/She/It, We, They used to play football.
NEGATIVE	I, You, He/She/It, We, They didn't use to play football.
INTERROGATIVE	Did I, you, he/she/it, we, they used to play football?
SHORT ANSWERS	Yes, I, You, he/she/it, we, they did. No, I, You, he/she/it, we, they didn't.

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but they no longer happen. *He **used to drive/drove** to work.* (He doesn't do that any more.)
- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *She **used to wake up/would wake up** early every day. BUT She **used to have** long hair.* (NOT: *He would have long hair.*)
- We use the **past simple** for an action that happened at a definite time in the past. *He **went** to work early yesterday.* (NOT: *He used to go to work yesterday.*)

Present Perfect

Form: have/has + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They've passed. He/She/It's passed.	I/You/We/They haven't passed. He/She/It hasn't passed.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they passed? Has he/she/it passed?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as **be, have, like, know** etc. *Eddie **has lived** on this street for ten years.* (= He moved to this street ten years ago and he's still living here.)
- to talk about a **past action** which has a **visible result** in the **present**. *Someone **has crashed** into my car and it has a big dent in the door.*
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *She has quit her job.* (When? We don't know; it's not important.)
- with **today, this morning/afternoon/week, so far**, etc when these periods of time are not finished at the time of speaking. *Nathan **has called** you three times today.* (The time period – today – is not over yet. He may call again.)
- for **recently completed actions**. *Mum **has just served** dinner.* (The action is complete. The dinner is now served.)
- for **personal experiences/changes** which have happened. *I **have never done** anything as exciting.*

Time expressions used with the present perfect: just, already, yet, for, since, ever, never, etc.

Have gone (to)/Have been (to)/Have been in

- Lisa **has gone to** the shop.* (She's on her way to the shop or she's there now. She hasn't come back yet.)
- Linda **has been to** Hawaii.* (She went to Hawaii but she isn't there now. She's come back.)
- We **have been in** Los Angeles for three weeks.* (We are in Los Angeles now.)

Present Perfect Continuous

Form: have/has + been + verb -ing

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ve been working. He/She/It has/s been working.	I/You/We/They have not/haven't been working. He/She/It has not/hasn't been working.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the **present perfect continuous**:

- to place **emphasis** on the **duration of an action** which started in the past and continues up to the present. *She **has been waiting** for her friends for over an hour.*
- for an action that **started in the past** and lasted for some time. It may still be continuing, or have finished, but it has left a **visible result in the present**. *It **has been raining** all day and the streets are flooded.*

Grammar Reference

Time expressions used with the **present perfect continuous**: since, for, how long (to place emphasis on duration)

Present Perfect vs Past Simple

PRESENT PERFECT	SIMPLE PAST
an action which happened at an unstated time in the past <i>She has bought a car.</i> (We don't know when.)	an action which happened at a stated time in the past <i>Sarah went to Spain last year.</i> (When? Last year. The time is mentioned.)
an action which started in the past and is still continuing in the present <i>Pete has had the same car for ten years.</i> (He still has the same car.)	an action which started and finished in the past <i>He worked in a bank for three years.</i> (He doesn't work in a bank anymore.)

Past Perfect

Form: subject + **had** + past participle

AFFIRMATIVE	NEGATIVE
I/You/He, etc. had eaten .	I/You/He etc. had not/hadn't eaten .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. eaten ?	Yes , I/you/he, etc. had . No , I/you/he, etc. hadn't .

We use the past perfect:

- for an action which **finished before another past action** or **before a stated time in the past**. *The children **had finished** all their chores **before their mother got home**.* (past perfect: **had finished** before another past action: **got home**) *The meeting **had ended** by 11 o'clock.* (before stated time in the past: **by 11 o'clock**)
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had missed** his bus so he was really late.*

Time expressions used with the **past perfect**: before, after, already, just, for, since, till/until, when, by the time, never etc.

Past Perfect Continuous

Form: subject + **had + been** + main verb -ing

AFFIRMATIVE	
I/You/He/She/It/We/They had been playing .	
NEGATIVE	
I/You/He/She/It/We/They had not/hadn't been playing .	
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. been playing ?	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**.
*I **had been looking** for my camera for half an hour, when I remembered I **had loaned** it to a friend.*
- for an action which lasted for some time in the past and whose result was visible in the past. *They **had been walking** around the town all day and they were tired.*

Time expressions used with the **past perfect continuous**: for, since, how long, before, until, etc.

Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	(not) many	(how) much
INTERROGATIVE	not many/any	not much/any

- A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.
*Are there **lots of books** in the library? Yes, there are **lots**.*
 - Much** is used with uncountable nouns and **many** is used with countable nouns. They are usually used in negative or interrogative sentences. *I **haven't got much** time.*
*Are there **many paintings** in the exhibition?*
 - How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. ***How much** milk do you need?*
***How many** visitors does she expect?*
 - A few** means **not many**, but enough. It is used with plural countable nouns. *There **a few** apples in the fridge. I can make an apple pie.*
 - A little** means **not much**, but enough. It is used with uncountable nouns. *He put **a little** money aside so as to go on holiday this summer.*
- Note:** **few/little** means **hardly any**, **not enough** and can be used with **very** for emphasis. *(Very) **few** people go to work by bike. We've got (very) **little** time left. Hurry up!*
- A couple of, several, a few, many, both, a (large/great/good) number of** are followed by a **countable noun**. *There were **several** people at the meeting.*
 - (Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *She has made **a good deal of** progress in her studies.*
 - A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable or uncountable noun**.
*She has bought **a lot of** dresses.*
*We've had **plenty of** rain this year.*

Grammar Reference

Both – Either/Neither – All – None – Every – Each – Whole

- **Both** refers to **two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of **neither/not either**.

Mark and Bob are businessmen. Both Mark and Bob are businessmen. They are both businessmen. Both of them are businessmen. Both men are businessmen.

- **Either** (= any one of two) / **Neither** (= not the one and not the other) refers to **two** people or things and are used before **singular countable nouns**.

Neither car is cheap enough for me to buy.

Neither of/ Either of take a verb either in the singular or plural. *Neither of the boys like/likes football.*

- **All** refers to **more than two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of **none**. *All the students passed the exam. All of them passed the exam. They all passed the exam.*

All + that-clause (=the only thing) takes a **singular verb**. *All that she did was complain about everything.*

- **None** refers to **more than two** people or things. It has a **negative meaning** and isn't followed by a noun.

"Is there any juice left?" "No, none."

None of is used before nouns or object pronouns followed by a verb **either in the singular or plural**. It is the opposite of **all**. *None of the students/ them has/ have finished the project.*

Note: **no + noun**. *There's no time to study.*

- **Every** is used with **singular countable nouns**. It refers to a **group** of people or things and means **all**, or **each**.

She has to pay a rent every month.

- **Each** is used with **singular countable nouns**. It means **one by one**, considered individually (it usually means **only two**). *Each member of the winning team was awarded a medal.*

Note: **Every one** and **each (one)** have **of** constructions.

Every one of/ Each (one) of the students was invited to the graduation ceremony.

- **Whole** (= complete) is used with **countable nouns**. We always use **a, the, this, my**, etc + **whole** + **countable noun**. *the whole day* = all day

- **Both ... and ... + plural verb** *Both Julie and Debbie are nurses*

- **Either ... or ... / Neither ... nor / Not only ... but also ... + singular or plural verb** depending on the subject which follows **nor, or, but also**. *Neither Mary nor Jessica is computer literate. Either Tom or his parents are going to meet you at the airport.*

MODULE 2

Will

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/I'll stay	I/You/He/She/It/We/They will not/won't stay
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they stay?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Use

We use the **future simple**

- for **on-the-spot decisions**. *I like these shoes. I'll buy them.*
- for **future predictions based on what we believe or imagine will happen** (usually with the verbs: **hope, think, believe, expect, imagine** etc; with the expressions: *I'm sure, I'm afraid*, etc; with the adverbs: *probably, perhaps*, etc.) *I think they will be able to solve the problem. Perhaps Frank will change his mind about it.*
- for **promises** (usually with the verbs *promise/swear* etc.) *I promise I'll take you to the museum tomorrow.*, **threats** *Lie to me again and it will be the end of our friendship.*, **warnings** *Drive more carefully or you'll have an accident.*, **hopes** *He hopes they will choose him for the job.*, **offers** *I'll make you some coffee.*
- for actions/events/situations which will **definitely happen** in the future and which we **cannot control**. *It will be spring soon.*

Time expressions used with the future simple: tomorrow, the day after tomorrow, next week/month/ year, tonight, soon, in a week/month/year, etc.

Be going to

Form: subject + verb **to be (am/is/are)** + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am He/She/It is We/You/They are	going to swim.
NEGATIVE	I am not He/She/It is not We/You/They are not	going to swim.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	going to swim?
SHORT ANSWERS	Yes, I am./No, I'm not Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

We use **be going to**:

- to talk about our **future plans and intentions**. *Paul is going to travel abroad next month.* (He's planning to ...)
- to make **predictions based on what we see or know**. *Look out! You're going to fall into the pool.*
- to talk about **things we are sure about or we have already decided to do** in the near future. *Sally is going to look for a new job.* (She has already decided to do this.)

Present Simple/Present Continuous (future meaning)

- We can use the **present simple** to talk about **schedules or timetables**. *His plane lands at 7:00 am.*
- We use the **present continuous** for **fixed arrangements** in the near future. *The Millers are coming to dinner tonight. I invited them last week.*

Grammar Reference

- We use the **present continuous** for changing or gradually developing situations. *More and more students are applying to several colleges.*

Future Continuous

Form: subject + **will + be + verb -ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will be sleeping.	I/You/He/She/It/We/They will not/won't be sleeping.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be sleeping?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future continuous** for actions which will be in progress at a stated future time. *This time on Friday I'll be driving my new car.*

Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group. *This box is **heavier than** that one. It's **the heaviest of all**.*
- We often use **than** after a comparative. *Ben is **younger than** Jim.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places. *I think Ben Stiller is **the funniest of all** actors.*
*This is **the biggest** park in our city.*

Formation of comparatives and superlatives

Adjectives

- With **one-syllable adjectives**, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
*old - older - **the oldest***

Note: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant.

*sad - sadder - **the saddest***

- With **two-syllable adjectives**, we form the comparative with **more + adjective** and the superlative with **most + adjective**. *famous - **more famous** - **the most famous***

Note: For two-syllable adjectives ending in **consonant + y**, we replace **-y** with **-i** and add **-er/-est**.

*happy - happier - **the happiest***

- With **adjectives having more than two syllables**, comparatives and superlatives are formed with **more/the most**. *interesting - **more interesting** - **the most interesting***

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *simple - simpler/more simple - **the simplest/the most simple***

Adverbs

- With adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *fast - faster - **the fastest***
- Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **most** in the superlative form. *slowly - more slowly - **the most slowly***

IRREGULAR FORMS

Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>much/many/a lot of</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>

Note: We can use **elder/eldest** for people in the same family. *Her **elder/eldest** sister is a doctor.*

Study the examples:

- very + adjective/adverb:** *Jason is a **very kind** man.*
- much + comparative form of adjective/adverb:** *Liz is **much taller** than her sister.*
- (not) as + adjective/adverb + as:** *Their house is **as big as** ours. *Lions aren't as fast as* cheetahs.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel **a bit better** now that I've had some rest.*
- by far + superlative form of adjective/adverb:** *Steven is **by far the kindest** person I've ever met.*

-ing form

The **-ing form** is used:

- as a **noun**. *Swimming is an enjoyable activity.*
- after certain verbs: *admit, appreciate, avoid, consider, continue, deny, go (for activities), imagine, mind, miss, quit, save, suggest, practice, prevent.* *Have you **considered moving** to a bigger house?*
- after *love, like, enjoy, prefer, dislike, hate* to express general preference. *She **prefers walking** to work. BUT for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**.* *She **would prefer to take** the bus to work today.*
- after expressions such as: *be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble, etc.* *It's **not worth arguing** with him.*
- after *spend, waste, or lose* (time, money, etc). *He **spends two hours exercising** every day.*
- after the preposition **to** with verbs and expressions such as: *look forward to, be used to, in addition to, object to, prefer* (doing sth to doing sth else). *He's **looking forward to starting** his new job.*
- after other **prepositions**. *He was **nervous about meeting** his future in-laws.*

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's joined a gym **to get** into shape.*
- after certain verbs that refer to the future (*agree, appear, decide, expect, hope, plan, promise, refuse, etc.*). *She **agreed to help** them.*
- after *would like, would prefer, would love, etc* to express a specific preference. *We **would like to visit** the most popular sights.*

Grammar Reference

- after adjectives which describe feelings/emotions (*happy, glad, sad*, etc), express willingness/unwillingness (*eager, reluctant, willing*, etc) or refer to a person's character (*clever, kind*, etc); and the adjectives *lucky* and *fortunate*.
It was kind of you to lend us your car.
- after *too/enough*. *Are you old enough to drive?*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc.
To be honest, I forgot it was your birthday today.

TENSES OF INFINITIVE		
	Active voice	Passive voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

Forms of the infinitive corresponding to verb tenses
Present simple/will → present infinitive
Present continuous/future continuous → present continuous infinitive
past simple/present perfect/past perfect → perfect infinitive
past continuous / present perfect continuous / past perfect continuous → present perfect continuous

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**.
They might go to Rome.
- after the verbs *let, make, see, hear, and feel*.
They made him leave the room.
BUT we use the to-infinitive after *be made, be heard, be seen*, etc (passive form).
He was made to leave the room.
- after *had better* and *would rather*.
I would rather have a sandwich for lunch.
- *help* can be followed by the to-infinitive, but in American English it is normally followed by the infinitive without to.
She helped me (to) put away the dishes.

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the to-infinitive or the -ing form with a change in meaning.

- forget + to-infinitive = not remember
She forgot to pick up the dry cleaning.
- forget + -ing form = not recall
I'll never forget travelling abroad for the first time.
- remember + infinitive = not forget
Did you remember to bring me my CD?
- remember + -ing form = recall
I remember telling you about the party yesterday.
- mean + to-infinitive = intend to
He didn't mean to insult you.
- mean + -ing form = involve
Getting a second job means having less free time.
- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*)
I regret to inform you that your application was rejected.
- regret + -ing form = feel sorry about
He regrets dropping out of college.
- try + to-infinitive = attempt, do one's best
I tried to tell him the truth, but he wouldn't listen.
- try + -ing form = do something as an experiment
If you can't sleep, try drinking some warm milk.
- stop + to-infinitive = stop temporarily in order to do something else
While he was jogging, he stopped to tie his shoelaces.
- stop + -ing form = finish doing something
Mr. Jones stopped working at the age of 65.
- would prefer + to-infinitive (specific preference)
I'd prefer to eat out tonight. It's such a lovely evening.
- prefer + -ing form (general preference)
I prefer eating home-made food to eating junk food.

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use *how, what (a/an), so, such (a/an)*, or a **negative question form**.

- **how + adjective/adverb**
How expensive these shoes are! How well she sings!
- **what (a/an (+ adjective) + singular countable noun**
What a boring book! What a day!
- **what (+ adjective) + plural/uncountable noun**
What amazing paintings! What stylish furniture!
- **so + adjective/adverb**
She is so helpful! He talked to me so rudely!
- **such (a/an (+ adjective) + singular countable noun**
Mr. Adams is such a good teacher!
- **such (+ adjective) + plural/uncountable noun**
*They are such polite children!
Laura has such lovely hair!*
- **negative question form**
*Weren't they excellent hosts!
Isn't that a great suggestion!*

Note: Exclamations are not used in formal writing.

MODULE 3

Future Perfect

Form: **will + have + p.p.** of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have left .	I/You/He/She/It/We/They will not/won't have left .

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have left ?	Yes , I/you/he/she/it/we/they will . No , I/you/he/she/it/we/they won't .

We use the **future perfect** for actions that **will have finished** before a stated time in the future. *Jenny will have moved house by the end of the week.*

Future Perfect Continuous

Form: **will + have been + main verb + -ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have been studying .	I/You/He/She/It/We/They will not/won't have been studying .

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been studying ?	Yes , I/you/he/she/it/we/they will . No , I/you/he/she/it/we/they won't .

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: **by ... for...**
By the time he retires, he will have been teaching for twenty years.

Time expressions used with the **future perfect** and the **future perfect continuous**: before, by, by then, by the time, until/till (only in negative sentences), etc.

Clauses of Concession

Concession is expressed with:

- **Although/Even though/Though + clause.** *Although she studied hard, she failed the exam. Though can also be put at the end of the sentences. She studied hard. She failed the exam, though.*
- **Despite/In spite of + noun/-ing form.** *Despite the rain/raining, they continued the football game.*
- **Despite/In spite of the fact (that) + clause.** *In spite of the fact that it was raining, they continued the football game.*
- **While/Whereas/But/On the other hand/Yet + clause.** *They did their best, yet they lost the match.*
- **Nevertheless/However + clause.** *He has lots of experience; however he didn't get the job.*
- **However/No matter how + adj/adv + subject (+may) + verb.** *However hard he tried, he didn't finish the race.*
- A comma is used when the **clause of concession** either precedes or follows the main clause. *Even though it was snowing, we went for a walk. We went for a walk, even though it was snowing.*

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the bare infinitive (infinitive without to).
- come before the subject in questions and are followed by not in negations.
- don't have tenses in the normal sense. When followed by a present bare infinitive, they refer to an incomplete action or state (i.e. present or future). You should tell them the truth. When followed by a perfect bare infinitive, they refer to a complete action or state. You should have told them the truth.

Note how the forms of the infinitive are formed:

Present: (to) go
Present continuous: (to) be going
Perfect: (to) have gone
Perfect continuous: (to) have been going

Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *If you witness an accident, you must report it to the police. You must apologise to her for being so rude.* (It is your duty./You are obliged to do sth.)
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we have to walk the dog every day.* (It's necessary.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express **duty, weak obligation**. *You should help your little brother with his homework.* (It's your duty. – less emphatic than **must**)

Absence of necessity (**don't have to/don't need to, needn't**)

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *You don't have to work late today. She doesn't need to dress formally for the party. He needn't water the garden today.*
- **Didn't need to/Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *They didn't have to confirm their reservation.* (We don't know if they confirmed it.)

Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to **ask for/give permission**. *May is more formal than can. Can/May I ask you something? Yes, you can/may.* (Is it OK if ...?)
- **Mustn't/Can't:** It is **forbidden** to do sth; it is against the rules/law; **you are not allowed** to do sth. *You mustn't/can't drive without wearing your seatbelt.*

Grammar Reference

Possibility (can, could)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Our teacher **can be quite strict**.* (general possibility – it is theoretically possible)
 - **Could/May/Might + present infinitive:** Possibility in a specific situation. *We **might** go out in the afternoon, so come in the morning.* (It is possible./It is likely./Perhaps.)
- Note:** We can use **can/could/might** in questions but **not may**. *Who **could** I ask for professional advice?*
- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *I **would have gone** to the beach with them, but I was too busy.*

Ability/Inability (can, could, was able to)

- **Can('t)** expresses (in)ability in the present/future. *She **can run very fast**.* (She is able to ...)
- **Could** expresses general repeated ability in the past. *He **could work very long hours** before he retired.* (He was able to ...)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *He **was(n't) able to fix his computer**.* (He didn't manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Emma **couldn't cook** when she was a teen.* (past repeated action) *Emma **couldn't/wasn't able to cook** yesterday, because her stove wasn't working.* (past single action)

Offers/Suggestions (can, would, shall, could)

- **Can:** ***Can** I help you with something?* (Would you like me to ...?)
- **Would:** ***Would** you like to sit down?* (Do you want to ...?)
- **Shall:** ***Shall** I return these books to the library for you?* (Would you like me to ...?/Do you want me to ...?)
- **Can/Could:** *We **can go** mountain climbing. You **could take out** a loan.* (Let's ...)

Probability (will, should/ought to)

- **Will:** *He **will get** a promotion.* (100% certain)
- **Should/Ought to:** *They **should/ought to replace** your faulty MP3 player.* (90% certain; future only; it's probable)

Advice (should, ought to, shall)

- **Should:** general advice *You **should take up** a hobby.* (It's my advice./I advise you to ...)
- **Ought to:** general advice *You **ought to be on time** for work.* (It's a good thing/idea to do.)
- **Shall:** asking for advice ***Shall** I cut my hair short?* (Do you think it's a good idea to ...?)

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma. ***If** I go to Paris, **I will send** you a postcard. – **I will send** you a postcard **if** I go to Paris.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	if/when + present simple <i>If you drop ice in water, it floats.</i>	present simple
1st conditional real, likely to happen in the present/future	if + present simple <i>If it rains, we will stay home.</i>	simple future, imperative, can/must/may , etc + bare infinitive
2nd conditional • unreal imaginary situation in the present/future • advice	if + past simple <i>If I lived by the beach, I would go swimming every day. BUT I don't live by the beach. (untrue in the present). If I <u>were</u> you, I wouldn't believe those lies.</i>	would/could/might + bare infinitive
3rd conditional • imaginary situation in the past • regrets • criticism	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but you didn't) If you had been honest from the start, none of this would have happened.</i>	would/could/might have + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If he **weren't/wasn't** so stressed all the time, he **would enjoy** life more.*
- With type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb. *They **will not hire** you **unless** you **have great** experience. (They will not hire you if you don't have great experience.)*

Wishes

We can use **wish/if only** to express a wish.

WISH/IF ONLY	USE
+ past simple/ past continuous	<i>He wishes he was/were on vacation now. (but he isn't) If only the bus wasn't/weren't running so late. (but it is)</i> to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had accepted their offer. (but I didn't) If only I hadn't bought those books. (but I did)</i> to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish you would stop interrupting me all the time. If only mum would allow me to stay out later.</i> to express: • a polite imperative • a desire for a situation or person's behaviour to change

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If only is used in exactly the same way as *wish* but it is more emphatic or more dramatic. We can use *were* instead of *was* after *wish* and *if only*. *I wish I weren't/wasn't so busy.*

Relatives – Relative Clauses

Use

- We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/that/why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative Clause

The man **who won the award** is our neighbour.

- We use **who/that** to refer to people. *The students who/that were late for class had to stay back an extra hour.*
- We use **which/that** to refer to objects or animals. *The package which/that is on my desk arrived for you this morning.*
- We use **where** to refer to places. *That's the shop where they serve frozen yoghurt.*
- We use **whose** with people, animals, and things to show possession. *She's the woman whose sons are in a rock band.*
- We use **why** to give a reason. *Chris won't tell anyone why he's upset.*

Defining and Non-defining Relative Clauses

- A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when**, or the **reason (why)**. *The girl who sits next to me in class is from Thailand.*
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where, or when**. *My brother, who is 15, is taking driving lessons.*

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

IF-CLAUSE	MAIN CLAUSE
Type 2	Type 3
<i>If he were a fast runner, he would have won the race.</i>	
IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If she had invited me, I would go to her party tonight.</i>	

The passive

Form: We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

	ACTIVE	PASSIVE
Present Simple	<i>Ben plants a tree.</i>	<i>A tree is planted by Ben.</i>
Present Continuous	<i>Ben is planting a tree.</i>	<i>A tree is being planted by Ben.</i>
Past Simple	<i>Ben planted a tree.</i>	<i>A tree was planted by Ben.</i>
Past Continuous	<i>Ben was planting a tree.</i>	<i>A tree was being planted by Ben.</i>
Present Perfect Simple	<i>Ben has planted a tree.</i>	<i>A tree has been planted by Ben.</i>
Past Perfect Simple	<i>Ben had planted a tree.</i>	<i>A tree had been planted by Ben.</i>
Future Simple	<i>Ben will plant a tree.</i>	<i>A tree will be planted by Ben.</i>
Infinitive	<i>Ben has to plant a tree.</i>	<i>A tree has to be planted by Ben.</i>
Modal Verbs	<i>Ben might plant a tree.</i>	<i>A tree might be planted by Ben.</i>

We use the **passive**:

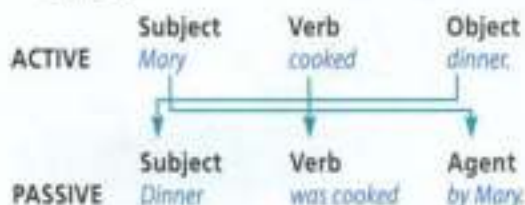
- when the person/people doing the action **is/are unknown, unimportant, or obvious from the context**. *The vase was broken.* (We don't know who broke it).
The package will be delivered today. (Who will deliver it is unimportant).
Our exam papers have been corrected. (It's obvious that the teacher has corrected our exam papers).
- when the action itself is more important than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Cell phones must be turned off during the examination.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
They were cheated out of their money.
- to emphasise the agent. *The announcement was made by the Prime Minister himself.*
- to make statements more formal or polite. *My book has been torn.* (More polite than saying "You tore my book.")

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.

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- The subject of the active sentence becomes the agent, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. *A house collapsed in the earthquake.* (intransitive verb, **no passive form.**)

Note: Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc) cannot be changed into the passive. *The blue shirt suits you.* (NOT: *You are suited by the blue shirt.*)

- Let** becomes **be allowed to** in the passive. *They let us leave early.* – *We were allowed to leave early.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *The window got smashed in the storm.*

By + agent is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *This sculpture was created by a young artist. It was made with recycled materials.*

- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one**, etc. *A lot of money was raised for the charity.* (= They raised a lot of money for the charity.)
- The agent is **not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence. *Comedies are enjoyed by people of all ages.*
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, etc, we can form two different passive sentences. *She sent me an email.* (active) *I was sent an email.* (passive, more common) *An email was sent to me.* (passive, less common)
- In passive questions with **who, whom, or which** we do not omit **by**. *Who wrote this song? Who was this song written by?*
- The verbs **hear, help, see, and make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *Mum made me Hoover the rug.* (active) *I was made to Hoover the rug.* (passive)

Impersonal/Personal Passive Constructions

- The verbs **believe, consider, expect, know, report, say, think**, etc have both personal and impersonal constructions do not in the passive.

active: *People expect that he will win the contest.*

passive: *It is expected that he will win the contest.* (impersonal construction)

He is expected to win the contest. (personal construction)

active: *They say that he lost all his money.*

passive: *It is said that he lost all his money.* (impersonal construction)

He is said to have lost all his money. (personal construction)

Question tags

- Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something (falling intonation) or when we want to find out if something is true or not (rising intonation).
- Question tags** are formed with an auxiliary verb and the appropriate subject pronoun. They take the same auxiliary as in the statement, or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple). *Will plays hockey, doesn't he?*
- After affirmative statements, we use a negative question tag and after negative statements, we use a positive question tag. *Andrew is allergic to seafood, isn't he? They haven't given you an answer, have they?*
- When the sentence contains a word with a negative meaning such as **never, hardly, seldom** or **rarely**, the question tag is positive. *Pam never goes to the opera, does she?*

- Note:**
- Let's** has the tag **shall we?**
Let's have some coffee, shall we?
 - Let me/him** has the tag **will you/won't you?**
Let me explain, will you/won't you?
 - I have (possess)** has the tag **haven't I?**
BUT I have (used idiomatically) has the tag **don't I?**
They have a boat, haven't they?
She has dinner with her friends every Saturday, doesn't she?
 - This/That** is has the tag **isn't it?**
That's Sam's bike, isn't it?
 - I am** has the tag **aren't I? I am late, aren't I?**
 - A positive imperative has the question tag **will/won't? Stop complaining, will/won't you?**
 - A negative imperative has the question tag **will you? Don't drive so fast, will you?**

The Indefinite Article a/an

- We use **a/an** with nouns when referring to an unspecified thing. *She bought a new laptop.*
- We use **a** before singular countable nouns which begin with a consonant sound (**a dog, a uniform**). We use **an** before singular countable nouns which begin with a vowel sound (**an orange, an hour**).
- We do not use **a/an** with uncountable or plural nouns. In these cases we use **some** (**some soup, some grapes**).

The **indefinite article** is used:

- with singular countable nouns. **a pencil, an apple**
- when we talk about things in general.
I want to buy an iPad. (any iPad).

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- after the verb **to be** when we want to say what somebody/something is.
*She's **an** engineer. It's **a** beautiful day!*
- with certain phrases to show how often someone does something. *They go shopping **twice a month**.*

The **indefinite article** is not used:

- with uncountable or plural countable nouns. We use **some** instead. ***some** rice, **some** pasta, **some** CDs.*
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound.
*She **a** fashion model. She's **famous**. She's **a famous** fashion model.*

The Definite Article The

We use **the**:

- with **nouns** when talking about **something** specific, that is, when the noun is mentioned for a second time or is already known. *Are **the** red gloves yours?* (The listener knows what gloves we're talking about. The red ones.)
- with nouns which are **unique** (***the** moon, **the** Parthenon, **the** London Eye etc.*)
- before the names of **rivers** (***the** Nile*), **seas** (***the** Aegean*), **oceans** (***the** Atlantic*), **mountain ranges** (***the** Alps*), **deserts** (***the** Gobi*), **groups of islands** (***the** Canary Islands*), **countries** when they include words such as 'state', 'kingdom', etc (***the** United States*) and nouns with **of** (***the** Tower of London*).
- before the names of **musical instruments** (***the** piano, **the** guitar*) and dances (***the** tango*).
- before the names of **hotels** (***the** Ritz Hotel*), **theatres/cinemas** (***the** Royal Opera House*), **ships** (***the** Titanic*), **organisations** (***the** UN*), **newspapers** (***the** Guardian Weekly*) and **museums** (***the** National British Museum*).
- before **nationalities** ending in **-sh** (***the** Turkish*), **-ch** (***the** Dutch*) or **-ese** (***the** Portuguese*) and **families** (***the** Simpsons*).
- before **titles** when the person's name is not mentioned (***the** Prince, **the** Prime Minister*).
- before the words **morning, afternoon** and **evening**. *She starts work at 8 o'clock in **the** afternoon.*
- with **adjectives** in the superlative form. *I'm **the** oldest in my family.*
- with the words **station, shop, cinema, village, world** etc. *She went to **the** shop to buy new clothes.*
- with **historical periods/events**. ***The** Middle Ages* BUT *World War II*.
- with the words **only, last, first** (used as adjectives). *She was **the** first runner to win a medal in the race.*

We don't use **the**:

- with **plural nouns** when we talk about them in general. *Dogs are loving animals.*
- before **proper names**. *Marta is twelve years old.*
- before the names of **countries** (*Italy*), **cities** (*Tokyo*), **streets** (*Wall street*), **parks** (*Hyde Park*), **mountains** (*Everest*), **islands** (*Hawaii*), **lakes** (*Loch Ness*) and **continents** (*Africa*).

- before the names of **meals**, (*dinner etc*) **games** and **sports** (*volleyball, football*). *I love having **lunch** early. I play **tennis** at 7 every afternoon.*
- with the words **this/that/these/those**. ***This** hat is my mum's.*
- with **possessive adjectives** or the **possessive case**. *That isn't **your** pen. It's **Jake's**.*
- before **titles** when the person's name is mentioned. *Queen Elizabeth, Prince Harry* BUT *the Queen, the King*
- with the words **school, church, bed, hospital, prison** or **home** when we refer to the purpose for which they exist. *John goes to **school** every day.* (John is a student.) BUT *John's mum wants to go to **the** school to ask John's teacher about his marks.* (John's mum is a visitor, not a student.)
- with **languages**. *I speak **Turkish**.* BUT ***The** French language is difficult.*
- with **the names of illnesses**. *He's got **pneumonia**.* BUT *flu/**the** flu, measles/**the** measles*

Note: We use **the + adjective** to refer to a group of people. Examples include: *poor, rich, sick, old, blind, young* etc. ***The** old sometimes feel neglected.*

Reflexive/Emphatic Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach** etc, or with prepositions when the subject and the object of the verb are the same person.
*He (subject) **introduced himself** (object) to everyone in the room.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).
***Help yourself** to some cookies: I've made a fresh batch.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own).
*He lifted the heavy couch **by himself/on his own**.*
- to emphasise the subject or the object of a sentence.
***Cindy** drew this picture **herself**.* (Cindy drew the picture. No one else drew it.)
***Bob** was congratulated by the president **himself**.* (The president congratulated Bob, not someone else.)

- Notes:**
- We do not normally use reflexive pronouns with the verbs **concentrate, feel, meet, and relax**. If you don't feel well, go home. (NOT: *if you don't feel yourself well go home.*)
 - Reflexive pronouns are used with the verbs **dress, wash, and shave** when we want to show that someone did something with a lot of effort.
*Despite having a broken arm, Ron managed to **dress himself**.*

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MODULE 5

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word that can either be used or omitted after the introductory verb (say, tell, etc).

Say – Tell

- **say + no personal object**
Alex **said (that)** he was tired.
- **say + to + personal object**
Alex **said to me (that)** he was tired.
- **tell + personal object**
Alex **told me (that)** he was tired.
- we use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Adam **said to meet** him outside the cinema.
She **told us/spoke/talked about** her future plans.

SAY	hello, good morning/afternoon, etc something/ nothing, so, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Sarah said, "I've lost **my** keys." (direct statement)
Sarah said (that) **she** had lost **her** keys. (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: Tony said, "I **went** to the theatre."

Reported speech: Tony said that he **went/had gone** to the theatre.

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
"I like cooking."	She said (that) she liked cooking.
Present continuous → Past continuous	
"He is reading a book."	He said (that) he was reading a book.
Present perfect → Past perfect	
"I have changed schools."	She said (that) she had changed schools.
Past simple → Past simple or Past perfect	
"We won the game."	They said (that) they won/had won the game.
Past continuous → Past continuous or Past Perfect continuous	
"I was surfing the Net."	She said (that) she was surfing/had been surfing the Net.
Will → Would	
"I will close the door."	He said (that) he would close the door.

- Certain words and time expressions change according to the meaning as follows: now → then, immediately; today → that day; yesterday → the day before, the previous day; tomorrow → the next/following day; this week → that week; last week → the week before, the previous week; next week → the week after, the following week; ago → before; here → there

Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder**, or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what**, etc), the reported question is introduced with the same question word.
"What did you put in the salad?" he asked. (direct question)
He asked **what** I had put in the salad. (reported question)
- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may**, etc), then the reported question is introduced with **if** or **whether**.
"Do you like jazz?" he asked her. (direct question)
He asked her **if/whether** she liked jazz. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
"Can you do the dishes, please?" he asked her. (direct question)
He asked her if she **could** do the dishes. (reported question)

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Indirect questions

- **Indirect questions** are used to ask for advice or information. They are introduced with: *Could you tell me ...?*, *Do you know ...?*, *I wonder ...*, *I want to know ...*, *I doubt ...*, etc and the verb is in the affirmative. If the indirect question starts with *I want to know ...*, *I wonder ...* or *I doubt ...*, the question mark is omitted.

Direct question "How far is it to the beach?"

Indirect question *Do you know how far it is to the beach?*

Reported commands/requests/suggestions/orders

- **Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise**, **ask**, **beg**, **suggest**, etc) followed by a **to-infinitive**, an **-ing form**, or a **that-clause**, depending on the introductory verb.
 - "Put your things over there," he told us. → He told us to put our things over there. (command)
 - "Return to your seat, please," she said. → She asked me to return to my seat. (request)
 - "Let's go to the movies," he said. → He suggested going to the movies. (suggestion)
 - "You'd better wear something warmer," she said. → She suggested that I (should) wear something warmer. (suggestion)
- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**.
 - "Stop talking," she told them. (direct order)
 - She told them to stop talking. (reported order)
 - "Don't move," the policeman told the thief. (direct order)
 - The policeman ordered the thief not to move. (reported order)

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. **will/shall** → **would**, **can** → **could** (present reference)/**would be able to** (future reference), **may** → **might/could**, **shall** → **should** (asking for advice/asking for information)/**offer** (expressing offers), **must** → **must/had to** (obligation) (***must** remains the same when it expresses possibility or deduction), **needn't** → **didn't need to/didn't have to** (present reference)/**wouldn't have to** (future reference). **Would**, **could**, **used to**, **mustn't**, **should**, **might**, **ought to** or **had better** remain unchanged in reported speech.

DIRECT SPEECH	REPORTED SPEECH
He said, "I will call you later."	→ He said (that) he would call me later.
He said, "I can't do this."	→ He said (that) he couldn't do that. (present)
He said, "I can come next week."	→ He said (that) he would be able to come the following week. (future)
He said, "I may leave early."	→ He said (that) he might leave early.
He said, "Where shall I put this?"	→ He asked me where he should put that. (information)
He said, " Shall I offer to help her?"	→ He asked (me) if he should offer to help her. (advice)
He said, " Shall I help you carry the bags?"	→ He offered to help me carry the bags. (offer)
He said, "You must be here at 10."	→ He said (that) I had to be there at 10. (obligation)
He said, "They must be at work."	→ He said (that) they must be at work. (deduction)
He said, "He had better tell the truth."	→ He said (that) he had better tell the truth.
He said, "You needn't walk the dog today."	→ He said (that) I didn't need to/didn't have to walk the dog that day.
He said, "I needn't go to school tomorrow."	→ He said (that) he wouldn't have to go to school the next/following day. (future)
He said, "I should apologise to her."	→ He said (that) he should apologise to her.

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SPECIAL INTRODUCTORY VERBS

Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer promise refuse threaten claim	"Yes, I'll give you a lift." "Show me some proof!" "Would you like me to make you some coffee?" "I'll come on time." "No, I won't play with you." "Leave or I'll call the police." "I saw her break into the house."	→ He agreed to give me a lift. → He demanded to be shown some proof. → He offered to make me some coffee. → He promised to come on time. → He refused to play with me. → He threatened to call the police if I didn't leave. → He claimed to have seen her break into the house.
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	"You should get more sleep." "You can stay at your friend's." "Please, turn the TV off." "Please, stop making fun of me." "Get out of my office!" "Go ahead, try it." "You mustn't stay out late." "Type in your password." "Would you like to go to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Be careful." "Don't run around the pool." "I'd like you to take extra lessons."	→ He advised me to get more sleep. → He allowed me to stay at my friend's. → He asked me to turn off the TV. → He begged me to stop making fun of him. → He commanded me to get out of his office. → He encouraged me to try it. → He forbade me to stay out late. → He instructed me to type in my password. → He invited me to go to the beach with them. → He ordered me to go to my room. → He permitted/allowed me to sit there. → He reminded me to lock the door. → He urged me to be careful. → He warned me not to run around the pool. → He wanted me to take extra lessons.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	"You ruined my jacket!" "I'm sorry I was rude." "Yes, I broke the vase." "I cook better than all of you." "You never take my side." "No, I didn't lie." "You must leave now." "Let's have some juice."	→ He accused me of ruining/having ruined his jacket. → He apologised for being/having been rude. → He admitted (to) breaking/having broken the vase. → He boasted about cooking better than all of us. → He complained to me about my never taking his side . → He denied lying/having lied . → He insisted on me/my leaving immediately. → He suggested having some juice.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a good solution." "I'm an excellent driver." "I came first in the race." "You never do any chores." "I never said that." "It's fantastic!" "It is a very easy recipe." "Your request was rejected." "I'll do the shopping." "You should leave early."	→ He agreed that it was a good solution. → He boasted that he was an excellent driver. → He claimed that he had come first in the race. → He complained that I never did any chores. → He denied that he had ever said that. → He exclaimed that it was fantastic. → He explained that it was a very easy recipe. → He informed me that my request had been rejected. → He promised that he would do the shopping. → He suggested that I leave early.
explain to sb + how	"This is how you make an espresso."	→ He explained to me how to make an espresso.
wonder where/what/why/ how + clause (when the subject of the introductory verb is not the same as the subject in the reported question)	He asked himself, "Where is Tom?" He asked himself, "What is she doing?" He asked himself, "Why are they here?" He asked himself, "How did she do that?"	→ He wondered where Tom was. → He wondered what she was doing. → He wondered why they were there. → He wondered how she had done that.
wonder + whether + to-inf or clause	He asked himself, "Should I hire her?"	→ He wondered whether to hire her.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "Where should I go?" He asked himself, "What can I eat?" He asked himself, "How can I fix this?"	→ He wondered where to go. → He wondered what to eat. → He wondered how to fix that.

Clauses of time

- Clauses of time are introduced by: **after, as, as long as, as soon as, before, by the time** (= before, not later than), **every time, immediately, just as, once, the moment (that), until/till** (= up to the time when), **when, while**, etc.
*They waited for three hours **before** the bus finally arrived.*
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form, and when the verb of the **main clause** is in a **past** form too. We don't use **will/would** in a clause of time.
*I'll call you **as soon as** I get home. (NOT: ~~as soon as I will get~~)*
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
***When** you see him tell him to call me.*
BUT
*Tell him to call me **when** you see him.*

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore, etc.

*She is **both** creative **and** imaginative.*

Negative Addition

neither ... nor, nor, neither, either

***Neither** Mum **nor** Dad can use a computer.*

Contrast

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc.

*Beth is hardworking, **but** not very social.*

Giving Examples

such as, like, for example, for instance, especially, in particular, etc. – *I like all James Bond films, **especially** 'Never say never'.*

Cause/Reason

as, because, because of, since, for this reason, due to, so, as a result (of), etc.

*They were late **because** their car broke down.*

Condition

if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc.

*I'll lend you my car **provided** you drive carefully.*

Purpose

to, so that, so as (not) to, in order (not) to, in order that, etc.

*I went to bed early **so that** I wouldn't be tired during the exam.*

Effect/Result

such/so ... that, so, consequently, as a result, therefore, for this reason, etc.

*It snowed all day, **therefore** we didn't go out of the house.*

Time

when, whenever, as, as soon as, while, before, until/till, after, since, etc.

*I'll leave **when** I'm ready.*

Place

where, wherever

*I'd like to live in a place **where** it's quiet and remote.*

Exception

except (for), apart from

*Everyone attended the meeting, **apart from** Dennis.*

Relatives

who, whom, whose, which, what, that

*The woman over there is the one **who** lives across the street.*

Listing Points/Events

To begin: **initially, first, at first, firstly, to start/begin with, first of all**, etc. – ***First**, heat the oil.*

To continue: **secondly, after this/that, second, afterwards, then, next**, etc.

***Then**, pour the ingredients into the hot oil.*

To conclude: **finally, lastly, in the end, at last, eventually**, etc. – ***Finally**, serve the food.*

Summarising

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc.

***All in all**, I enjoyed the film, although I found the plot hard to follow at times.*

MODULE 6

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mr Benson **had** his house **painted**.* (He didn't paint it himself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.
*When **did** you **have** your hair cut?*

	ACTIVE	CAUSATIVE
Present Simple	He paints his room.	He has his room painted .
Present Continuous	He is painting his room.	He is having his room painted .
Past Simple	He Painted his room.	He had his room painted .
Past Continuous	He was painting his room.	He was having his room painted .
Present Perfect Simple	He has painted his room.	He has had his room painted .
Past Perfect	He had painted his room.	He had had his room painted .
Simple Future	He will paint his room.	He will have his room painted .

Note: • We also use the **causative form** to say that something unpleasant or unexpected happened to somebody. *Steven **had** his laptop **stolen** last week.*

Grammar Reference

- We can use **get** instead of **have** only in informal conversation. *You should **get** those jeans shortened.*

Logical Assumptions/Deductions (**must, may/might, can't**)

- Must** = almost certain that this is/was true *This diamond ring **must** be very expensive. Jim isn't home; he **must** have left for football practice. (I'm sure/certain that sth is true.)*
- May/Might/Could** = possible that this is/was true *I have the day off tomorrow, so I **might** visit some friends. He **may** have sent the invitation to the wrong address; you'd better check. (It is possible./It is likely./Perhaps.)*
- Can't/Couldn't** = almost certain that this is/was impossible *This **can't** be Joe's car; he sold his a month ago. She **couldn't** have made this delicious cake; she's hopeless at baking. (I'm sure that sth isn't true, real, etc.)*

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's **saving** money to buy a car.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc.). *I **promise** to return the money soon.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I **would love** to go to the theatre tonight.*
- after adjectives which describe **feelings/emotions** (**happy, glad, sad**, etc), express **willingness/unwillingness** (**eager, reluctant, willing**, etc) or refer to a **person's character** (**clever, kind**, etc); and the adjectives **lucky** and **fortunate**. *He's always **eager** to help out.*
- after **too/enough**. *It is **too** cold to go swimming.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. *To **tell you the truth**, I didn't really think they'd win.*

TENSES OF INFINITIVE

	Active voice	Passive voice
Present	(to) play	(to) be played
Present Cont.	(to) be playing	–
Perfect	(to) have played	(to) have been played
Perfect Cont.	(to) have been playing	–

present simple/will → **present infinitive**

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect → **perfect infinitive**

past continuous/present perfect continuous/past perfect continuous → **present perfect continuous**

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *He **should see** a doctor.*
- after the verbs **let, make, see, hear** and **feel**. *They **made** him **pay** extra. **BUT** we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He **was made to pay** extra.**

- after **had better** and **would rather**. *You **had better book** early.*
- help** can be followed by the **to-infinitive** or the **infinitive without to**. *I **helped** her (to) **move** the sofa.*

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive** = **not remember**
*He **forgot to take** his wallet with him.*
- forget + -ing form** = **not recall**
*I'll never **forget skiing** down the Alps.*
- remember + to-infinitive** = **not forget**
*Did you **remember to wish** Sue a happy birthday?*
- remember + -ing form** = **recall**
*I **remember going** bungee jumping for the first time.*
- mean + to-infinitive** = **intend to**
*I didn't **mean to hurt** her feelings.*
- mean + -ing form** = **involve**
*If we go there by car, it will **mean spending** a lot on petrol.*
- regret + to-infinitive** = **be sorry to** (normally used in the present simple with verbs such as **say, tell, inform**)
*I **regret to inform** you that your flight is delayed.*
- regret + -ing form** = **feel sorry about**
*I **regret spending** so much money.*
- try + to-infinitive** = **attempt, do one's best**
*I **tried to open** the drawer but it was stuck.*
- try + -ing form** = **do something as an experiment**
*He should **try cutting** down on fatty foods.*
- stop + to-infinitive** = stop temporarily in order to do something else
*On our way to the beach, we **stopped to take** some photos.*
- stop + -ing form** = finish doing something
*He **stopped talking** when the teacher walked in.*

Clauses (purpose/result/reason/manner)

Clauses of Purpose

The **clauses of purpose** are used to explain why somebody does something.

We can express **positive purpose** using:

- to + infinitive** *He's studying **to be** an architect.*
- in order to/so as to + infinitive** (formal)
*She left early **so as to (be)** on time.*
- so that/in order that + can/will** (present/future reference)
*I'll write down my PIN number **so that/in order that** I will remember it at all time.*
- so that/in order that + could/would** (past reference)
*I drove my car to work **so that/in order that** I could be on time for the meeting.*
- in case + present tense** (present/future reference)
*Take some cash with you **in case** you need it.*

Grammar Reference

- **in case + past tense** (past reference)
*She took an umbrella **in case** it rained.*
- Note:** **in case** is never used with **will** or **would**.
*I'll pack some juice for the picnic, **in case** we **are** thirsty later. (NOT: ... **we will be**)*
- **for + noun** (expresses the purpose of an action)
*I've bought a new camera **for** photography class.*
- **for + -ing form** (expresses the purpose of something or its function)
*This cream is used **for** polishing silver.*
- **with a view to + -ing form**
*They started saving up **with a view to** buying a car.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**
*He asked for a ride **in order not to/so as not to** be late.*
- Note:** We never use **not to** to express negative purpose.
- **prevent + noun/pronoun (+ from) + -ing form**
*They put up notices to **prevent** people (from) walking on the grass.*
- **avoid + -ing form**
*He bought a GPS to **avoid** getting lost.*
- **so that + can't/won't** (present/future reference)
*I'll call her **so that** she **won't** feel lonely.*
- **so that + couldn't/wouldn't** (past reference)
*She took a taxi **so that** she **wouldn't** be late for the meeting.*

Notes: • **Clauses of Purpose** should not be confused with **clauses of result**.

Clauses of Purpose are introduced with **so that/in order that** ...

*He studied hard **so that** he would pass the exam. (this shows purpose)*

Clauses of Result are introduced with **so/such ... that**

- **Clauses of Purpose** follow the rule of the sequence of tenses the same way that **Time Clauses** do.
*I'll turn the lights on **so that** I can see clearer.*
*I took a jacket with me **so that** I **wouldn't** get cold.*

Clauses of Result

The **clauses of result** are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**
*He was ill. **As a result/Therefore/Consequently/As a consequence**, he didn't go to work.*
- **such a/an + adjective + singular countable noun ... that**
*He's **such a** rude person **that** nobody likes him.*
- **such + adjective + plural/uncountable noun ... that**
*They lived in **such** terrible conditions **that** the local community decided to build them a house.*
*We were having **such** bad weather **that** we decided to postpone the picnic.*
- **such a lot of + plural/uncountable noun ... that**
*There were **such a lot of** people at the restaurant **that** we couldn't get a table. There was **such a lot of** snow **that** he couldn't move his car.*
- **so + adjective/adverb ... that**
*The book was **so** boring **that** I couldn't keep my eyes open. She sings **so** beautifully **that** I listen to her for hours.*

- **so + adjective + a(n) + noun ... that**
*It was **so** bad a day **that** we stayed in.*
- **so much/little + uncountable noun ... that**
*He spends **so** little time studying **that** he'll fail his exams.*
*He had **so** much luggage **that** he couldn't carry it.*
- **so many/few + plural noun ... that**
*There are **so** many applicants for the job **that** I don't think I'll get the job.*
*There are **so** few tickets left **that** we'll be lucky to find any.*

Clauses of Reason

The **clauses of reason** are used to express the reason for something. They are introduced with the following words/expressions: **because, as/since, the reason for/why, because of/on account of/due to, now (that), for, etc.**

- **because**
*I didn't invite him **because** I don't like him.*
***Because** I don't like him, I didn't invite him.*
- **as/since** (= because)
*We can't visit Stella **as/since** she's away on holiday.*
***As/Since** she's away on holiday, we can't visit Stella.*
- **the reason for + noun/-ing form**
***The reason for** his delay was the stormy weather.*
***The reason for** his being late was the stormy weather.*
- **the reason why + clause**
*The accident on the motorway was **the reason why** he was late.*
***The reason why** he was late was the accident on the motorway.*
- **because of/on account of/due to + noun**
*Some power lines fell down **because of/on account of/due to** strong winds.*
- **because of/on account of/due to the fact that + clause**
*They couldn't concentrate **because of/on account of/due to the fact that** there was a lot of noise.*
- **now (that) + clause**
***Now (that)** we have graduated we can get a job.*
- **for** (= because) (formal written style) A clause of reason introduced with **for** always comes after the main clause.
*She was very quiet all day, **for** she had a lot on her mind.*

Clauses of Manner

The **clauses of manner** are introduced with **as, how, as if/as though, (in) the way (that), (in) the same way (as)** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after the verbs **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.
*The air is humid. It **feels as if/as though** it's going to rain.*
We also use **as if/as though** with other verbs to say how somebody does something.
*She sounds **as if/as though** she's really hurt by what you said.*
- We use **as if/as though + past tense** although we refer to the present when we are talking about an unreal present situation. **Were** can be used instead of **was** in all persons.
*He acts **as if/as though** he knew everything. (but he doesn't)*
*He behaves **as if/as though** he were a child. (but he isn't)*

Grammar Reference

- We can also use **as** in **clauses of manner** to mean "in the way that".

Try to do it **as** I've showed you.

Note: We can use **like** instead of **as** *if/as though* in spoken English.

You look **like** you need a holiday. (informal spoken English)

Inversion

modal/auxiliary verb + subject + main verb

We use **inversion**:

- in questions.
Can you come to the meeting?
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since, etc.

Never (before) have I watched such an interesting film.

Not only did I write the report but I (also) sent it to the manager.

Seldom does this restaurant get so crowded.

BUT

This restaurant seldom gets so crowded. (There is no inversion because the word *seldom* does not come at the beginning of the sentence.)

Note: When the expressions **only after**, **only by**, **only if**, **only when**, **not until/till** come at the beginning of a sentence, the inversion is in the main clause.

Only after I waved to him did he speak to me.

Only if you speak English will he understand you.

- with **so**, **neither**, **nor**, as to express agreement.
I love fresh fruits. "So do I." (We use "so" to agree with an affirmative statement.)
She was an excellent singer, as was her mother/and so was her mother.
"Neither/Nor can I." (We use "neither/nor" to agree with a negative statement.)
I don't speak Spanish well. "Neither/Nor do I."
- with **should**, **were**, **had** when they come at the beginning of an if-clause of "if".
Type 1: *Should he call, tell him to come here.* (= If he should call ...)
Type 2: *Were I you, I would go to the doctor.* (= If I were you ...)
Type 3: *Had I been invited, I would have gone to the wedding reception.* (= If I had been invited ...)

main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
Inside the house ran the little boy.
On the sofa slept the cat.
Here comes the bride.
There goes the last bus.
If the subject is a pronoun, there is no inversion.
Here he is. (NOT: *Here is he.*)
Off you go. (NOT: *Off go you.*)
- in direct speech when the subject of the introductory verb is a noun.
"I love comedies," said Jenny.
(or ... *Jenny said.*)
"Open your notebooks," said the teacher.
(or ... *the teacher said.*)
BUT *"What can I do for you?" he asked.*
(NOT: *asked she*, because the subject of the introductory verb is a pronoun.)

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
Here we are.
- for days of the week, months and public holidays.
Friday, August, New Year.
- for names of people and places.
My teacher's name is Sally and she's from Chester, Vermont.
- for people's titles.
Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.
- for nationalities and languages.
They are Chilean.
He's fluent in German and Russian.

Note: The personal pronoun I is always a capital letter. *Gus and I are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
- to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).
Moreover, Jenny is very patient with children.
- when *if*-clauses or other dependent clauses begin with compound or complex sentences.
If you have any questions, don't hesitate to ask.
Note: No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr Stevens is your maths teacher, isn't he?
- before the words asked, said, etc when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
Where are the children?

Exclamation Mark (!)

An exclamation point is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).
That's a lie!
What awful weather!

Quotation Marks (' ' " ")

Single quotes are used:

- when you are quoting someone in direct speech (nested quotes).
"Then Helen said, 'Are you sure this is the right address?'"

Double quotes are used:

- in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:)

A colon is used:

- to introduce a list.
There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence.
The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (= 1998)
- before or after the possessive *-s* to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C call/phone can candy check closet connect (telephone) cookie corn crazy	ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	Do <u>you have</u> a car?/ Have <u>you got</u> a car?	Have <u>you got</u> a car?
N newsstand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from</u> /than live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/ɔ:/	owl, town, down, how, brown, now, cow
oo	/u:/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ʊ/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/oʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti-	= against (<i>anti-social</i>)
bi-	= two (<i>bi-monthly</i>)
co-	= with (<i>co-star</i>)
counter-	= in the opposite direction (<i>counter-argument</i>)
ex-	= previous, former (<i>ex-wife</i>)
inter-	= between (<i>intercontinental</i>)
mis-	= done wrongly or badly (<i>misjudge</i>)
mono-	= one (<i>monorail</i>)
multi-	= many (<i>multimedia</i>)
non-	= not (<i>non-verbal</i>)
out-	= more, better (<i>outrun</i>)
over-	= (done) to a great extent (<i>overcook</i>)
post-	= after (<i>post-war</i>)
pre-	= before (<i>pre-war</i>)
pro-	= in favour of (<i>pro-European</i>)
re-	= again (<i>redo</i>)
semi-	= half (<i>semi-circle</i>)
sub-	= under, less (<i>sub-zero</i>)
super-	= big, more (<i>superhuman</i>)
trans-	= (travel) from one side, group etc to another (<i>transatlantic</i>)
tri-	= three (<i>tripod</i>)
under-	= not enough (<i>underdeveloped</i>)
uni-	= one (<i>unidirectional</i>)

The prefixes below are used to express opposite meanings.

de-	<i>deforest, desensitise</i>
dis-	<i>disagree, dissimilar</i>
in-	<i>insincere, incomplete</i> BUT <i>il-</i> (before l) <i>illegible im-</i> (before b, m, p) <i>impolite,</i> <i>imbalance</i> BUT <i>unpopular ir-</i> (before r) <i>irrational</i>
non-	BUT <i>unrest, unrestricted</i>
un-	<i>non-existent, non-stop</i> <i>uncomfortable, unlucky</i>

Some prefixes are added to words to form verbs.

en-	<i>rich - enrich</i>
	BUT <i>em-</i> (before b, m, p) <i>power - empower</i>

- **Suffixes** are syllables which we add to the end of certain words to form new words.

- **Nouns referring to people**

- verb + *-er/-or/-ar* (*drive - driver, conduct - conductor, lie - liar*)
- noun/verb/adjective + *-ist* (*novel - novelist, cycle - cyclist, social - socialist*)
- verb + *-ant/-ent* (*claim - claimant*)
- noun + *-an/-ian* (*Rome - Roman, politic - politician*)
- verb + *-ee* (passive meaning) (*escape - escapee*)

- **Nouns formed from verbs**

-age	<i>break - breakage</i>
-al	<i>arrive - arrival</i>
-ance	<i>perform - performance</i>
-ation	<i>represent - representation</i>
-ence	<i>confide - confidence</i>
-ion	<i>complete - completion</i>
-ment	<i>pay - payment</i>
-sion	<i>extend - extension</i> (verbs ending in -d/-t)
-sis	<i>diagnose - diagnosis</i>
-tion	<i>delete - deletion</i>
-ure	<i>seize - seizure</i>
-y	<i>discover - discovery</i>

- **Nouns formed from adjectives**

-ance	<i>arrogant - arrogance</i>
-cy	<i>accurate - accuracy</i>
-ence	<i>confident - confidence</i>
-ion	<i>perfect - perfection</i>
-iness	<i>happy - happiness</i>
-ness	<i>shy - shyness</i>
-ity	<i>equal - equality</i>
-ty	<i>safe - safety</i>
-y	<i>jealous - jealousy</i>

- **Adjectives formed from nouns**

-ous	<i>courage - courageous</i>
-al	<i>person - personal</i>
-ic	<i>hygiene - hygienic</i>
-ical	<i>myth - mythical</i>
-ish	<i>girl - girlish</i>
-ive	<i>excess - excessive</i>
-ful (with)	<i>meaning - meaningful</i>
-less (without)	<i>meaning - meaningless</i>
-ant	<i>importance - important</i>
-able	<i>comfort - comfortable</i>
-y	<i>hand - handy</i>
-ly	<i>time - timely</i>

- **Adjectives formed from verbs**

-able	<i>count - countable</i>
-ible	<i>comprehend - comprehensible</i> (verbs ending in -d/-t)
-ive	<i>dismiss - dismissive</i>
-ate	<i>consider - considerate</i>
-ent	<i>depend - dependent</i>

- **Verbs formed from adjectives**

-en	<i>bright - brighten</i>
-ise	<i>immobile - immobilise</i>

- **Verbs formed from nouns**

-en	<i>length - lengthen</i>
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Word Formation

Use the word given in capitals to form a word that fits in the gap.

- | | |
|---|------------|
| 1 The magazine comes out every other week, so it is | WEEK |
| 2 You have to leave the clay to for at least two hours. | HARD |
| 3 These shoes are very I can wear them all day long. | COMFORT |
| 4 Can you take the meat out of the freezer so it can, please? | FROST |
| 5 There was extensive of the royal wedding in the media. | COVER |
| 6 The doctor told him to take his every six hours. | MEDICATE |
| 7 Mr Harris handed in his due to personal reasons. | RESIGN |
| 8 Swine flu is an disease and can spread very quickly. | INFECTION |
| 9 I think Meryl Streep is an actress. | EXCEL |
| 10 When did end in the USA? | SLAVE |
| 11 Can I please talk to the of the hotel? | MANAGE |
| 12 J K Rowling is the of the Harry Potter books. | WRITE |
| 13 We went to see the Cats in the West End on Friday. | MUSIC |
| 14 She had no problems during her | PREGNANT |
| 15 Darren knocked the vase over | ACCIDENT |
| 16 I find your behaviour completely Please apologise! | ACCEPTABLE |
| 17 My mum this dress for me. It was too long | SHORT |
| 18 Playing team sports teaches you how to with others. | OPERATE |
| 19 Don't believe a word she says as she's of telling the truth. | CAPABLE |
| 20 The boss decides to give all his a raise. | EMPLOY |
| 21 I have a dentist's in the afternoon. | APPOINT |
| 22, he didn't know anything about the earthquake. | APPARENT |
| 23 He has no friends and feels very | LONE |
| 24 She has working hours, which helps her take care of her children. | FLEX |
| 25 We had to all the words of the poem. | MEMORY |
| 26 What are you looking for? | EXACT |
| 27 I'm surprised by his as he is usually polite to people. | RUDE |
| 28 Scientists have discovered the of a new dwarf planet. | EXIST |
| 29 The company were surprised by how few there were for the job. | APPLY |
| 30 Mrs Holland gave a very generous to the charity. | DONATE |
| 31 The company develops computer games for children. | ACTIVE |
| 32 The doctor said the brain damage was and he'd never improve. | REVERSIBLE |
| 33 I went to my this morning to have my eyes tested. | OPTIC |
| 34 It was perhaps the most tsunami in history. | DESTROY |
| 35 He is known for his and is always breaking things. | CLUMSY |
| 36 Paul made a good on her parents. | IMPRESS |
| 37 He's to chocolate. He can't stop eating it. | ADDICT |
| 38 Tanya the cost of the holiday and ran out of money. | CALCULATE |
| 39 It is to steal even very small amounts of money. | MORAL |
| 40 He first came to Britain as a during World War II. | REFUGE |
| 41 Carl was threatened with for being disruptive in class. | SUSPEND |
| 42 This soup is, it needs more salt! | TASTE |
| 43 The children played videogames to relieve the of the long journey. | BORE |
| 44 The music at the party was so loud it was | BEARABLE |
| 45 The policeman said the emphasis was on first. | SAFE |
| 46 There is no doubt that is becoming a widespread problem. | OBESE |

Word Formation

47 This sun cream is specially formulated for	skin.	SENSE	
48 His small business grew into a huge chain and now he's a		MILLION	
49 We should protect	species.	DANGER	
50 Air	can be a serious health threat in big cities.	POLLUTE	
51 My grandmother	her husband by twenty five years.	LIVE	
52 I couldn't tell the	between the twins.	DIFFER	
53 Vitamin C improves blood		CIRCULATE	
54 It is	to wear a uniform at the school.	COMPEL	
55 It is very hard to breed giant pandas in		CAPTIVE	
56 He suffers from		DEPRESS	
57 Julia broke up with her boyfriend because of his		JEALOUS	
58 This meat is	! It needs another 15 minutes in the oven.	COOK	3
59 Your behaviour at the dinner party was		DISGRACE	
60 I would	that you buy this flat screen TV, not that one.	COMMEND	
61 He became	from running up three flights of stairs.	BREATH	
62 The child became	when he hit his head falling off the slide.	CONSCIOUS	4
63 I can't stand Nigel's		ARROGANT	
64 I wish I lived in a quieter	away from the city centre.	NEIGHBOUR	
65 He's very	about ancient Greek history.	KNOWLEDGE	5
66 The make-up artist	the actress's beautiful face into an old lady's.	FORM	
67 You really are very	Stop telling me what to do!	BOSS	
68 If you can't withdraw money from ATM, ask for the	of a cashier.	ASSIST	6
69 We're meeting the company's	at 5 o'clock.	REPRESENT	
70 We get a paper delivered to the house on a	basis.	DAY	
71 It's	rude to point at people.	EXTREME	
72 I don't believe in ghosts or other	beings.	NATURAL	7
73 I spent a small fortune on	costs when I bought some books online.	POST	
74 Visiting Venice is a	experience.	MEMORY	
75 A growing global food	has caused prices to double.	SHORT	
76 Her appearance had changed	since the last time I saw her.	DRAMATIC	8
77 The new micro-fibre cloths are very		ABSORB	
78 They will	the phone if you don't pay the bill.	CONNECT	
79 Human rights are important in all		DEMOCRAT	9
80 I don't think she means what she says. She sounds very		SINCERE	
81 This drink will	you and you won't feel so tired.	ENERGY	
82 When we saw the manor house we had an	desire to see its interior.	RESIST	10
83 Will any of your	from the USA be coming to the wedding?	RELATE	
84 He watched an amazing wildlife	on TV last night.	DOCUMENT	
85 She's a very	person and likes going out.	SOCIAL	11
86 Heathrow is Britain's largest	airport with flights going all over the world.	NATIONAL	
87 His lack of success was a source of great	to him.	DISAPPOINT	
88 I don't understand why anyone would want to become a		POLITICS	12
89 There's no doubt that climbing Everest so young is quite an		ACCOMPLISH	
90 It is a very	country club and has a three-year waiting list.	EXCLUDE	
91 She couldn't hide her	and blushed when he spoke to her.	SHY	13
92 I	him. I thought he was honest and kind but I was wrong.	JUDGE	
93 After leaving her child alone all day she was charged with		NEGLIGENT	

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence.

- 1 You shouldn't buy clothes made in sweatshops.
WRONG It
..... made in sweatshops.
- 2 The doctor shone a light in her mouth in order to see her throat properly.
SO The doctor shone a light in her mouth
..... her throat properly.
- 3 "I think it would be a good idea if you learned a foreign language", my teacher said to me.
ADVISED My teacher
..... a foreign language.
- 4 You really must learn to drive a car.
TIME It's
..... to drive a car.
- 5 Harry had never eaten spinach before.
FIRST It
..... Harry had ever eaten spinach.
- 6 Luckily, a local shopkeeper told me how to get to the airport.
DIRECTIONS Luckily, I
..... the airport by a local shopkeeper.
- 7 Fiona hasn't come to a decision about taking a gap year.
MIND Fiona has
..... about taking a gap year.
- 8 Not many people came to the party.
HARDLY There
..... at the party.
- 9 These old photos remind me of my childhood.
BRING These old photos
..... of my childhood.
- 10 Everyone says that Melissa cheated in her exams.
SAID Melissa
..... cheated in her exams.
- 11 My mother doesn't like some of my friends.
APPROVE My mother
..... some of my friends.
- 12 We'd better hurry if we want to catch that train.
WILL If we
..... miss the train.
- 13 "I stole the ring from the shop," said the woman.
ADMITTED The woman
..... from the shop.
- 14 All flights are cancelled because the air traffic controllers are on strike.
DUE All flights are cancelled
..... the air traffic controllers are on strike.
- 15 Even though she felt unwell, she went to work.
OF In
..... she went to work.
- 16 You'll get into trouble if you don't keep up with your school work.
BEHIND You'll get into trouble if
..... your school work.
- 17 Many young professional people really like this new smartphone.
POPULAR This new smartphone
..... many young professional people.
- 18 Getting a promotion depends on your doing the job well.
PROVIDED You should get a promotion
..... the job well.
- 19 Darren couldn't go on the trip because of his broken leg.
ABLE Darren
..... on the trip because of his broken leg.
- 20 Clara spent ages writing her essay on Shakespeare.
TOOK It
..... her essay on Shakespeare.
- 21 Her car is much faster than Tom's.
NEARLY Tom's car isn't
..... hers.
- 22 He saved his money in order to travel the world.
VIEW He saved his money
..... the world.
- 23 In Ireland, we visited the place they filmed *Braveheart*.
WHERE When we were in Ireland we visited the
..... filmed.
- 24 I have never eaten such a delicious meal.
FAR This is
..... meal I have ever eaten.

Key Word Transformations

- 25 My mum washed my jeans.
HAD I
 by my mum.
- 26 She doesn't really want to go shopping.
PREFER She
 shopping.
- 27 It was a mistake for me to take your car.
SHOULD I
 your car.
- 28 The cupboards are totally bare.
LEFT There
 in the cupboards.
- 29 It's your duty to walk the dog.
RESPONSIBLE You
 the dog.
- 30 She described the party in great detail.
DESCRIPTION She
 the party.
- 31 As long as you inform Bill in advance, there shouldn't be a problem.
LET Provided
 in advance, there shouldn't be a problem.
- 32 If you want to keep fit, you need to exercise more.
OUT Only by
 keep fit.
- 33 All this cleaning has exhausted her.
WORN She
 all this cleaning.
- 34 Everyone came to the picnic except Stella.
WHO Stella
 didn't come to the picnic.
- 35 Milly intends to travel across Europe next year.
INTENTION It
 to travel across Europe next year.
- 36 It wasn't necessary for you to make dinner.
MADE You
 dinner.
- 37 My excuse failed to reassure my mother.
SUCCEED I
 my mother with my excuse.
- 38 You should have called first.
BETTER It
 if you had called first.
- 39 My sister will let me wear her new dress.
OBJECTION My sister
 wearing her new dress.
- 40 They would never have gone to the film if I hadn't recommended it.
FOR But
 they would never have gone to the film.
- 41 Nancy will probably pass the exam.
LIKELY Nancy
 the exam.
- 42 I can't make you a sandwich because there's no bread left.
RUN I can't make you a sandwich
 because I
 bread.
- 43 You can beg all you want, but I'm not giving you any money.
MATTER I am not giving you any money,
 you beg.
- 44 The doctor made Mum wait for four hours before he saw her.
KEPT The doctor
 hours before he saw her.
- 45 She just stood staring out of the window.
NOTHING She
 and stare out of the window.
- 46 He'll have no difficulty passing the exam.
EASY He'll
 the exam.
- 47 Bill was in his late thirties when he decided to take up photography.
BECOME Bill didn't
 he was in his late thirties.
- 48 You should have asked for your friends' advice.
PITY What
 ask for your friends' advice.
- 49 "I'm sorry I didn't visit you in hospital," she said to me.
VISITING She
 me in hospital.
- 50 This suitcase is too heavy to put on the luggage rack.
ENOUGH This suitcase
 put on the luggage rack.

Key Word Transformations

- 51 Suzy and her twin sister Lucy look exactly the same to me.
TELL I
 between Suzy and her twin sister Lucy.
- 52 I'm sure you didn't see Tom this morning; he's away on holiday.
SEEN You
 Tom this morning; he's away on holiday.
- 53 Jack's mother made him tidy up his room.
WAS Jack
 his room.
- 54 They cancelled the football match because of the snowstorm.
OFF The football match
 to the snowstorm.
- 55 There's no chance of us going skiing this winter.
POSSIBLE It won't be
 skiing this winter.
- 56 Your rude behaviour at the party disappointed your parents.
LET Your parents
 your rude behaviour at the party.
- 57 When she arrived home, she started cooking dinner.
SOON She started cooking dinner
 home.
- 58 Matt is proud of his vegetable garden.
PRIDE Matt
 his vegetable garden.
- 59 You should wear sun cream to avoid getting sunburnt.
AS You should wear sun cream
 sunburnt.
- 60 I've never been to such an exciting match.
MOST It's the
 ever been to.
- 61 As food prices increase, the cost of living becomes higher.
UP The
 the higher the cost of living becomes.
- 62 It is forbidden to take photographs in the museum.
ALLOWED You
 photographs in the museum.
- 63 The decorators are painting our house this weekend.
DECORATED We are
 this weekend.
- 64 "Can I afford such an expensive ring?" she asked herself.
WONDERED She
 such an expensive ring.
- 65 Pam didn't play in the tennis match because she sprained her wrist.
WOULD If Pam hadn't sprained her wrist,
 in the tennis match.
- 66 You shouldn't miss the lecture under any circumstances.
NO Under
 lecture be missed.
- 67 Frank helped me with my gardening, which was kind of him.
GIVE It was kind of Frank
 with my gardening.
- 68 Max and Sally didn't take part in the marathon.
NOR Neither Max
 the marathon.
- 69 I had just woken up when the phone rang.
THAN No sooner
 the phone rang.
- 70 "You should eat less fast food," the doctor said to Bruce.
DOWN Bruce was advised
 amount of fast food he eats.
- 71 Unfortunately, I can't speak Polish very well.
GOOD Unfortunately, I'm not very
 Polish.
- 72 Catherine asked to borrow my camping gear at the weekend.
COULD Catherine asked if I
 my camping gear at the weekend.
- 73 You can visit the art gallery free of charge on Sundays.
COSTS It
 visit the art gallery on Sundays.

Word List

Abbreviations	(adj) adjective	(det) determiner	(phr) phrase	(pl n) plural noun	(prep) preposition	(sth) something
	(adv) adverb	(esp) especially	(phr v) phrasal verb	(pp) past participle	(pro) pronoun	(usu) usually
	(conj) conjunction	(n) noun			(sb) somebody	(v) verb

Module 1 (p. 7)

- cause** /kɔːz/ (v) = to make sth happen
- collapsed mine** (phr) = an underground tunnel structure fallen in on itself
- corporation** /kɔːpə'reɪʃən/ (n) = large company
- earthquake** /ˈɜːθkwɛk/ (n) = sudden, shaky movement of the Earth's surface
- erupt** /ɪ'reɪpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc suddenly and with great force
- evacuate** /ɪ'veɪkjʊeɪt/ (v) = (of a group of people) to move away from a place of danger to somewhere where it is safer
- flooding** /'flʊdɪŋ/ (n) = overflowing of water
- hit** /hɪt/ (v) = to strike forcefully
- huge tropical storm** (phr) = thunderstorms, strong winds and heavy rain
- launch** /lɔːnʃ/ (v) = to establish, to initiate
- loss of life** (phr) = many people dying
- massive** /'mæsɪv/ (adj) = enormous
- mine collapse** (phr) = supporting structure of a tunnel fallen down
- rescue** /'reskjʊ/ (v) = to save
- technological invention** (phr) = the process of devising and producing sth useful
- tsunami** /tʃu'næmi/ (n) = a very large wave, often caused by an earthquake, that flows onto land and destroys things
- volcanic eruption** (phr) = the act of a volcano exploding

1a (pp. 8-9)

- acid** /'æsɪd/ (n) = a sour corrosive solution that can damage surfaces
- active** /'æktɪv/ (adj) = a volcano that might erupt at any time
- admit** /əd'mɪt/ (v) = to agree that sth is true, even if you don't really want to accept it
- ash and gas** (phr) = fine particles of lava and poisonous fumes thrown out by an erupting volcano
- atmosphere** /'ætmə'sfɪə/ (n) = the air that you breathe
- (be) on the scene** (phr) = to be present at a location
- (be) worth it** /'wɜːθ ɪt/ (adj) = deserving the time and energy

- block the view** (phr) = to prevent sb from seeing sth
- boulder** /'bəʊldə/ (n) = a large rounded rock
- burn** /bɜːn/ (v) = to cause sth to be on fire
- crater** /'kræɪtə/ (n) = a large hole in the ground caused by an object hitting it with force or by an explosion or a large pit forming the mouth of a volcano
- deafening roar** (phr) = a very loud noise
- dedicated** /'dedɪkeɪtəd/ (adj) = believing in sth and giving a lot of time and energy to it
- dormant volcano** (phr) = a volcano that is not currently active
- earth tremor** /'ɜːθ'tremə/ (n) = the result of a sudden release of energy in the Earth's crust that causes the ground to shake
- erupt** /ɪ'reɪpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc suddenly and with great force
- face** /feɪs/ (n) = a steep vertical surface
- flaming hot lava** (phr) = the burning liquid rock that is expelled from a volcano during eruption
- freelance** /'friːlæns/ (adj) = a person who is paid for individual pieces of work done for any number of different companies, organisations, etc
- gas mask** /'gæs mæsk/ (n) = a mask you wear on your face to protect you from poisonous gases
- grab** /græb/ (v) = to take sth or to pick it up suddenly and roughly, to snatch
- ground shakes** (phr) = violent tremors that cause the ground to move
- heat** /hiːt/ (n) = the quality of being hot
- in high demand** (phr) = very popular
- jet of lava** (phr) = a sudden expulsion of liquid lava in to the air
- lava flow** /'lævə fləʊ/ (n) = a moving outpouring of lava along the ground
- lava fountain** /'lævə faʊntən/ (n) = lava that has been thrown up in to the air
- matter of survival** (phr) = a situation that endangers a person's life and requires immediate action
- mystify** /'mɪstəfaɪ/ (v) = to confuse
- patience** /'peɪʃəns/ (n) = the quality of being able to stay calm and not get angry

- phenomenon** /fɪ'nɒmɪnəm/ (n) = sth that happens and is studied because it is difficult to understand
- poisonous gases** /'pɔɪzənəs ɡæzɪz/ (n) = toxic vapours released from a volcano
- priority** /praɪə'reɪtɪ/ (n) = the act of treating sth as more important than anything else
- set up camp** (phr) = to make lodgings at a location
- sharp** /ʃɑːp/ (adj) = able to cut
- shelter** /'ʃeltə/ (v) = to cover, to protect
- shoot up** /'ʃuːt ʌp/ (phr v) = grow or increase quickly
- spectacular shot** (phr) = an impressive view of a scene
- stay alive** (phr) = keep living
- steam** /stiːm/ (n) = the hot mist that forms when water boils
- stunning photograph** (phr) = an amazing photograph
- take precautions** (phr) = an action taken to avoid a dangerous event
- take off** /'teɪk ɒf/ (phr v) = (of a product, activity, sb's career) to become successful
- underestimate** /ˌʌndə'reɪstəmeɪt/ (v) = to not realise how large or great sth is
- vent** /vent/ (n) = the opening of a volcano in the earth's crust
- volcano** /'vɒlkənoʊ/ (n) = a mountain from which hot, melted rock, gas, steam and ash from inside the earth burst out

1b (pp. 10-11)

- administer first aid** (phr) = to apply first aid
- (badly) gash your leg** (phr) = a serious cut to the leg that may need stitches
- bang your head** (phr) = to receive a blow to the skull
- (be) missing** (phr) = to have disappeared
- blunt penknife** (phr) = a small knife with no sharp blades
- boulder** /'bəʊldə/ (n) = a large rounded rock
- canyon** /'kænjən/ (n) = a deep valley with steep sides
- canyon wall** (n) = the side or wall of a canyon
- chip away** (at) /'tʃɪp ə'weɪ/ (phr v) = to remove sth gradually

climbing gear (phr) = the tools used to aid a person climb a steep surface

crack /kræk/ (n) = narrow gap

dehydration /di'haɪdreɪʃən/ (n) = the loss of water from the body

delirious /dɪ'lɪəriəs/ (adj) = unable to think clearly

desperate struggle (phr) = difficult attempt

disabled athlete /dɪs'æbld 'æθli:t/ (n) = a sports person with a physical disability

disaster struck (phr) = a terrible event that occurs without warning

exhaustion /ɪg'zɔ:stʃən/ (n) = extreme tiredness

experienced /ɪk'spɪəriənst/ (adj) = knowledgeable

faint with exhaustion & dehydration (phr) = falling unconscious due to tiredness and lack of fluids

first aid kit /fɜ:st 'eɪd ki:t/ (n) = a set of tools used to provide medical treatment

get free (phr) = to remove oneself from an obstacle

have stitches (phr) = to close a wound using a needle and thread

live life to the fullest (phr) = to make the most of each day

loved ones (phr) = the people that sb cares about the most

motivational speaker /məʊ'tɪveɪʃənəl 'spi:kə/ (n) = an inspirational speaker

notify authorities (phr) = to make government aware of sth

prosthetic arm /prə'steθɪk 'ɑ:m/ (n) = an artificial device that replaces a missing arm

put ice on it (phr) = administer ice to an injury to reduce swelling

put on a cast (phr) = to mend a broken bone by covering it in a bandage that hardens after leaving it to set

remote /rɪ'moʊt/ (adj) = (of a place) isolated; far away from other towns or cities

rescue crew /reskjʊ: kri:z/ (n) = a group of people who assist sb in distress

sacrifice /sækrɪfɪs/ (n) = giving up sth valuable to obtain sth else

slam a door on your finger (phr) = to abruptly close a door and trap a finger

slip & break your arm (phr) = to fall and cause a bone in the arm to break

struggle /'strʌgl/ (v) = to experience difficulty with sth

trap /træp/ (v) = to capture

troubled teenager /'trʌbld 'ti:neɪdʒ/ (phr) = a young person who suffers from emotional problems

twist/sprain your ankle (phr) = to overstrain your ankle

1c (p. 12)

army engineer /ɑ:mɪ 'endʒɪniə/ (n) = a person who repairs or services machines for the military

beg /beɪ/ (v) = make a strong, urgent sincere request, usu without pride

below sea level (phr) = below the level of the surface of the sea with respect to the land

(be) under threat (phr) = to be in danger if sth is not done

come ashore (phr) = to travel from the sea and across the land

cope /kəʊp/ (v) = to deal with a situation successfully

declare /dɪ'kleɪə/ (v) = to say or state

desperate /dɪ'sperət/ (adj) = feeling that one would do anything to change a situation

emergency services /ɪ'mɜ:dʒənsl 'sɜ:vɪsɪz/ (n) = public organisations such as the fire brigade, the ambulance service and the police

evacuate /ɪ'vekjʊeɪt/ (v) = (of a group of people) to move away from a place of danger to somewhere where it is safer

eye of the storm (phr) = the middle point of severe weather

levee /leɪv/ (n) = an embankment alongside a river constructed to prevent flooding

looting /'lu:ɪŋ/ (n) = the act of stealing during a riot or civil disturbance

pump /pʌmp/ (v) = to force a liquid or gas in a particular direction using a device

rebuild /rɪ'bi:ld/ (v) = to construct sth that has been damaged

residents /'rezɪdənts/ (n) = the people who live in that particular area

slow recovery (phr) = the act of regaining sth

smash /smæʃ/ (v) = to break into many small pieces

state of emergency /steɪt əv ɪ'mɜ:dʒənsl/ (n) = a condition, declared by a government, in which martial law applies, usu because of civil unrest or natural disaster

storm surge /stɔ:m sɜ:dʒ/ (n) = an offshore rise of water caused by high winds

strengthen /'streŋθən, 'stri:tθən/ (v) = to make sth stronger

struggle to cope (phr) = to have difficulty in dealing with a situation

(the) elderly /'eldəli/ (n) = a polite way of referring to old people

(the) military /'mɪlətəri/ (n) = the armed forces of a country

tragedy /'trædʒədɪ/ (n) = a shocking or sad event

violence /'vaɪələns/ (n) = actions which are intended to damage sth or hurt sb

1d (p. 13)

a waste of time (phr) = a useless activity

boring /'bɔ:ɪŋ/ (adj) = not interesting, dull

change the channel (phr) = to switch over a TV programme to another one

documentary /dɒkjʊ'mentəri/ (n) = a film or television programme which presents a subject matter in a factual and informative manner

educational /edʒʊ'keɪʃənəl/ (adj) = informative

exciting /ɪk'saɪtɪŋ/ (adj) = thrilling

funny /'fʌnɪ/ (adj) = causing laughter

interesting /'ɪntərəstɪŋ/ (adj) = attracting our attention

option /'ɒpʃən/ (n) = an alternative

predictable /prɪ'dɪkəbəl/ (adj) = expected; anticipated

reality show /rɪ'ælətɪ 'ʃəʊ/ (n) = a television programme showing people in real-life situations

relaxing /rɪ'læksɪŋ/ (adj) = helping people to become less anxious

silly /'sɪli/ (adj) = foolish

sitcom /'sɪtkɒm/ (n) = an amusing television drama series, 'situation comedy'

soap opera /səʊp 'ɒpərə/ (n) = a popular television drama series about the daily lives and problems of a group of people living in a certain place

talent show /'tælənt 'ʃəʊ/ (n) = a show where ordinary people perform on stage in order to win a prize for the best performance

talk show /tɔ:k 'ʃəʊ/ (n) = a television or radio show in which guests discuss controversial topics or personal issues

thought-provoking /'θɔ:t prə'vɔ:kɪŋ/ (adj) = causing people to think seriously about certain matters

Useful phrases

What are you watching this for?
It's nearly finished.
What's on later?
That's fine with me.
Isn't there anything else on?
Why don't you look in the TV guide?
I like the sound of that.

1e (pp. 14-15)

above ground (phr) = over the surface of the ground
astonished /ə'stɒnɪʃt/ (adj) = amazed, surprised
ball lightning /bɔ:l 'laɪtnɪŋ/ (n) = a rare form of lightning that appears in the form of a ball
blow /bləʊ/ (v) = to make currents of air
blue moon (phr) = (saying) sth happening not very often
constantly /kɒnstəntli/ (adv) = all the time
crash (into) /kræʃ/ (v) = to collide with
devastating /dɪ'veɪstəteɪŋ/ (adj) = shocking, upsetting
(every cloud has a) silver lining (phr) = a metaphor for optimism. Good can be found in a bad situation
fair-weather friend (phr) = a person who is only a friend when circumstances are pleasant or profitable
fire tornado /'faɪə tɔ:neɪdɔ:/ (n) = fire mixing with strong winds and being drawn in to the sky
giant hailstones /dʒaɪənt 'heɪlstəʊnz/ (n) = unusually large particles of ice that fall from clouds
ignite /ɪɡnaɪt/ (v) = to make sth start burning
in a fog (phr) = confused
lightning storm (phr) = a form of weather during which lightning and thunder are present
lunar rainbow /'lu:nə 'reɪnbəʊ/ (n) = a rainbow produced by light reflected off the surface of the moon rather than from direct sunlight
make world news (phr) = news that is so significant that it is reported across the world
miracle /'mɪrəkl/ (n) = an unusual, amazing or inexplicable event
moonbow /'mu:nbəʊ/ (n) = a rainbow produced by light reflected off the surface of the moon rather than from direct sunlight

never-ending /'nevə 'endɪŋ/ (adj) = having no end
nitrogen oxide /'nɪtrədʒɪn 'ɒksaɪd/ (n) = a chemical compound of nitrogen and oxygen found in the earth's atmosphere
northern hemisphere /'nɔ:ðən 'hemɪsfɪə/ (n) = the half of the planet that is north of its equator
occur /ə'kɜ:/ (v) = happen
pink snow /'pɪnk snəʊ/ (n) = snow that has been coloured pink by mineral deposits and algae
raining animals (phr) = flightless animals falling from the sky
raining cats and dogs (phr) = raining heavily
rare /reə/ (adj) = not common
(red) rain /reɪn/ (n) = rain that looks red due to the presence of iron oxide
region /'rɪdʒən/ (n) = area
restore /rɪ'stɔ:/ (v) = cause sth or sb to be in a particular situation again
shower /'ʃaʊə/ (n) = a short period of rain
spin /spɪn/ (v) = to turn around at a central point
(the) ozone layer /'əʊzən 'leɪə/ (n) = the layer of the upper atmosphere where ozone is concentrated, 12km above the earth
temperature /'temprətʃə/ (n) = measure of how hot or cold sth is
tornado /tɔ:neɪdɔ:/ (n) = a violent wind storm
underground river (phr) = water that runs beneath the ground surface
under the weather (phr) = not feeling very well
violent /'vaɪələnt/ (adj) = aggressive, using force
violent storm (phr) = a very strong wind
watery /'wɔ:təri/ (adj) = sth that tastes or is thin like water
weather forecast /'weðə 'fɔ:kæst/ (n) = a description of the weather for the next days based on what we know now
weather phenomena (phr) = weather conditions; storms, fog etc
whirling /'wɜ:lɪŋ/ (adj) = spinning and turning rapidly
wildfire /'waɪldfaɪə/ (n) = uncontrollable fire
witness /'wɪtnəs/ (n) = a person who sees sth happening
wrap up warm (phr) = to wear clothes that keep out the cold

1f (pp. 16-17)

aftershock /'æftəʃɒk/ (n) = a small earthquake that follows a major earthquake
authorities /ə'θɔ:rətɪz/ (n) = group of people in power who make decisions which affect a place or area
axis /'æksɪs/ (n) = the line running from the North to South Pole upon which the earth turns
blaze /bleɪz/ (v) = to burn strongly, to shine very brightly
cling /klɪŋ/ (v) = to hold onto sb or sth tightly
close down /kloʊz daʊn/ (phr v) = to stop operating
collapse /kə'læps/ (v) = to fall down
courageous /kə'reɪdʒəs/ (adj) = brave
crash into /kræʃ 'ɪntə/ (phr v) = a violent collision between two or more objects
crumble /'krʌmbəl/ (v) = to fall apart, to come to an end
debris /'deɪbrɪ, 'deɪ-/ (n) = pieces from sth that has been destroyed
desperate /dɪ'sperət/ (adj) = wanting sth very much
devastating /dɪ'veɪstəteɪŋ/ (adj) = shocking, upsetting
epicentre /'epɪsəntə/ (n) = the point on the earth's surface directly above the centre of an earthquake
evacuation /'evækju'eɪʃən/ (n) = removal of people from a place of danger in an organised, official manner
exceed /ɪk'si:d/ (v) = be greater or larger than sth
explosion /ɪk'spləʊʒən/ (n) = a forceful outburst
force /fɔ:s/ (n) = the strength or power of sth
foreshock /'fɔ:ʃɒk/ (n) = a small tremor of the earth that comes before a larger earthquake
frantic /'fræntɪk/ (adj) = frenzied; a state of excitement or confusion
head for /hed fɔ:, fɔ:/ (phr v) = go towards
hurl /hɜ:l/ (v) = to throw sth with great force
inland /'ɪnlænd/ (adv) = in a direction away from the sea and towards the centre of an area of land
landslide /'lændslaɪd/ (n) = sliding mass of earth or rock from a cliff or mountain
loaded (with) /'ləʊdɪd/ (adj) = full
mud /mʌd/ (n) = soft wet earth

nuclear meltdown (phr) = when the core of a nuclear reactor overheats, resulting in the core melting and radiation escaping

partial /pɑ:ʃəl/ (adj) = not complete or whole

pylon /paɪlən/ (n) = a steel tower or mast that supports telephone wires or other cables

relief worker /rɪlɪf ˈwɜ:kə/ (n) = a person who provides assistance to others in times of hardship

rip apart /rɪp əˈpɑ:t/ (phr v) = to tear sth in to many pieces

roll across /rɒl əˈkrɒs/ (phr v) = to move forward along or over a surface

rubble /ˈrʌbl/ (n) = bricks, glass and other material that remain after a building is destroyed

shake /ʃeɪk/ (v) = to move sth quickly up and down or backwards and forwards

slam into /slæm ɪntə/ (phr v) = to collide violently with another object

stranded /ˈstrændəd/ (adj) = helpless, unable to leave a place

strike /straɪk/ (v) = to hit or attack sth forcefully

struggle /ˈstrʌgl/ (v) = to experience difficulty with sth

swamp-like /ˈswɒmp laɪk/ (adj) = a flooded region

sweep away /swi:p əweɪ/ (phr v) = to eliminate sth completely

technician /tekniʃiən/ (n) = sb whose job is to make sure that equipment or machines are working properly

trigger /ˈtrɪɡə/ (v) = to make sth work, to activate

undersea /ˌʌndəˈsi:ə/ (adj) = below the surface of the sea

warning /ˈwɔ:niŋ/ (n) = a statement that informs sb that sth unpleasant or dangerous is likely to happen

wash away /wɒʃ əweɪ/ (phr v) = (of water) to carry sth away and make it disappear

1g (p. 18)

avalanche /əˈvɒlɒntʃ/ (n) = a large amount of ice and rock falling down a mountainside

blacken /ˈblækən/ (v) = to make sth black

blast /blɑ:st/ (n) = an explosion

burst pipe /bɜ:st ˈpaɪp/ (n) = a break in a pipe

chemical plant /ˈkemɪkəl plɑ:nt/ (n) = a factory where chemicals are produced

collapse /kəˈleɪps/ (v) = to fall down

collision /kəˈlɪʒən/ (n) = an act of two or more objects hitting each other with force

depressing /dɪˈpreʃɪŋ/ (adj) = discouraging, making you feel unhappy and without hope for the future

earthquake /ˈɜ:θkweɪk/ (n) = a sudden, shaky movement of the Earth's surface

environmental disaster (phr) = a disaster to the natural environment due to human activity

factory explosion (phr) = an accidental blast that occurs at a facility due to flammable materials

failure /ˈfeɪljə/ (n) = the lack of success in doing or achieving sth

flood /flʌd/ (n) = a large amount of overflowing water

freak storm /fri:k ˈstɔ:m/ (n) = a weather phenomena that is not usu predicted

horrible /ˈhɒrəbəl/ (adj) = dreadful, frightening

hurricane /ˈhʌrəkən/ (n) = a violent wind

injure /ɪnˈdʒʊ/ (v) = to cause damage to a person's body

landslide /ˈlændslaɪd/ (n) = a sliding mass of earth or rock from a cliff or mountain

oil spill /ɔɪl ˈspɪl/ (n) = an oil slick

plane crash /pleɪn ˈkræʃ/ (n) = the act of an airplane colliding with sth

rail accident /reɪl ˌæksɪdənt/ (n) = a mishap involving one or more trains

road accident /rəʊd ˌæksɪdənt/ (n) = a vehicle hitting another vehicle causing injury or damage

severe storm /sɪˈvɪə ˈstɔ:m/ (n) = heavy rain and strong winds

tremor /ˈtremə/ (n) = a small earthquake

tsunami /tsʊˈnɑ:mɪ/ (n) = a very large wave, often caused by an earthquake, that flows onto the land and destroys things

war /wɔ:ə/ (n) = armed fighting between countries or groups

1h (p. 19)

come inland (phr) = to move from the sea and across a body of land

crust /krʌst/ (n) = outer layer

damage /ˈdæmɪdʒ/ (n) = harm, destruction

degree /dɪˈɡri:z/ (n) = an amount or level of sth

ecosystem /iˈkɒsɪstəm/ (n) = all the plants and animals that live in a certain area and the relationship which exists between them and their environment

fast tide /fɑ:st ˈtaɪd/ (n) = the rapid rise and fall of the waters of the ocean

fault line /fɔ:lt laɪn/ (n) = a fracture in the earth's surface related to the movement of tectonic plates

flatten /ˈflætn/ (v) = to knock sth down

force /fɔ:s/ (v) = to physically move sth through strength or power

frequent /ˈfri:kwənt/ (adj) = happening, found often, etc

high tide /haɪ ˈtaɪd/ (n) = the time and event in which the sea is at its highest and comes furthest inland

impact /ɪmˈpækt/ (n) = a powerful effect

initial /ɪˈnɪʃəl/ (adj) = happening at the beginning

in its path (phr) = in its way

landslide /ˈlændslaɪd/ (n) = sliding mass of earth or rock from a cliff or mountain

loss of life (phr) = people dying

on a larger scale (phr) = an event that occurs in a big manner

outwards /aʊtwɔ:dz/ (adv) = away from the central point

path /pɑ:θ/ (n) = the direction in which sth is moving

pebble /ˈpebl/ (n) = a small rounded stone

ripple /ˈrɪpl/ (v) = the formation of small waves on the surface of water

shore /ʃɔ:ə/ (n) = coast, the land beside a water mass

slide /slaɪd/ (v) = to move smoothly over a surface

speed /spi:d/ (n) = the pace at which sth happens

tectonic plates /tekˈtɒnɪk ˈpleɪts/ (n) = the segments that form the outer layer of the Earth's crust

tremendous damage (phr) = damage that is very significant or large in scale

undersea landslide /ˌʌndəˈsi:ə ˈlændslaɪd/ (n) = a sliding mass of earth that occurs under the water

volcanic eruption /vɒlˈkænik ɪˈrʌpʃən/ (n) = an explosion which causes burning rocks to be thrown out of a volcano

11 (p. 20-21)

- climax** /'klɪmæks/ (n) = the most exciting or important part of a story or experience
- dangerously** /dɪŋdʒərəsli/ (adv) = unsafely
- deafening** /di'fi:niŋ/ (adj) = (of a noise) very loud
- knock his head** (phr) = receive a blow to the skull
- main character** /'mɪn kærɪktə/ (n) = the central figure in a story or action
- massive** /'mæsɪv/ (adj) = enormous
- pass out** (phr) = to fall unconscious
- promptly** /'prɒmptli/ (adv) = quickly, without delay
- pull into** /'pʊl 'ɪntə/ (phr v) = to approach and stop at a resting point
- relieved** /rɪ'li:vɪd/ (adj) = feeling happy because sth unpleasant has not happened
- rock** /rɒk/ (v) = to shake
- save the day** /seɪv ðə 'deɪ/ (idiom) = to bring about victory in the face of defeat
- screech** /skri:tʃ/ (n) = a loud, piercing sound
- screeching** /skri:tʃɪŋ/ (adj) = making an unpleasant high-pitched noise
- speed up** /spi:d 'ʌp/ (phr v) = to move faster
- steam train** /'sti:m treɪn/ (n) = a train that burns coal or wood
- terrified** /tə'reɪfaɪd/ (adj) = afraid
- thrilling** /θrɪlɪŋ/ (adj) = exciting
- thunder** /'θʌndə/ (n) = a loud noise created when lightning bolts hit the earth during a thunderstorm
- variety** /və'reɪəti/ (n) = different examples of similar things
- violently** /vɪə'lɪəntli/ (adv) = aggressively

Skills Practice 1 (pp. 22-24)

- blacked out** (phr) = went into a state of unconsciousness
- break off** /breɪk 'ɒf/ (phr v) = to take off by force
- breaking news** (phr) = information about sth that has just taken place
- cellar** /'selə/ (n) = a room below ground level in a house
- citizens** /'sɪtəzənz/ (n) = inhabitants of a city
- convinced** /kən'vɪnst/ (adj) = persuaded
- cord** /kɔ:d/ (n) = a string or thin rope
- coverage** /'kʌvərɪdʒ/ (n) = the reporting of sth (the news)
- defend** /dɪ'fend/ (v) = to fight, to protect
- disruption** /dɪ'stʃʌpʃən/ (n) = an interruption of sth

- dodging bullets** (phr) = narrowly avoiding a dangerous situation
- eye-witness account** (phr) = version of events from a person that saw the incident
- feature** /'fi:tʃə/ (v) = to include sb or sth as an important part
- flaming** /'flemɪŋ/ (adj) = bright
- fool** /fu:l/ (v) = to trick sb
- footage** /'fʊtɪdʒ/ (n) = film or part of a film of a particular event
- fractured** /'fræktʃəd/ (adj) = broken
- freeze-frame** /'fri:z freɪm/ (v) = a single frame of a video recording viewed as a still by stopping the tape
- furious** /'fjʊəriəs/ (adj) = extremely angry
- gentlemen** /'dʒentlmən/ (n) = courteous men
- glorious** /'glɔ:riəs/ (adj) = distinguished
- illustrate** /'ɪləstreɪt/ (v) = to explain sth using pictures, numbers, examples, etc
- impressive production** (phr) = a performance worthy of praise
- instincts** /'ɪnstɪŋkt/ (n) = a natural impulse to do sth
- interrupt** /ɪn'tɜ:pʃəp/ (v) = to cut in on
- invasion** /ɪn'veɪʒən/ (n) = entering a place by force
- jammed** /'dʒæmɪd/ (adj) = stuck
- land** /lænd/ (v) = (of a plane, etc) to touch the ground
- load a gun** (phr) = to insert bullets into a firearm
- Martians** /'mɑ:ʃiənz/ (n) = the supposed inhabitants of the planet Mars
- overjoyed** /'əʊvərdʒɔ:ɪd/ (adj) = extremely pleased
- panic** /'pænɪk/ (v) = to suddenly feel great fear which makes one unable to think or act logically
- paparazzi** /'pæpə'reɪtʃi/ (n) = photographers who follow famous people around, hoping to take interesting or shocking photographs of them which they can sell to a newspaper
- parachutist** /'pærəʃa:tɪst/ (n) = a person who jumps from an airplane and uses a parachute to land safely
- photojournalist** /'fəʊtəʊ'dʒɜ:nəlɪst/ (n) = sb who creates news articles using mainly photos
- radio play** /'reɪdɪəʊ 'pleɪ/ (n) = a story that is read out by actors and broadcast over a radio
- science-fiction classic** (phr) = a genre of writing about imaginary events in the future

- smoke-filled crater** (phr) = a hole made in the surface of the ground that is releasing smoke
- stage** /steɪdʒ/ (v) = to organise and present a performance of a play or other show
- station** /'steɪʃən/ (n) = a company which sends out radio or TV broadcasts

Language in Use 1 (p. 25)

- back away** /bæk ə'weɪ/ (phr v) = to move backwards away from sb or sth
- back down** /bæk daʊn/ (phr v) = to move back; to withdraw
- back out** /bæk 'aʊt/ (phr v) = to decide not to do sth one had already agreed to do
- back up** /bæk 'ʌp/ (phr v) = to support sth
- back (sb) up** /bæk 'ʌp/ (phr v) = to give support to sb
- call (sb) back** /kɔ:l bæk/ (phr v) = to return sb's phone call
- call off** /kɔ:l 'ɒf/ (phr v) = to cancel an activity
- carry on** /kæri 'ɒn/ (phr v) = to continue
- carry out** /kæri 'aʊt/ (phr v) = to do or perform sth
- conduct** /kən'dʌkt/ (v) = to carry out sth
- fire (safety) drill** /'faɪə drɪl/ (n) = a practice of evacuation procedures that will occur during the event of a fire
- stay alive** (phr) = keep living
- thought-provoking** /θɔ:t 'prɒvəʊkɪŋ/ (adj) = causing people to think seriously about certain matters

Module 2 (p. 27)

- aisle** /aɪl/ (n) = a long narrow gap people can walk along between rows of seats or shelves (supermarket)
- baker's** /'beɪkəz/ (n) = a business that produces and sells bread
- blow-dry** /'bləʊ draɪ/ (n) = the act of drying your hair with a hairdryer
- bookshop** /'bʊkʃɒp/ (n) = an establishment that sells books
- bunch** /bʌnʃ/ (n) = a collection of things of the same kind, growing or fastened together
- butcher's** /'bʊtʃəz/ (n) = a shop that sells raw meat
- chemist's** /'kemɪsts/ (n) = a pharmacy, a drugstore
- chicken breasts** /'tʃɪkən brests/ (n) = fleshy part of a chicken
- clothes shop** /'kloʊz ʃɒp/ (n) = a shop that sells wearable garments

consumer society /kɒnsjuːmə saɪənti/ (n) = a society that actively buys many products

cut /kʌt/ (n) = a wound

daffodil /ˈdæfɒdɪl/ (n) = a yellow spring flower

florist's /flɒrɪsts/ (n) = a business that sells flowers

freshly baked /frefli beɪkt/ (pp) = products from a bakery that have recently been made

frozen foods /frɔʊzən fuːdz/ (n) = products that are frozen to extend their consumable lifespan

hair salon /heə sælɒn/ (n) = a shop where people go to have their hair cut and styled

jeweller's /dʒuːləz/ (n) = a shop where sb sells, makes or repairs ornaments made of gold, silver etc

optician's /ɒptɪʃnɪz/ (n) = a shop where you can get your eyes tested and buy glasses

pick up /pɪk ʌp/ (phr v) = to collect

post office /pəʊst ɒfɪs/ (n) = a building where parcels and letters are sent from

prescription /prɪskrɪpʃən/ (n) = a piece of paper on which a doctor writes the suitable medicine for sb sick or the medicine ordered by a doctor for sb sick

roll /rɔːl/ (n) = small, individual portions of bread

shoe shop /ʃuː ʃɒp/ (n) = a shop that sells shoes

supermarket /sʊpəmɑːkət/ (n) = a shop where you can buy groceries

try on /traɪ ɒn/ (phr v) = to put on a garment in order to see whether it fits and looks nice

2a (pp. 28-29)

aluminium /ælʊmɪniəm/ (n) = a light metallic element that resists corrosion

bandage /ˈbændɪdʒ/ (n) = a long strip of cloth that is wrapped around a wound

booth /buːθ/ (n) = a small compartment or box-like room

burn victim (phr) = a person who has received burns across their body

cartridge /ˈkɑːtrɪdʒ/ (n) = a small casing used to hold a substance

cotton /kɒtn/ (n) = a fabric made from the soft, white, fluffy material which comes from the hairs around the seeds of a plant

develop textile (phr) = to create new materials that are woven together

dietary advice /daɪəri ədvaɪs/ (n) = advice given to a person regarding their consumption of food

dissolve /dɪzɒlv/ (v) = to become mixed with liquid and disappear

drop in /drɒp ɪn/ (v) = to stop by somewhere unannounced

dry instantly (phr) = the rapid act of losing moisture and becoming dry

endless possibilities /endləs pɒsɪbɪləti/ (n) = a countless number of ways

fabric /ˈfæbrɪk/ (n) = material (e.g. cotton, wool, linen, velvet) used for making clothes

fully-functional /fʊli ˌfʌŋkʃənəl/ (adj) = working as best as it should

fully-working machine /fʊli wɜːkɪŋ məʃɪn/ (n) = a machine that operates to its full capacity

furniture covering /fɜːnɪtʃə kʌvərɪŋ/ (n) = a protective material placed over furniture

garment /ˈgɑːmənt/ (n) = a piece of clothing

generate electricity (phr) = produce an electrical current to power items

glass /glɑːs/ (n) = a hard, transparent substance used to make windows

go on sale (phr) = to be reduced in price

instant /ɪnstənt/ (adj) = happening immediately

lighter /laɪtə/ (adj) = weighing less than sth else

look into /lʊk ɪntə/ (phr v) = explore

metal /metl/ (n) = a hard often shiny, substance such as gold, silver, copper etc

minute fibres /mɪnɪtʃ fɪəbz/ (n) = tiny fibres impossible to see with the naked eye

monitor fitness (phr) = to keep a record of a person's level of fitness

nylon /ˈnaɪlɒn/ (n) = a strong artificial material used for clothes

no assembly required (phr) = a product that comes fully built and ready to use

oak /oʊk/ (n) = a type of wood from an oak tree

on demand /ɒn dɪmənd/ (phr) = instantly accessible

pine /paɪn/ (n) = a type of wood from a pine tree

plastic /ˈplæstɪk/ (n) = a lightweight, durable material which is produced by a chemical process and is used to make many objects (e.g. credit cards, supermarket bags)

skin graft /skɪn grɑːft/ (n) = an operation that uses skin from one part of the body to help heal damaged skin in another area

silk /sɪlk/ (n) = a soft, luxurious fabric made from the fine threads produced by certain insect larvae

spray-on fabric /spreɪ ɒn fæbrɪk/ (n) = fabric sprayed out of a can directly on to an individual

steel /stiːl/ (n) = a very strong metal whose major component is iron

trendsetter /ˈtrendsetə/ (n) = a person that establishes a new fashion

turn into /tɜːn ɪntə/ (phr v) = to change into

voice-activated /vɔɪs ˌæktəveɪtəd/ (adj) = a device that can be controlled by verbal commands

wood /wʊd/ (n) = the material which forms the trunks and branches of trees

wool /wʊl/ (n) = a fabric made from the hair of sheep

2b (pp. 30-31)

address (sb) by name (phr) = to direct a speech

aisle /aɪl/ (n) = a long narrow gap people can walk along between rows of seats or shelves (supermarket)

answer lies (phr) = where an answer can be found

at eye-level (phr) = located where sth can be easily seen

bargain /ˈbɑːɡeɪn/ (n) = a good value for money

brand /brænd/ (adj) = a trademark mark or product

cashier /kæʃɪə/ (n) = sb who receives and pays out money in a shop, bank etc

checkout /tʃekəʊt/ (n) = counter where goods are paid for

customer /ˈkʌstəmə/ (n) = a person who buys goods or services from a shop or business

deal /diːl/ (n) = an agreement, a bargain

expose /ɪkspəʊz/ (v) = to uncover; reveal

freshly-baked bread /frefli beɪkt breɪd/ (n) = bread recently produced

fresh produce /fref ˈprɒdʒəs/ (n) = fresh fruit and vegetables

give your neck a workout (phr) = look above eye level

go to waste (phr) = sth not consumed and left to spoil
 grab /græb/ (v) = take sth or pick it up suddenly and roughly, to snatch
 intentional /ɪntənʃənl/ (adj) = deliberate
 loose /luːs/ (adj) = not firmly held or fixed in place
 loyalty card /lɔɪəlti kɑːd/ (n) = a card given by a supermarket or chain store to a customer and used to record credit points awarded for money spent in the store
 money-off /ˈmʌni ɒf/ (n) = a reduction in the price of a product
 money-off coupons /ˈmʌni ɒf kʌpɒnz/ (n) = vouchers that entitle a person to a reduction in the price of a product
 overflow /ˌoʊvəˈflɔʊ/ (v) = to flow over the edge of sth because it is too full
 pre-packaged /priːˈpækɪd/ (adj) = sth enclosed in a package or protective covering
 resist /rɪzɪst/ (v) = to stop yourself from doing sth although you would like to do it
 scan /skæn/ (v) = to look at sth carefully in order to get information
 section /ˈsekʃən/ (n) = a separate part of a book, newspaper, magazine, etc
 sliding doors /ˌslɑːdɪŋ dɔːz/ (n) = doors which slide together rather than swinging on hinges
 (the) smell hits you (phr) = to become aware of a particular smell
 sneaky /sniːki/ (adj) = doing sth in a secret, suspicious way
 strategy /ˈstrætədʒi/ (n) = a plan
 tempt /tempt/ (v) = to attract
 tempting display /ˈtemptɪŋ dɪspleɪ/ (n) = the presentation of a product that makes it desirable
 tend (to) /tend/ (v) = to be likely to behave in a certain way
 trolley /ˈtrɒli/ (n) = a metal object with wheels that is used for carrying things
 wait in line (phr) = to wait for your turn

2c (p. 32)

ban /bæn/ (v) = to officially say that sth must not be done
 batch of fries /bætʃ ɒv fraɪz/ (n) = a portion of potato chips
 big hit /bɪg hɪt/ (n) = very popular

brass /brɑːs/ (adj) = made of a yellow metal and used for making musical instruments
 crispy /ˈkrɪspi/ (adj) = firm and dry
 durable cotton /ˌdjʊərəbəl kɒtn/ (n) = cotton fabric designed to last a long time
 fast forward /fɑːst ˈfɔːwəd/ (v) = to move ahead quickly
 formula /ˈfɔːmjʊlə/ (n) = a mixture of ingredients that form a certain substance
 fussy diner /ˈfʊsi ˈdaɪnə/ (n) = a person eating who is hard to satisfy
 generation /ˌdʒenəreɪʃən/ (n) = a group of people of a similar age having the same experiences
 ingredients /ɪnˈɡriːdiənts/ (n) = several elements combined
 kettle /kelt/ (n) = a container used for boiling water
 manual worker /ˈmænʃʊəl wɜːkə/ (n) = a person who works with their hands
 sales rise /seɪlz raɪz/ (n) = an increase in price
 serving /ˈsɜːvɪŋ/ (n) = an amount of food enough for one person
 staple item /steɪpl aɪtəm/ (n) = a basic or necessary item of food
 story goes back (phr) = background
 take revenge /teɪk rɪˈvendʒ/ (phr) = to plan to hurt or punish sb because they have insulted or injured you
 trade secret /treɪd ˈsɪkɪt/ (n) = a secret (method or device or formula) that gives a manufacturer an advantage over the competition
 wonder /ˈwʌndə/ (v) = to think about sth because you are worried or suspicious about it

2d (p. 33)

slim-fit /slɪm fɪt/ (adj) = a style of garment that is modeled tightly for the person wearing it

Useful phrases

What size are you?
 Any good?
 Can I try them on, please?
 We've almost sold out.
 Can I pay by credit card?
 Your receipt is in the bag.
 Do you need any help?
 Could I have your ID, please?
 They're on sale at the moment, aren't they?
 Yes, they fit me really well.

2e (pp. 34-35)

admit /ədˈmɪt/ (v) = to agree that sth is true, even if you don't really want to accept it
 authentic /ˌɔːθentɪk/ (adj) = genuine, real, not fake
 bland /blænd/ (adj) = dull, unexciting
 cabinet /ˈkæbɪnət/ (n) = a piece of furniture with shelves, cupboards or drawers, which is used for storing things
 cherish /ˈtʃerɪʃ/ (v) = to regard sth as important and to try hard to keep it
 conveniences /kənˈvɪniənsəz/ (n) = things that make you comfortable
 convention /kənˈvenʃən/ (n) = a large meeting of people who have a similar interest in sth
 décor /deɪkɔː/ (n) = the style in which a house or room is furnished
 distressing /dɪˈstresɪŋ/ (adj) = causing sorrow or suffering
 era /ɪərə/ (n) = a time period with a general character
 greed /ɡriːd/ (n) = a strong desire for more possessions than I need
 housewife /ˈhaʊswaɪf/ (n) = a married woman who manages her own household
 in retreat from (phr) = to hide away from sth
 lipstick /ˈlɪpsɪk/ (n) = a coloured substance in the form of a stick which women put on their lips
 long (to) /lɒŋ/ (v) = to desire to have
 make do (phr) = to make the best with what you have
 materialism /ˌmæteriəlaɪzəm/ (n) = a desire for material objects
 mend /mend/ (v) = to fix or repair sth
 out of sight (phr) = outside the area that you can see
 pension /ˈpenʃən/ (n) = a retirement fund
 retro /ˈretroʊ/ (adj) = fashion inspired by styles from the past
 rule /ruːl/ (v) = to control, to influence
 second-hand /ˌsekənd ˈhænd/ (adj) = not new but owned by sb else, used
 shudder /ˈʃʌdə/ (v) = to tremble from fear or disgust
 spoil /spɔɪl/ (v) = to damage, to do harm
 throwaway fashion /θrəʊəweɪ ˈfæʃən/ (n) = cheap quality clothing
 tight /taɪt/ (adj) = (of clothes) very small and fitting too close to the skin
 time capsule /taɪm ˈkæpsjuːl/ (n) = a container filled with things of the present period that is buried so that future generations can find it

time warp /taɪm weɪp/ (n) = a distortion of time
trilby hat /trɪlbi hæŋ/ (n) = men's soft hat
values /vælju:z/ (n) = moral principles and beliefs
vintage /vɪntɪdʒ/ (adj) = the best and most typical of a kind, classic
violence /vaɪələns/ (n) = actions which are intended to damage sth or hurt sb

2f (pp. 36-37)

advance /əd'vɑ:ns/ (v) = to go forward
challenge /tʃæləndʒ/ (n) = a difficult situation that demands effort
conserve /kən'sɜ:v/ (v) = to protect sth from harm, loss or change
consume /kən'sju:m/ (v) = to buy things or to use facilities and services
controlled /kən'trəʊld/ (pp) = powered
convert /kən'veɪt/ (v) = to change sth in order to use it for a different purpose
drain /drem/ (v) = to allow the liquid to flow from sth
environmentally friendly (phr) = not harmful to the environment
equivalent /'ekwɪvələnt/ (adj) = having the same effect
exhaust /ɪg'reɪst/ (v) = to use up
food shortage (n) = limited supply of food
horizontally /hɒrɪzəntli-/ (adv) = situated along the ground
industrial greenhouse (phr) = a large greenhouse designed to produce food on a massive scale
local produce (phr) = edible products grown in the area
long gone (phr) = have not existed for a long time
lush /lʌʃ/ (adj) = (of vegetation) having many leaves and looking healthy and strong
mankind /'mɑ:nkaɪnd/ (n) = all human beings
nutrients /nju:trɪənts/ (n) = substances needed in order to live
open up /'əʊpən 'ʌp/ (phr v) = to start a business
outlet /'aʊtlət/ (n) = place where goods are sold or delivered
permanent light source (phr) = source of light that is constantly available
powered /'paʊəd/ (pp) = supplied energy by
raise /reɪz/ (v) = (of a child) to bring up
rise /raɪz/ (v) = to become higher

save /seɪv/ (v) = to keep money for use in the future
soar /sɔ:ə/ (v) = to rise greatly and quickly
solution /sə'lju:ʃən/ (n) = an answer to a question or problem
spring up /'sprɪŋ 'ʌp/ (phr v) = to suddenly appear
structure /'strʌktʃə/ (n) = the way in which sth is made or organised
test /test/ (n) = to try out
transport costs (phr) = the financial cost of moving sth from one place to another
vertical farming (phr) = idea whereby organic produce is grown upwards in buildings as opposed to the traditional method along the ground
wasteland /'weɪstlənd, -lənd/ (n) = an area of land left unused
wonder /'wʌndə/ (n) = great surprise and pleasure

2g (p. 38)

button /'bʌtən/ (n) = a small hard object sewn onto clothes in order to fasten them
cardigan /'kɑ:dɪgən/ (n) = a knitted jacket or sweater with buttons up the front
chip /tʃɪp/ (n) = a very small piece of silicon with electronic circuits on it
coffee mug /'kɒfi mʌg/ (n) = a cup for hot drinks
crack /kræk/ (v) = to break
damage /'dæmɪdʒ/ (v) = to harm
digital camcorder /dɪʒɪtəl kæm'kɔ:də/ (n) = a device that can capture moving images and sound and store them digitally
exchange /'ɪksʃeɪndʒ/ (v) = to replace sth with sth else (usu better)
faulty /'fɔ:ltɪ/ (adj) = damaged; not working properly
high-heeled shoes /haɪ hi:ld 'ʃu:z/ (n) = not flat women's shoes
hole /həʊl/ (n) = a gap in a solid mass
lens /leɪnz/ (n) = a thin curved piece of glass or plastic used in things such as cameras, telescopes and pairs of glasses
lid /lɪd/ (n) = the top of a box or other container which can be removed or raised
refund /'refa:nd/ (n) = a sum of money paid back to sb
replacement /'ri:pləsmənt/ (n) = a thing used when another is broken or lost

scratch /skretʃ/ (v) = to make a small, shallow cut on skin or a surface with a sharp object
shoulder bag /'ʃəʊldə bæɡ/ (n) = women's small bag that is carried over the shoulder
sleeve /sli:v/ (n) = the part of a piece of clothing that covers your arm
strap /stræp/ (n) = a narrow piece of material used to fasten two things together or to carry sth
teapot /'ti:pɒt/ (n) = a container tea is made and served from

2h (p. 39)

awareness /ə'veənəs/ (n) = knowledge about what is happening around you
balance /'bæləns/ (n) = an equal situation
bargain-hunting /'bɑ:gən ha:ntɪŋ/ (n) = shopping for a good deal on reduced items
child labour /tʃaɪld leɪbə/ (n) = hard work carried out by children
ethical /'eθɪkəl/ (adj) = morally correct
green issues /grɪn 'ɪʃu:z/ (n) = topics related to the environment
guarantee /gə'renti:z/ (v) = to assure, to promise
hard-earned cash /hɑ:d 'ɛənd kæʃ/ (n) = money received after a lot of effort
human rights /'hju:mən raɪts/ (n) = the basic rights sb should have
manufacture goods /mæn'ju:fæktʃəd gʊdz/ (v) = the process whereby items to be sold are produced
mine of information (phr) = a great source of knowledge
money sense /'mʌni sɛns/ (n) = spending money wisely
natural resources /'nætʃərəl rɪ'zɔ:sɪz, -sɪz/ (n) = things such as minerals, coal etc which can be used by people
operate /'ɒpəreɪt/ (v) = to function
policy /'pɒləsi/ (n) = a set of ideas or plans used for making decisions
purchase /'pɜ:tʃəz/ (v, n) = to buy, sth that you buy
quest /kwɛst/ (n) = a long and difficult search
reduced prices /rɪ'dju:st praɪsɪz/ (n) = no longer charging the full retail amount
seasonal retail shift /si:zənl ri:teɪl ʃɪft/ (n) = a change in the type of product that is to be sold due to the weather/time of year

sell off /sel ɒf/ (phr v) = selling products at reduced prices in order to get rid of excess stock
sweatshop /sweɪtʃɒp/ (n) = a shop that employs workers at low wages, for long hours and under poor conditions
treasure trove /ˈtreʒəˌtraʊv/ (n) = a great source of value for money
treat /tri:t/ (v) = behave towards or deal with sb
truly /ˈtru:li/ (adv) = absolutely, certainly

2i (p. 40-41)

amicably /ˈæmɪkəbli/ (adv) = in a friendly way
appalled /əˈpɔ:ld/ (adj) = shocked or disgusted because sth is so unpleasant or bad
cancel /kænsl/ (v) = to call off
case /keɪs/ (n) = sth to store things in
complain /kəmˈpleɪn/ (v) = to express dissatisfaction
delay /dɪleɪ/ (n) = to put off to a later time
eventually /ɪvenʃu:li/ (adv) = finally
invoice /ɪnˈvoɪs/ (n) = a list of items that have been ordered and their prices
I would appreciate it (phr) = to be very grateful
look forward to (phr) = can't wait for sth to happen
order /ɔ:də/ (v) = to command
place an order (phr) = to make a request for sth to be delivered
prompt reply /ˈprɒmpt riːplɪ/ (n) = speedy response
replace /rɪˈpleɪs/ (v) = to put one thing or person in the place of another
rude /ru:d/ (adj) = behaving in a way that is not polite
state /steɪt/ (v) = to declare formally
to make matters worse (phr) = to aggravate an already bad situation

Skills Practice 2 (pp. 42-44)

agreement /əˈɡri:mənt/ (n) = a formal arrangement or decision about future actions
basement /ˈbeɪsmənt/ (n) = a floor built below ground level
button /ˈbʌtn/ (n) = a small object which you press to operate a device or a machine
campaign /kæmˈpeɪn/ (v) = to carry out a planned set of activities in order to achieve your aim

cheap /tʃi:p/ (adj) = not expensive
chemicals /kemɪkəls/ (n) = substances that are used in a chemical process
coin /kɔɪn/ (n) = a small piece of metal, usu flat and circular, authorised by a government for use as money
conditions /kənˈdɪʃnz/ (n) = the factors which affect sb/sth
dirt-cheap /dɜ:t tʃi:p/ (adj) = low-priced
disapprovingly /ˌdɪsəˈpru:vɪŋli/ (adv) = not agreeing
documentary /ˌdɒkjʊməntri/ (n) = a film or television programme which presents a subject matter in a factual and informative manner
ethical fashion (phr) = products that have been made with consideration to the labour conditions involved
feel sick (phr) = to feel unwell
gift-wrapped /ˌɡɪft ˈræpt/ (adj) = wrapped in paper in order to be presented as a gift
glue /ɡlu:/ (v) = to join things together by using a sticky substance
goal /ɡəʊl/ (n) = an ambition, a target
gumball machine /ˌɡʌmbɔ:l məˈʃɪn/ (n) = a vending machine that dispenses chewing gum in plastic balls
journalism /ˌdʒɜ:nəl-ɪzəm/ (n) = the job of writing for newspapers, TV or radio
lack /læk/ (n) = absence of sth
lobster /lɒbstə/ (n) = a shellfish with eight legs and two large claws
lowliest /ˈləʊli:st/ (adj) = least important
manufacturer /ˌmænɪfæktʃəːnə/ (n) = a person or a business that makes or builds sth
party /ˈpɑ:ti/ (n) = one of the people involved in a particular situation (discussion, agreement, disagreement)
pocket /ˈpɒkət/ (n) = a small pouch in a garment for carrying items such as money
quality /kwaləti/ (adj) = the measure of a standard of excellence
rash /ræʃ/ (n) = a dry red infected area of the skin that is itchy
rock-bottom prices (phr) = the cost of an item that cannot be reduced any further
rundown /ˈraʊndaʊn/ (adj) = exhausted and not healthy
rupee /ruːpi/ (n) = currency used in India
sewing machine /ˈsəʊɪŋ məˈʃɪn/ (n) = a machine used to stitch fabric with thread

skyrocket /ˈskaɪrɒkɪt/ (v) = to increase suddenly
slave /sleɪv/ (v) = to work extremely hard at sth
supervisor /ˈsʊpəvaɪzə/ (n) = sb whose job is to make certain that everything is done correctly, safely, etc
sweatshop labour (phr) = poorly paid work that occurs within a sweatshop
the true cost of sth (phr) = the actual price you must pay for an item
think twice (phr) = to think carefully about an action before doing it
thumbprint /ˈθʌmpri:nt/ (n) = a mark or impression made by the thumb
toothpaste /ˈtu:θpeɪst/ (n) = a paste used for cleaning the teeth, applied with a toothbrush
unfashionable /ˌʌnfæʃənəbəl/ (adj) = not in fashion
vending machine /ˈvenɪŋ məˈʃɪn/ (n) = a machine from which you can buy small items, such as drinks and sweets, by putting coins into it

Language in Use 2 (p. 45)

do (sth) over /du: ɔ:və/ (phr v) = to repeat sth
do up /du: ʌp/ (phr v) = to tie, to fasten
drop by/in /drɒp baɪ, ɪn/ (phr v) = to visit
drop out /drɒp ʌt/ (phr v) = to stop doing sth before finishing it
get across /get əˈkrɒs/ (phr v) = to make sth understood
get ahead /get əˈhed/ (phr v) = to be successful in your career
get along (with) /get əˈlɒŋ/ (phr v) = to have a friendly relationship with sb

Module 3 (p. 47)

clean neighbourhood (phr) = tidy area where people live
community /kəˈmju:nəti/ (n) = a group of people living in a specific area
donate to charity (phr) = to give items or money to a needy cause
help people in need (phr) = to give assistance to people who have little
help the elderly (phr) = to give assistance to aged people
improve (their) quality of life (phr) = to make better people's daily lives
look after stray animals (phr) = to take care of animals that have no owner

pick up litter (phr) = to remove rubbish from the streets
recycle old material (phr) = to give a new use to old objects
rubbish on the streets (phr) = unwanted items left in public places

3a (pp. 48-49)

abuse /ə'bi:ʊz/ (v) = to treat sb or sth badly
accuse (of) /ə'kju:z/ (v) = to blame sb for doing sth bad
biting cold (phr) = extremely cold
chatty /tʃæti/ (adj) = friendly
convincing /kən'vɪnsɪŋ/ (adj) = believable
criticise /kɪ'tɪkaɪz/ (v) = to express disapproval of sth or sb by saying what you think is wrong with it
curl up /kɜ:l 'ʌp/ (phr v) = to bend one's body
dig (sth) into (sb/sth) /dɪŋ 'ɪntə/ (phr v) = to press into sth or sb
debt /det/ (n) = a sum of money that one owes
donate /də'neɪt/ (v) = to give as a gift to a charity or a good cause
doze off /dɔ:z 'ɒf/ (phr v) = to fall asleep
embarrassed /ɪm'bærəst/ (adj) = feeling ashamed or guilty about sth
eye-opening /aɪ 'əʊpənɪŋ/ (adj) = surprising and revealing
family break-up /fæməli breɪk 'ʌp/ (n) = the separation of family bonds, usu due to divorce
frizzy hair /fɪzi 'heə/ (n) = hair that is hard to control and messy
get rid (of sb/sth) (phr) = to become free of sth/sb that is unpleasant or annoying
go undercover (phr) = to disguise
invisible /ɪn'vɪzəbəl/ (adj) = cannot be seen
judgement /dʒʌdʒmənt/ (n) = a decision made based on consideration of facts
make small talk (phr) = to make unimportant conversation
marginalised /mɑ:rdʒənaɪzɪd/ (v) = to treat sb or sth as if they are unimportant
official identity (phr) = an identity that is recognised by documentation
prosthetic make-up (phr) = makeup that physically alters a person's appearance
puffy eyes /pʌfi 'aɪz/ (n) = swollen skin round eye area

scruffy clothes /skɜ:fɪ kləʊðz, kləʊz/ (n) = unclean or old items of clothing
senior citizen /'si:niə 'sɪtəzən/ (n) = a pensioner
set out /set 'aʊt/ (phr v) = to begin a journey
shabby /ʃæbi/ (adj) = old and in bad condition
the blind /ðə 'blaɪnd/ (pl n) = the visually impaired
the disabled /ðə dɪ'seɪbld/ (pl n) = people with mobility issues
the elderly /ði 'eldəli/ (pl n) = the old
the homeless /ðə 'həʊmləs/ (pl n) = the people who live and sleep on the street
the poor /ðə 'pɔ: / (pl n) = the people who have little money
the rich /ðə rɪtʃ/ (pl n) = the people who have a lot of money
the unemployed /ði ʌn'emploɪd/ (pl n) = the people who have no job
the young /ðə jʌŋ/ (pl n) = the youthful
transformation /trænsfɔ:meɪʃən/ (n) = the process of changing sth into sth completely different
volunteer /vɒlɪntɪə/ (v) = to offer to do sth without payment
walking stick /'wɔ:kɪŋ stɪk/ (n) = a device that helps a person to walk

3b (pp. 50-51)

adopt /ə'dɒpt/ (v) = to take another person's child into your own family
affection /ə'fekʃən/ (n) = friendship and love one has for others
ageing population (phr) = old people
appalling /ə'pɔ:ɪŋ/ (adj) = so bad or unpleasant that it's shocking
beg /beg/ (v) = to ask very eagerly for sth
broken home (phr) = a household in which the family unit does not properly function
crime /kraɪm/ (n) = an act which is not legal and may be punished by law
destitution /dɪ'steɪʃju:ʃən/ (n) = not having the basic essentials of life
eager /eɪdʒə/ (adj) = keen
eye-opening /aɪ 'əʊpənɪŋ/ (adj) = surprising and revealing
homelessness /'həʊmləsnes/ (n) = the condition of not having a home
host family /'həʊst fæməli/ (n) = a family that you stay with and looks after you while visiting a country
hunger /'hʌŋgə/ (n) = lack of food
hygiene /'haɪdʒɪn/ (n) = cleanliness
illiteracy /ɪ'lɪtərəsi/ (n) = inability to read and write
leak /li:k/ (v) = (of liquids or gas) to come out of a hole by accident
less fortunate than (phr) = having fewer opportunities and wealth than others
life-changing experience (phr) = an experience that changes a person's outlook and opinions on life
literacy /lɪ'tərəsi/ (n) = the ability to read and write
makeshift school (n) = a school temporarily set up
miss out /mɪs 'aʊt/ (phr v) = to fail to experience
nerve-racking /nɜ:v 'zækɪŋ/ (adj) = frightening, causing stress or anxiety
population growth (phr) = increase in the number of people living in a place
poverty /'pɒvəti/ (n) = the condition of being extremely poor
privileged /'prɪvɪlɪdʒd/ (adj) = with opportunities that most other people do not have, often because of wealth or class
racism /'reɪsɪzəm/ (n) = abusive or aggressive behaviour towards members of another race
reputation /ˌreɪpju:teɪʃən/ (n) = opinion of others about sb or sth
shack /ʃæk/ (n) = a roughly built hut, usu inhabited by the poor
shine shoes (phr) = clean shoes with polish and a brush
slum /slʌm/ (n) = a poor section of a city, characterised by inferior living conditions and usu by overcrowding
turn up /tɜ:n 'ʌp/ (phr v) = to appear
unofficial /ˌʌnə'fɪʃəl/ (adj) = unauthorised
violence /'vaɪələns/ (n) = actions which are intended to damage sth or hurt sb
volunteer group /vɒlɪntɪə 'gru:p/ (n) = a group of people who are not paid to help those in need
war /wɔ: / (n) = armed fighting between countries or groups
wealthy /welθi/ (adj) = having a lot of money, property or possessions of value
worthwhile /'wɜ:θwaɪl/ (adj) = enjoyable or useful

3c (p. 52)

- amphitheatre** /æmfɪˈθi:ə/ (n) = a building, usu. circular or oval, in which levels of seats rise from a central open arena, as in those of ancient Rome
- familiar** /fəˈmɪliə/ (adj) = possible to recognise; seen or heard before
- fan** /fæn/ (n) = sb who supports, admires, etc sb or sth
- freedom of expression** (phr) = being able to say what you think and believe freely
- humanitarianism** /ˌhju:mənɪˈtɜ:riənɪzəm/ (n) = the belief that it is our duty to promote the welfare of mankind
- if in doubt** (phr) = if unsure about sth
- legend** /ˈledʒənd/ (n) = a story from the distant past, myth
- loyal** /lɔ:əl/ (adj) = faithful
- massage** /ˈmæsɑ:ʒ/ (n) = the act of rubbing parts of the body to promote relaxation
- muddy** /ˈmʌdi/ (adj) = containing or covered in mud
- mystical** /ˈmɪstɪkəl/ (adj) = magical
- mythology** /ˌmɪθəˈlɒdʒi/ (n) = group of legends from a particular country
- principle** /ˈprɪnsəpl/ (n) = a basic rule
- promote** /ˈprɒməʊt/ (v) = to advertise sth in order to sell it
- pyramid** /ˈpaɪrəˌmɪd/ (n) = a shape with a flat base and sloping triangular sides that meet at a point
- recover** /rɪˈkʌvə/ (v) = to get well after an illness
- respect** /rɪˈspekt/ (v) = to care for sb's wishes, beliefs and rights
- spiritual tradition** /ˌsprɪtʃʊəl ˈtrɪdɪʃən/ (n) = a tradition closely linked with religious practices
- stage** /steɪdʒ/ (n) = an area raised above ground level on which entertainers perform
- summer solstice** /ˌsʌmə ˈsɒlɪstɪs/ (n) = the 22nd of June when the day is the longest and the night the shortest of the year in the northern hemisphere
- teepee** /ˈti:pi:/ (n) = a cone-shaped tent of animal skins used by certain North American Indians
- (the) performing arts** /pəˈfɔ:mɪŋ ɑ:ts/ (n) = arts that are performed before an audience; dance, drama etc
- wander around** /ˈwɒndə əˈraʊnd/ (v) = to move around freely and with no planned direction

3d (p. 53)

- credit/debit card number** (phr) = the number found on the front of a credit card that identifies it
- donation** /dəʊˈneɪʃən/ (n) = money given to a charity or other organisation
- expiry date** (phr) = a specific time in which food, medicine or drinks can be used
- leaflet** /ˈli:flət/ (n) = a booklet, a pamphlet
- passionate** /ˈpæʃənət/ (adj) = enthusiastic
- plantation** /plænˈteɪʃən/ (n) = a large farm on which a single type of crop is grown
- regular** /ˈregjələ/ (adj) = following a specific pattern
- representative** /ˌreprɪzənˈteɪtɪv/ (n) = a person who is chosen to act on behalf of another or a group
- take action against** (phr) = to begin legal action against an injustice
- wonderful** /ˈwʌndəfəl/ (adj) = incredible

Useful phrases

How can I help you?
 I'd like to make a donation.
 Could I get your full name and address, please?
 Could you give me your credit or debit card number, please?
 And what's the expiry date?
 You're very welcome.

3e (pp. 54-55)

- agonising** /əˈɡɒnɪzɪŋ/ (adj) = painful, tormenting
- at all costs** (phr) = sth that must be done no matter what the price might be
- blog campaign** (phr) = a campaign that is brought to attention by using the Internet
- bug** /bʌg/ (n) = a virus
- collapse with exhaustion** (phr) = to be unable to move due to tiredness
- conservation group** /kənˈsɜ:vəʃən grʊp/ (n) = organisation that aims to conserve an endangered species
- conserve** /kənˈsɜ:v/ (v) = to protect sth from harm, loss or change
- create window displays & posters** (phr) = to show information in eye catching ways
- deforestation** /ˌdefɔ:reɪʃən/ (n) = the cutting down of trees

- desperately** /dɪsˈpɛrətli/ (adv) = in a way that shows sb is ready to do anything to change a bad situation
- draw a bow** (phr) = to pull back the string on a bow, in preparation to shoot an arrow
- drug smuggler** /drʌg ˈsmʌglə/ (n) = a person who attempts to conceal drugs and transport them
- electric eel** /ɪˈlektrɪk i:l/ (n) = a snake-like creature that lives underwater and can shock its prey
- entire length** (phr) = the whole distance of sth
- environmental group** /ɪnˈvaɪrənməntl grʊp/ (n) = an organisation whose aim is to bring awareness to environmental issues
- face terrifying hazards** /feɪs ˈterɪfaɪ-ɪŋ ˈhæzədz/ (phr) = to be confronted with dangerous and frightening obstacles
- foreigner** /ˈfɔ:rnə/ (n) = a person who is from a different country or region/not local
- forest worker** /ˈfɒrɪst wɜ:kə/ (n) = a person whose job it is to work in a forest habitat
- former army captain** /ˈfɔ:mə ɑ:mi ˈkæptən/ (n) = a person who no longer holds the position of army captain
- furious** /ˈfjʊəriəs/ (adj) = extremely angry
- gather** /ˈɡæðə/ (v) = to come or to get together as a group
- GPS** /dʒi: pi: ˈes/ (n) = (global positioning system) a system that uses signals from satellites to find out the position of an object
- grab attention** (phr) = to bring to people's attention
- hair-raising moments** (phr) = moments of great danger or fear
- hostile tribes** /ˈhɒstəl ˈtraɪb/ (n) = unfriendly native groups
- informative** /ɪnfəˈmeɪtɪv/ (adj) = giving useful information
- inject with antibiotics** (phr) = antibiotic medicine that is administered with the use of a syringe
- (jungle) expedition** /ˌekspɪˈdɪʃən/ (n) = an organised journey or voyage for a specific purpose
- lecture** /ˈlektʃə/ (n) = a formal talk on a specific subject given to a group of people
- (loss of) habitat** /ˈhæbətæt/ (n) = destruction of a habitat

malaria /mə'leəriə/ (n) = a disease resulting from the bite of mosquitoes, which causes periods of fever

natural wonder /nætʃərəl 'wʌndə/ (n) = an amazing sight that has not been made by man and occurs naturally

pit viper /pɪt 'vaɪpə/ (n) = a kind of venomous snake found in Asia and the Americas

put (sb) off /pʊt 'ɒf/ (phr v) = to make sb dislike sth; to discourage sb from doing sth

raise funds (phr) = to gather money for a charitable cause or project

raise public awareness (phr) = to bring attention to a certain cause or issue

razor-sharp /'reɪzə 'ʃɑ:p/ (adj) = extremely sharp

reach a destination (phr) = to arrive at a location that has been determined

set off /set 'ɒf/ (phr v) = to start on a journey

sharp toothed caiman crocodile /ʃɑ:p tu:θt keɪmən 'kroʊkədɪl/ (n) = a species of crocodile found in salt water and fresh water

slide show /slɑ:nd 'ʃəʊ/ (n) = a projected display of photographs

source /sɔ:s/ (n) = a person, place or thing you get sth from

swarm of wasps (phr) = a great number of wasps

territory /tə'ritɔ:ri/ (n) = land controlled by a particular country or ruler

trickle /'trɪkl/ (n) = to fall by drops

true inspiration (phr) = sth that inspires others

upload /'ʌpləʊd/ (v) = to transfer data onto a computer

3f (pp. 56-57)

afford /ə'fɔ:d/ (v) = to have enough money to buy sth

atmosphere /'ætməsfiə/ (n) = the air that you breathe

carbon dioxide /'kɑ:bən daɪ'ɒksaɪd/ (n) = gas produced by animals and people breathing out and by chemical reactions

catastrophe /kə'tæstrəfi/ (n) = a sudden event that causes a terrible disaster

centuries /'sentʃəriəz/ (n) = many hundreds of years

colonisation /kə'lɒnɪzəʃən/ (n) = act of living in and taking control of a foreign country

colony /kə'lɒni/ (n) = a country or area that is controlled by a more powerful one

construct /kən'strʌkt/ (v) = to build

endless /'endlɪs/ (adj) = never finishing

exploration /'eksplə'reɪʃən/ (n) = the act of travelling through a place to discover it

extract /'ɛkstrækt/ (v) = to remove

final frontier (phr) = a boundary that has yet to be reached

futuristic community (phr) = a gathering of people who reside in advanced dwellings

generate /dʒenə'reɪt/ (v) = to create, to produce

harsh /hɑ:ʃ/ (adj) = (of conditions) difficult or uncomfortable to live in

leap /li:p/ (n) = a big improvement

mankind /'mænkaind/ (n) = all human beings

meteor /'mi:tɪə/ (n) = a rock from space that has entered the Earth's atmosphere

millennia /'mɪləniə/ (n) = a period of one thousand years

nuclear war /'nju:kliə 'wɔ:/ (n) = a war that involves the use of nuclear weapons

orbit /'ɔ:bɪt/ (v) = to move around a planet, the moon or a star

overcome /'ɔ:vəkʌm/ (v) = to succeed in dealing with a difficulty

resources /'ri:zɔ:səz, -sɔ:z/ (n) = natural materials such as forests, oil, land, etc. that people can use

self-sufficient /'self səfɪʃənt/ (adj) = able to take care of one's self without outside help

solar panel /'səʊlə 'pænl/ (n) = a device that turns energy from the sun into electricity

spread /spred/ (v) = to move outwards in all directions

supplies /sə'plɑ:z/ (n) = food, equipment and other essential things that people need

warm sth up (phr v) = to provide heat to sth and change its temperature

wipe out (phr v) = to destroy places, animals or people completely

3g (p. 58)

air pollution /eə 'pɒlu:ʃən/ (n) = harmful substances introduced into the atmosphere

biodegradable detergent

/baɪə'di:grəɪbəl dɪ'tɛdʒənt/ (n) = environmentally friendly detergent used to clean products

coal /kəʊl/ (n) = a black or dark-brown substance that is taken from the ground and is used as fuel

deforestation /di:frɒ'reɪʃən/ (n) = the cutting down of trees

dispose (of) /dɪ'spəʊz/ (v) = to throw away sth one doesn't need or want

electronic waste /elɪk'trɒnɪk 'weɪst/ (n) = discarded electrical or electronic devices

excessive rubbish /ɪk'sesɪv 'rʌbɪʃ/ (n) = more rubbish than can be dealt with or is necessary

fertiliser /'fɜ:tɪlaɪzə/ (n) = a chemical used to promote quicker crop and plant growth

gas /gæs/ (n) = a substance like air that is neither liquid nor solid and burns easily

impractical /ɪm'præktɪkəl/ (adj) = not sensible or realistic

natural resources /nætʃərəl rɪ'zɔ:səz, -sɔ:z/ (pl n) = things such as minerals, coal etc which can be used by people

oil /ɔ:ɪl/ (n) = a smooth, thick liquid that is found under the surface of the earth and used as fuel

poison /'pɔ:zən/ (v) = to make sth dangerous by putting a lethal substance in it

renewable energy /rɪ'nju:əbəl 'enədʒi/ (n) = forms of energy that are naturally replaced and will not run out

rubbish /'rʌbɪʃ/ (n) = waste material, garbage

run out /rʌn 'aʊt/ (phr v) = to have no more of sth left

set up a website (phr) = to begin operating an Internet page

to a certain extent (phr) = sth that is true or permitted up to a point

water pollution /'wɔ:tə pə'lju:ʃən/ (n) = harmful or poisonous substances introduced into water sources

3h (p. 59)

absorb /ə'bzɔ:b, əb'zɔ:b/ (v) = to soak sth up or to take sth in

become extinct (phr) = to stop existing

(be) under threat (phr) = to be in danger if sth is not done

Word List

- be home to (phr)** = place where certain plants/animals are found
- cancer-fighting properties (phr)** = containing properties that help fight off the development of cancerous cells
- commercial** /kɑːmɪʃəl/ (n) = an advertising message that is broadcast on television or radio
- contribute** /kɑːntrɪbjʊt/ (v) = to offer money or resources to help achieve a particular purpose
- delicate** /dɪlɪkət/ (adj) = damaged easily
- die out** /daɪ 'aʊt/ (phr v) = to become less and less common and eventually disappear completely
- disease** /dɪzɪz/ (n) = an illness caused by an infection
- ecosystem** /iːkəʊsɪstəm/ (n) = all the plants and animals that live in a certain area and the relationship which exists between them and their environment
- global warming** /gləʊbəl 'wɔːmɪŋ/ (n) = an increase in the world's temperature caused by pollution
- graze** /ɡreɪz/ (v) = (for an animal) to eat grass or other plants growing in a particular place
- greenhouse gas** /ɡriːnhaʊs 'ɡæz/ (n) = a gas in an atmosphere that absorbs and emits radiation
- harmful** /hɑːmfəl/ (adj) = causing damage
- include** /ɪnklʊd/ (v) = to add as part of sth else, to put in as part of a set/group/category
- logger** /lɒɡə/ (n) = a man who cuts down trees
- major threat (phr)** = sth that is a great danger to sth or sb
- mine** /maɪn/ (n) = a hole in the ground made to remove minerals such as coal
- photosynthesis** /fəʊtəʊ'sɪnθəsɪs/ (n) = the production of organic materials within plants, esp. carbohydrates, from carbon dioxide, water, and inorganic salts, using sunlight as the source of energy and with the aid of chlorophyll
- release** /rɪliːz/ (v) = the act of freeing
- slash and burn (phr)** = an agricultural technique which involves cutting and burning of forests or woodlands to create fields
- sustainable** /sə'steɪnəbəl/ (adj) = not causing damage to the environment
- tropical rainforest** /trɒpɪkəl 'reɪnbɔːrɪst/ (n) = an ecosystem that occurs close to the equator. This ecosystem experiences high average temperatures and a significant amount of rainfall
- turn into** /tɜːn 'ɪntə/ (phr v) = to change into
- unique species (phr)** = being the only one of a particular type of creature
- urban developers (phr)** = people who plan the building of cities or towns
- 3i (pp. 60-61)**
- accessible** /ək'sesəbəl/ (adj) = able to be reached
- atmosphere** /ætmə'sfɪə/ (n) = the air that you breathe
- benefit** /'benɪfɪt/ (v) = help or advantage that results from sth
- commute** /kəmjuːt/ (v) = to travel a long distance between my home and my work
- contribute** /kɑːntrɪbjʊt/ (v) = to offer money or resources to help achieve a particular purpose
- destination** /dɪstɪ'neɪʃən/ (n) = a place to which sth is being sent or sb is going
- effective** /ɪfektɪv/ (adj) = able to accomplish a purpose
- global warming** /gləʊbəl 'wɔːmɪŋ/ (n) = an increase in the world's temperature caused by pollution
- mandatory** /mændətɔːri/ (adj) = obligatory, that must be done because it is a rule or law
- opposing** /ə'pəʊzɪŋ/ (adj) = different, disagreeing
- quality of life (phr)** = the general well-being of individuals and societies
- responsibility** /rɪ'spɒnsə'bɪləti/ (n) = duty which one must do and must make decisions about
- vastly** /vɑːstli/ (adv) = greatly
- viewpoint** /'vjuːpɔɪnt/ (n) = an opinion on a subject
- Skills Practice 3 (pp. 62-64)**
- abused** /ə'bjuːzd/ (adj) = to be mistreated
- anxious** /æŋkʃəs/ (adj) = nervous or worried
- assignment** /ə'saɪnmənt/ (n) = a piece of work or job that you are given to do
- bad reputation (phr)** = without honour
- catch sight of (phr)** = to get a quick look of sth
- come into conflict (phr)** = to have physical or verbal disagreements with sb or sth
- commercial** /kɑːmɪʃəl/ (adj) = involving or relating to the buying and selling of goods
- cruel** /kruːl/ (adj) = brutal, violent
- decrease** /dɪkriːs/ (v) = (to cause) to become less
- dedicate** /dɪ'deɪkət/ (v) = to devote
- discard** /dɪ'skɑːd/ (v) = to reject
- ecosystem** /iːkəʊsɪstəm/ (n) = all the plants and animals that live in a certain area and the relationship which exists between them and their environment
- fascinated** /fæ'sɪneɪtəd/ (adj) = finding sth interesting and attractive
- fin** /fɪn/ (n) = flat part that sticks out of a fish's body
- flesh-eating disease (phr)** = a rare infection of the deeper layers of skin
- food chain** /fuːd tʃeɪn/ (n) = a series of living things which are connected by eating each other
- foreground** /'fɔːgraʊnd/ (n) = the area that is nearest to and in front of the viewer
- go crazy (phr)** = to act irrationally
- heartbeat** /'hɜːtbɪt/ (n) = a single complete pulsation of the heart
- hug** /hʌɡ/ (v) = put one's arms around sb or sth and hold them or it tightly
- illegal fishing** /ɪ'leɡəl 'fɪʃɪŋ/ (n) = the act of catching fish without permission or in a prohibited area
- life savings (phr)** = the total amount of money saved over the period of a lifetime
- loathe** /ləʊt/ (v) = to dislike very much
- luxury** /lʌkʃəri/ (adj) = sth that is not essential to life but obtained for pleasure
- maintain** /meɪntɪn/ (v) = continue to have
- marine reserve** /mə'riːn rɪ'zɜːv/ (n) = an aquatic area that is kept as a sanctuary for marine life
- mass murder (phr)** = the deliberate killing of an animal on a large scale
- mission** /mɪʃən/ (n) = an important journey made to do a special job
- organised crime (phr)** = criminal activities which involve large numbers of people that are organised and controlled by a small group

panic /'pænik/ (v) = to suddenly feel great fear which makes one unable to think or act logically

portray /'pɔ:treɪ/ (v) = to depict, to represent

predator /'predətə/ (n) = an animal that hunts and eats other animals

undeserved /'ʌndə'reɪvəd/ (adj) = not deserving of sth

valuable /'væljuəbəl, -jəbəl/ (adj) = of considerable importance

vital /'vaɪtəl/ (adj) = crucial; important

Language in Use 3 (p. 65)

contribute (to) /kən'trɪbjʊt/ (v) = to help, to lead to

grab /græb/ (v) = to take sth or to pick it up suddenly and roughly, to snatch

hand in /hænd 'ɪn/ (phr v) = to give sth to a person in authority

hand out /hænd 'aʊt/ (phr v) = to distribute

hand over /hænd 'əʊvə/ (phr v) = to give sth to sb

hang on /hæŋ 'ɒn/ (phr v) = to depend on sth in order to be successful

hang out /hæŋ 'aʊt/ (phr v) = to spend time somewhere

join in /dʒɔɪn 'ɪn/ (phr v) = to participate

join up /dʒɔɪn 'ʌp/ (phr v) = to become a member of sth such as a club

school /sku:l/ (n) = a large group of fish or dolphins moving through water together

under threat (phr) = facing danger of extinction

vicious /'vi:ʃən/ (adj) = (of animals) dangerous and fierce

Module 4 (p. 67)

alien /'eɪliən/ (adj) = very different and difficult to understand

ape-like creature (phr) = a creature that looks like an ape

assassinate /ə'sæsəneɪt/ (v) = to murder sb as a political act

assassination /ə'sæsəneɪʃən/ (n) = the act of murdering sb for political reasons

capture /'kæptʃə/ (v) = to catch, to trap

disappearance /dɪ'səpiərəns/ (n) = passing out of sight

explode /ɪk'spləʊd/ (v) = (usu of a bomb) to burst loudly and violently; blow up

extraterrestrial /'ekstrətə'restriəl/ (adj) = a being from beyond the Earth's atmosphere

hairy /'heəri/ (adj) = covered with hair

incident /'ɪnsɪdənt/ (n) = an event that is usu unpleasant

launch /lɔ:ntʃ/ (v) = to send a spacecraft into space

proof /pru:f/ (n) = a piece of evidence which shows that sth is true

report /rɪ'pɔ:t/ (v) = to describe a recent event or situation

sighting /'saɪtɪŋ/ (n) = occasion of seeing sth strange or unusual

spacecraft /'speɪs-kra:ft/ (n) = a vehicle that travels in space

unknown /'ʌn'nəʊn/ (adj) = sth that is not recognised

4a (pp. 68-69)

aircraft hangar /'eɪkrɔ:ft hæŋgə/ (n) = a shelter esp for housing or repairing aircraft

army base /'ɑ:mɪ 'beɪs/ (n) = a large base of operations for an army

assignment /ə'saɪnmənt/ (n) = a piece of work or job that you are given to do

autopsy /'ɔ:tɒpi/ (n) = the inspection and dissection of a body after death

billboard /'bɪlbɔ:d/ (n) = a large board for displaying posters, usu used for advertising purposes

burst /bɜ:st/ (v) = to break open because of pressure from the inside

cattle farmer /'kætl fɑ:mə/ (n) = a farmer who raises livestock such as cows

debris /'deɪbrɪ, 'deɪ-ri/ (n) = pieces from sth that has been destroyed

doubtful /'daʊtfl/ (adj) = unsure, having doubts

eerie /'iəri/ (adj) = strange, frightening

eye-witness account (phr) = a description of events from a person present

flying saucer /'flaɪ-ɪŋ 'sɔ:sə/ (n) = a spaceship that looks like a saucer (a small curved plate)

formation /fɔ:meɪʃən/ (n) = creation of sth, its shape or structure

freeway /'fri:weɪ/ (n) = a highway without tolls

hieroglyphics /'hɪərəglɪfɪks/ (n) = writing used in ancient Egypt

hotspot /'hɒtsɒt/ (n) = an area of intense activity

lined with (phr) = appearing in a row across an area

oval-shaped /'əʊvəl ʃeɪpt/ (adj) = somewhat round in appearance

rattlesnake /'rætlɪneɪk/ (n) = a type of snake that is characterised by its vibrating tail

remains /rɪ'meɪnz/ (n) = parts or things that are left

report (on) /rɪ'pɔ:t/ (v) = to give an account of sth that has occurred

sceptic /'skɛptɪk/ (n) = sb who has doubts about things other people believe

spot /spɔ:t/ (v) = to notice sb or sth, usu because you are looking hard

unfold /'ʌnfəʊld/ (v) = to develop and become known

weather balloon /'weðə bə'lɔ:n/ (n) = a balloon which carries scientific instruments in to the sky and sends back information on atmospheric pressure, temperature and humidity

weird /weəd/ (adj) = strange

witness /'wɪtnəs/ (v) = to be present and see sth

wreckage /'rekɪdʒ/ (n) = remains of a vehicle, aeroplane, etc after it has been damaged in an accident

4b (pp. 70-71)

countless /kaʊntləs/ (adj) = endless, numerous

cryptid /'krɪptɪd/ (n) = a creature or plant whose existence has been suggested but is often regarded as highly unlikely

cryptozoologist /'krɪptəzəʊlədʒɪst/ (n) = a person who studies the existence of cryptids

encouragement /ɪn'kʌrɪdʒmənt/ (n) = talking or behaving in a way that gives sb confidence to do sth

fake /feɪk/ (adj) = made to look genuine or valuable but is not

footage /'fudʒ/ (n) = film or part of a film of a particular event

gaze /geɪz/ (v) = to look steadily at sb or sth for a long time

glance /glɑ:ns/ (v) = to look at sth very quickly

glare /gleə/ (v) = to stare in an angry manner

glimpse /glɪmp/ (v) = to see sth or sb for a quick moment

hard evidence (phr) = proof that is undeniable due to physical material

hips /hɪps/ (n) = the areas found either side of the body; below the waist and above the thigh

hoax /həʊks/ (n) = a trick in which sb tells people a lie intended as a joke

human settlement /'hju:mən 'setlmənt/ (n) = area of dwellings established by people

leading /'li:dɪŋ/ (adj) = chief; main

legendary beast (phr) = fierce monster or creature that is supposed to exist
mobility /məʊbɪləti/ (n) = movement
native tribe /ˈneɪtɪv traɪb/ (n) = a primitive group of people that are indigenous to an area
panther-like /ˈpæntə laɪk/ (adj) = having the qualities of a big cat, esp. those of a panther
peep /pi:p/ (v) = to have a quick look at sth or sb, usu secretly and quietly
peer /piə/ (v) = to look intently esp because it's difficult to see clearly
plaster cast /ˈplɑ:stə kɑ:st/ (n) = a hard white material used to cover broken parts of the body until they are healed
reluctant /rɪˈlʌktənt/ (adj) = hesitant
sample /ˈsɑ:mpl/ (n) = a part of a whole used to show what the rest is like
sceptical /ˈskeptɪkəl/ (adj) = doubting that sth is true or useful
scratch /skrætʃ/ (n) = a slight cut made with a sharp object
screech /skri:tʃ/ (n) = a loud, piercing sound
secretive /sɪˈkri:tɪv/ (adj) = close
specimen /ˈspeɪsmən/ (n) = an example of sth
stand guard (phr) = to watch over and protect sth or sb
stare /veə/ (v) = to look at sth/sb for a long time
tales of sightings (phr) = stories of strange sightings
valued /ˈvæljuəd/ (adj) = desired
virtually unknown (phr) = almost completely lacking the details of sth
witness /ˈwɪtnəs/ (n) = a person who sees sth happening

4c (p. 72)

behead /biˈhed/ (v) = to remove the head from sb or sth
clog dance /ˈklɒg ˈdɑ:ns/ (n) = a dance performed by people wearing wooden shoes
cruel /kruəl/ (adj) = brutal, violent
execution /ˌeksɪkjuːʃən/ (n) = the carrying out of a sentence of death
freeze in terror (phr) = to be unable to move due to extreme fear
ghostly goings-on (phr) = events that cannot be explained and thought to be paranormal
graveyard /ˈɡreɪvja:rd/ (n) = a burial ground such as that found at a church

imprisonment /ɪmˈprɪznəmənt/ (n) = to become confined and lose ones freedom
make presence felt (phr) = to make sb aware of your existence
mischievous /ˈmɪʃɪvəs/ (adj) = behaving in an annoying but harmless way
occur /əˈkɜ:/ (v) = to happen, to take place
occurrence /əˈkʌrəns/ (n) = sth that happens
phantom /ˈfæntəm/ (n) = a ghost
spot /spɒt/ (v) = to notice, to find
torture /ˈtɔ:tʃə/ (n) = extreme physical or emotional pain
trial /traɪəl/ (n) = the hearing of statements in a court of law to judge whether a person is guilty of a crime
usher /ˈʌʃə/ (n) = a person who takes people to their seats in a cinema, theatre, etc
welcome addition (phr) = a new member to a group that is happily accepted

4d (p. 73)

entry /ˈentri/ (n) = access to sth
exhibition /ˌeksɪbɪʃən/ (n) = a public event where paintings, sculptures etc are shown openly
purchase /ˈpɜ:tʃəs/ (n) = sth bought
the Crown Jewels /ðə kɹɒn ˈdʒu:əls/ (n) = valuable jewels belonging to the Queen of England
Yeoman Warder /ˈjoʊmən ˈwɔ:də/ (n) = ceremonial guardians of the Tower of London, used to guard prisoners and the crown jewels

Useful phrases

This is the right place to get tickets for ..., isn't it?
 Yes, it certainly is.
 Could you tell me what the ticket price includes, please?
 I'd like to book some tickets for this afternoon then, please.
 How many tickets would you like?
 My pleasure. Enjoy your visit.

4e (pp. 74-75)

anxiety /æŋˈzaɪəti/ (n) = distress
apparent /əˈpærənt/ (adj) = clear, obvious
baffling enigma (phr) = a puzzle or riddle that has yet to be solved
bless /bles/ (v) = to make prosperous or special by religious rite

blow /bləʊ/ (v) = to make currents of air
buzz /bʌz/ (v) = to make a continuous low sound like a bee
crack /kræk/ (v) = to break
crunch /krʌnʃ/ (v) = to eat sth by making a loud crushing sound
dizziness /ˈdɪznəs/ (n) = state of feeling unsteady and light-headed
drag /dræg/ (v) = to move with difficulty
drip /drɪp/ (v) = (for a liquid) to fall in small drops
drive sb mad (phr) = to make sb go crazy
drive sb to distraction (phr) = to make sb very angry or very bored
eerie sound (phr) = mysterious or frightening noise
gather /ˈɡæðə/ (v) = to come or get together as a group
glowing /ˈɡləʊɪŋ/ (adj) = emitting a steady bright light, without flames
intriguingly /ɪnˈtrɪɡju:ɪŋli/ (adv) = arousing great interest or curiosity
irritating sound /ɪˈrɪteɪŋ ˈsaʊnd/ (n) = a noise that causes people to feel annoyed
labyrinth /ˈlæbərɪnθ/ (n) = a mazelike network of tunnels, chambers or paths, either natural or man-made
lair /leɪ/ (n) = the resting place of a wild animal
majestically /ˌmeɪdʒestɪkəli/ (adv) = grandly
maze /meɪz/ (n) = a complex system of passages and paths between walls and hedges
methane gas bubbles (phr) = bubbles of a colourless, odourless and flammable gas that is released by swamps
patter /ˈpætə/ (v) = to make soft tapping sounds
remain a mystery (phr) = a puzzle that is yet to be solved
resemble /rɪˈzeɪmbəl/ (v) = to be similar to
river bed /ˈrɪvə bed/ (n) = the bottom layer of a river
rustle /ˈrʌsl/ (v) = (of leaves) to produce a sound while moving in the wind
scratch /skrætʃ/ (v) = to make a small, shallow cut on skin or a surface with a sharp object
serpent /ˈsɜ:pənt/ (n) = a snake-like reptile
splash /splæʃ/ (v) = (for water) to hit or to disturb water in a noisy way
stamp /stæmp/ (v) = to bring down a foot heavily on the ground
suffocating /səˈfʌkeɪtɪŋ/ (adj) = being unable to breathe
sustain /səˈsteɪn/ (v) = to continue or maintain sth for a period of time

tap dripping (phr) = small drops of water that are leaking from the head of a tap
tap foot /tæp fu:t/ (v) = to make a noise with one's foot by hitting it off sth
vegetation /vedʒɪ'teɪʃən/ (n) = plants, trees and flowers
whistle /wɪsl/ (v) = to make a sound by forcing your breath out between your lips or your teeth

4f (pp. 76-77)

alteration /ɔ:l'teɪʃən/ (n) = having been changed
ambitious /æm'bɪʃəs/ (adj) = having a strong desire to be successful, rich or powerful
ancestor /æ'næstə, -sənz/ (n) = a member of my family who lived a long time ago
blueprint /'blu:prɪnt/ (n) = an original plan or prototype
clone /kləʊn/ (n) = to produce near copies of a person or thing using their DNA
conduct experiments /kən'dʌkt ɪks'perɪmənts/ (v) = to carry out a series of tests on sth
distant relative (phr) = a far-removed genetic relation to sb or sth
domestic /dɒm'estɪk/ (adj) = relating to a person's own country
dormant /dɔ:rmənt/ (adj) = quiet and inactive, as during sleep
embryo /em'briəʊ/ (n) = an animal in the early stages of development
evolution /ɪ'vɒljʊʃən, -vɔ:/ (n) = a process whereby the characteristics of plant and animal species gradually change over a long period of time
excavate /ɪk'skə'veɪt/ (v) = to unearth buried objects in an attempt to discover information about the past
expedition /ɪk'spɛdɪʃən/ (n) = an organised journey for a particular person
finding /'faɪndɪŋ/ (n) = conclusion or result from research
genetic map /dʒen'etɪk mæp/ (n) = a visual representation of the order of genes within chromosomes through the detailed analysis of DNA
hatch /hætʃ/ (v) = when an egg breaks open to release the fully developed young
impressive /ɪm'presɪv/ (adj) = admirable, deserving attention
last /lɑ:st/ (v) = to continue for a period of time

lead /li:d/ (v) = to guide
magnify /'mægnɪfaɪ/ (v) = to increase sth in size by viewing it through a lens
make a breakthrough (phr) = to make progress with sth such as a scientific experiment
officially /ɔ:fɪʃəli/ (adv) = according to a government or sb in authority
optimistic /ɒp'tɪmɪstɪk/ (adj) = always looking at the positive side of people and situations
organic material /ɔ:ɡə'nɪk mətɪəriəl/ (phr) = material that comes from a living or once living specimen
prehistoric /pre'hɪstɔ:rik/ (adj) = from a time before history was recorded
preserve /prezəv/ (v) = to do sth in order to save or protect animal or plant life from danger
reactivate /rɪ'æktɪveɪt/ (v) = to make sth active or functional again
remote /rɪ'məʊt/ (adj) = distant
reverse /rɪ'vɜ:s/ (v) = change sth to its opposite
revise /rɪ'vaɪz/ (v) = to look at sth again so as to correct or improve it
roam /rəʊm/ (v) = to walk around a place without a particular purpose
satisfying /sætɪs'faɪ-ɪŋ/ (adj) = giving the feeling of having had enough of sth to meet a need, desire, etc
survive /sə'vaɪv/ (v) = to continue to exist
thigh bone /θaɪ baʊn/ (n) = a large bone found in the upper leg
unleash /ʌn'li:ʃ/ (v) = to let loose

4g (p. 78)

adventure story /əd'ventʃə stɔ:ri/ (n) = a story that has elements of action and excitement in it
biography /baɪɒ'grəfi/ (n) = an account of a person's life written by sb
classic novel /k'læsɪk 'nɒvəl/ (n) = literature written some time in the past
crime /kraɪm/ (adj) = an illegal act
fantasy /fæn'tasi/ (n) = a pleasant but unlikely to happen situation
fast-paced /fɑ:st 'pi:st/ (adj) = at a quick speed, rhythm
flat /flæt/ (adj) = little or no importance
gripping /'grɪpɪŋ/ (adj) = attracting and holding sb's attention
horror story /hɒrə stɔ:ri/ (n) = a frightening tale
mysterious /mɪ'stɪəriəs/ (adj) = difficult to understand
mystery story /mɪ'stəri stɔ:ri/ (n) = a story that contains elements of suspense and intrigue

non-fiction /nɒn 'fɪkʃən/ (n) = themes that are based on real events
predictable /prɪ'dɪktəbəl/ (adj) = expected; anticipated
romance /rɒ'mæns, 'rəʊməns/ (n) = a close relationship between two people
science fiction /saɪəns 'fɪkʃən/ (adj) = a literary genre that makes imaginative use of scientific knowledge
shallow /ʃə'ləʊ/ (adj) = (of a character) superficial, not developed
thriller /θrɪ'lə/ (n) = an exciting story about criminal activities
tragedy /trædʒədɪ/ (n) = a dramatic story
unimaginative /ʌnɪ'mædʒɪnətɪv/ (adj) = not original
weak /wi:k/ (adj) = feeble, exhausted, not strong
well developed /wel dɪ'veləpɪd/ (adj) = elaborated
well-rounded /wel 'raʊndɪd/ (adj) = involving a wide range of ideas

4h (p. 79)

account (for) /ə'kaʊnt/ (v) = to constitute
alertness /ə'lɜ:tnes/ (n) = full attention to what is going on around you
break in /breɪk 'ɪn/ (phr v) = to enter somewhere by force
doubt /daʊt/ (v) = uncertainty about the truth
enclosure /ɪn'klɒʒə/ (n) = an area surrounded by a wall or fence, used for a particular purpose
flame-thrower /flæm θrəʊə/ (n) = a device that emits ignited gases
hack /hæk/ (v) = to break into a computer system
hedge /hedʒ/ (n) = a row of bushes or small trees, usu along the edge of a garden, field or road
intruder /ɪn'tru:də/ (n) = sb who illegally enters a place
irritably /ɪ'reɪblɪ/ (adv) = angrily
lane /leɪn/ (n) = narrow path on an athletics track which is marked by lines
mist /mɪst/ (v) = to be covered in tiny drops of moisture
outhouse /aʊt'haʊs/ (n) = a building near to, but separate from, a main building
settle down /setl daʊn/ (phr v) = to stay permanently
slashing sting (phr) = the cutting barb of a plant
smack /smæk/ (v) = to hit sb or sth forcefully

tiptoe /tɪptəʊ/ (v) = to walk quietly on one's toes
trap /træp/ (n) = a device or hole used to catch sth
unharméd /ʌn'hɑ:mɪd/ (adj) = not damaged
viciously /viʃjəslɪ/ (adv) = with cruelty and violence
whip up /wɪp 'ʌp/ (phr v) = to move upwards quickly
wipe /waɪp/ (v) = to rub sth off or away from a surface
wire /waɪə/ (n) = a metal thread which carries electrical current
wriggle /rɪɡl/ (v) = to make twisting movements

4i (p. 80-81)

absorb /əb'sɔ:b, -zɔ:b/ (v) = to pick sth up or take sth in
anxiety /æŋ'zaiəti/ (n) = distress or uneasiness caused by fear of danger
base /beɪs/ (v) = to be modelled upon sth else
believable /brɪ'li:vəbəl/ (adj) = appearing real or true
bestseller /best'selə/ (n) = a successful book, record, CD or other product that has sold in great numbers over a short period of time
box office hit (phr) = a successful film, selling a great number of tickets
combat /kəm'bæt/ (v) = to fight
drama /dræmə/ (n) = a serious film or play
eternity /ɪ'tɜ:nəti/ (n) = unending time
gripping /grɪpɪŋ/ (adj) = attracting and holding sb's attention
heart-warming /hɑ:t 'wɔ:mɪŋ/ (adj) = causing sb to feel happy
human existence (phr) = life as lived by mankind
instalment /ɪn'stɔ:lmənt/ (n) = one of a number of parts to a story
intriguing /ɪn'trɪɡɪŋ/ (adj) = arousing your interest or curiosity
involve /ɪn'vɔ:l/ (v) = to be a necessary part of sth
put sth down /pʊt sʌmɪŋ daʊn/ (phr v) = to stop doing sth
realistic /rɪəlɪ'stɪk/ (adj) = accepting the true facts of a situation
relationship /rɪ'sɪʃənʃɪp/ (n) = the personal connection you have with sb
sacrifice /sækrɪ'fɪs/ (v) = a surrender of sth of value as a means of gaining sth more desirable

sequel /sɪkwəl/ (n) = a book, film or play which continues the story of a previous book etc
set /set/ (v) = to place or put sth in a certain position of time
tension /tenʃən/ (n) = strain, anxiety
throw sth away /θrəʊ sʌmɪŋ ə'weɪ/ (phr v) = to discard sth after use rather than reuse it
vampire /væmpaɪə/ (n) = a mythical creature that drinks the blood of the living
werewolf /weəwʊlf, wɪə- / (n) = a person to have been changed into a wolf

Skills Practice 4 (pp. 82-84)

anagram /ænə'græm/ (n) = a word, phrase or sentence formed from another by rearranging its letters
assure /ə'ʃʊə/ (v) = to guarantee or promise
blood /blʊd/ (n) = red liquid flowing through our body
coincidence /kəʊɪn'sɪdəns/ (n) = simultaneous occurrence of events apparently by chance
dead /ded/ (adj) = no longer alive
destination /destɪ'neɪʃən/ (n) = the place to which sth is being sent or sb is going
dowager /daʊədʒə/ (adj) = a woman who holds some title or property from her deceased husband
faint /feɪnt/ (v) = to lose consciousness
foolish /'fʊ:liʃ/ (adj) = not sensible
ghostly /'gəʊstli/ (adj) = spooky
giant /dʒaɪənt/ (adj) = enormous; very big
guilty /'ɡɪlti/ (adj) = feeling anxious, unhappy and responsible because you have done sth wrong
haunt /hɑ:nt/ (v) = to cause worry, bother
haunted /'hɑ:ntɪd/ (adj) = (of a place) believing it has ghosts or spirits wandering around
housekeeper /'həʊskɪpə/ (n) = a person who is employed to look after the residence of wealthy people and see to its smooth and orderly running
interfere /ɪn'tɪəfə/ (v) = to meddle in the affairs of others
landing site (phr) = the location where a space craft or airborne vehicle returns to the earth
make sb's hair stand on end (phr) = to give sb a fright and cause small body hairs to rise

mention /menʃən/ (v) = to briefly refer to sth
murder /mɜ:ðə/ (v) = to deliberately kill sb or sth
mysterious circumstances (phr) = events that cannot logically be explained
observe /əb'sɜ:v/ (v) = to watch carefully
overcast /əʊvə'kɑ:st/ (adj) = (of the sky) completely covered with clouds
pinewood /'pɪnwɪd/ (n) = wood derived from pine trees
religious /rɪ'lɪdʒəs/ (adj) = having a strong belief in a god or gods
roar of thunder (phr) = loud sound that usu accompanies lightning
scrub /skrʌb/ (v) = to rub hard with a brush, cloth etc
sombre /sɒmbə/ (adj) = depressing
stain /steɪn/ (n) = dirty mark which is difficult to get out
unfortunate /ʌn'fɔ:tʃənət/ (adj) = unlucky
vicar /vɪkə/ (n) = priest of a particular parish or area

Language in Use 4 (p. 85)

accuracy /ækjə'reɪsi/ (n) = the quality of being true or correct, even in small details
artefact /'ɑ:tɪfækt/ (n) = a historically interesting ornament or tool
keep away /ki:p ə'weɪ/ (phr v) = to hold back
keep off /ki:p 'ɒf/ (phr v) = to stay away from; avoid
keep on /ki:p 'ɒn/ (phr v) = to continue
keep up /ki:p 'ʌp/ with (phr v) = to stay level with sb or sth
laziness /leɪzɪnəs/ (n) = not willing to use any effort
let down /let 'daʊn/ (phr v) = to disappoint
let out /let 'aʊt/ (phr v) = to release (from prison/captivity)
natural causes (phr) = a death by natural causes, is one that is attributed to natural agents such as old age and illness
pick on /pɪk 'ɒn/ (phr v) = to behave in a cruel way towards sb
pick out /pɪk 'aʊt/ (phr v) = to choose
pick up /pɪk 'ʌp/ (phr v) = to learn sth easily
popularity /pɒpjələ'reɪti/ (n) = being liked by a lot of people
prediction /prɪ'dɪkʃən/ (n) = statement about sth that will happen in the future

Module 5 (p. 87)

- educational institution** /edʒu'keɪʃənəl
ɪn'stɪtju:ʃən/ (n) = an organisation
such as a university that promotes
learning
- information technology** /ɪnfə'meɪʃən
tek'nɒlədʒi/ (n) = the technology of
the production, storage and
communication of information
using computers
- peers** /piə/ (n) = a person who is an
equal in social standing
- social organisation** /səʊʃəl ɔ:ɡənə'zeɪʃən/
(n) = the formation of a stable
structure of relations inside a
group
- the mass media** /ðə mæs 'mi:diə/ (n) =
television, newspapers,
magazines and radio
- youth group** /ju:θ grʊp/ (n) = an
organisation that consists of
young, teenage members

5a (pp. 88-89)

- balance body on the tips of spears**
(phr) = acrobatic feat whereby a
person distributes their weight
on the sharp ends of spears
- bent** /bent/ (adj) = not straight
- break bricks on sb's body** (phr) = the
act of breaking bricks using parts
of the body
- build character** (phr) = any action that
supposedly makes people stronger
mentally as well as physically
- constantly** /kɒnstəntli/ (adv) = all the time
- crawl on hands and knees down a
mountain** (phr) = descend a
mountain by using hands and
knees
- discipline** /dɪs'plɪn/ (n) = a particular
area of study, esp a subject
studied at a college or university
- do the splits** (phr) = movement
designed to display flexibility
whereby a person spreads their
legs so as to be horizontal with
the ground
- failure** /feɪljə/ (n) = the lack of success
in doing or achieving sth
- fight blindfolded** (phr) = the act of
engaging an opponent in battle
while wearing a blindfold
- gasp in amazement** (phr) = to inhale
suddenly due to surprise or
wonder
- humility** /hju:mələti/ (n) = modesty
- inner strength** (phr) = strength that
comes from within
- kick** /kɪk/ (v) = to hit sb or sth with the
foot
- land** /lənd/ (v) = to come down to the
ground after moving through the
air
- lie on a bed of nails** (phr) = the act of
placing a body horizontally on a
group of sharp nails
- martial art** /mɑ:ʃjəl 'ɑ:t/ (n) = any of
various forms of East Asian self-
defense or combat that involves
physical skill and coordination,
such as karate or judo, often
practiced as a sport
- meditation class** /medə'teɪʃən klɑ:s/ (n) =
a seminar that practises and
teaches how to remain calm
- mental strength** (phr) = strength
derived from within the mind
- muscles** /mʌsəlz/ (n) = contracting
tissue that produces movement
- punch** /pʌntʃ/ (v) = to hit sth hard with
the fist
- spear** /spɪə/ (n) = a long, thin pole with
a sharp point, used in hunting
and warfare
- spin** /spɪn/ (v) = to turn around at a
central point
- stand still with legs bent** (phr) = to
assume a position whereby a
person attempts to support their
body weight while crouching
- stunning scenery** (phr) = beautiful
surrounding landscape
- take breath away** (phr) = to amaze
- throw oneself into the air** (phr) =
acrobatic movement where a
person launches themselves off
the ground
- to my relief** (phr) = a feeling of comfort
or ease brought about by sth
- walk barefoot up a staircase of knives**
(phr) = to walk without shoes on
the sharp points of knives

5b (pp. 90-91)

- admit** /əd'mɪt/ (v) = to agree that sth is
true, even if you don't really
want to accept it
- approach** /ə'prəʊtʃ/ (n) = a means
adopted in tackling a problem
- at your own pace** (phr) = doing a job
or an activity at a rate of speed
that is comfortable for you
- attract attention** (phr) = to make other
people notice your presence
- claim** /kleɪm/ (v) = to ask for sth as its
rightful owner
- clip** /klɪp/ (n) = a short extract of a film
or educational video
- committed** /kə'mɪtəd/ (adj) = determined
to do or follow sth
- complete an MBA through a
Facebook application** (phr) = a
postgraduate degree specialising
in business administration that is
accomplished via an Internet
application
- converted** /kɒn'vɜ:təd/ (adj) = remodelled
- crash course** (phr) = an intensive course
of study of a particular subject
- enrol at a state school/university**
(phr) = to become a student
within a state school/university
- have lessons with interactive
whiteboards** (phr) = to make use
of digital screens at the front of
the class
- have private lessons** (phr) = to study
under the guidance of a tutor
outside school hours
- lecture** /'lektʃə/ (n) = a formal talk on a
specific subject given to a group
of people
- motivate** /məʊ'teɪvət/ (v) = to cause sb to
behave in a particular way
- negotiation skills** (phr) = the skills
required to settle a
misunderstanding or come to an
agreement
- occasional error** (phr) = a mistake that
can happen once in a while
- potential** /pə'tenʃəl/ (adj) = capable of
developing into sth in the future
- principle** /'prɪnsəpl/ (n) = a basic rule
- process** /'prəʊses/ (n) = a series of actions
done to achieve a particular result
- quit** /kwɪt/ (v) = to leave sth (job, team,
school etc)
- scribble** /skrɪbl/ (v) = to write or draw
sth quickly or carelessly
- stumble** /'stʌmbəl/ (v) = to trip or fall
while walking or running
- take an online course** (phr) = the act
of pursuing or enrolling in online
education
- teaching resource** (phr) = any material
that can be used to assist in
teaching
- tutor** /'tju:tə/ (v) = to teach sth
- university graduate** /ju:nɪvɜ:sa:ti 'ɡrædʒuət/
(n) = a person that has completed
a course at a university
- virtual** /vɜ:tʃʊəl/ (adj) = done or shown
by using computer technologies
and having a real life quality
- watch lectures/educational videos
online** (phr) = to attend
educational lectures using the
Internet

5c (p. 92)

- aim** /eɪm/ (v) = to plan and hope to achieve
- animal rescue centre** /ˌænɪməl ˈreskjuːsəntə/ (n) = centre that takes in and attempts to re-home abandoned animals
- challenging** /tʃælɪndʒɪŋ/ (adj) = demanding
- charity shop** /tʃærɪti ʃɒp/ (n) = a shop whose profits go to organisations that help people
- disciplined** /dɪsəplɪnd/ (adj) = behaving in a controlled way
- expedition** /ˌekspeɪdɪʃən/ (n) = an organised journey for a particular person
- extracurricular activity** (phr) = activities that take place outside the normal school timetable
- first aid** /fɜːst ˈeɪd/ (n) = emergency medical treatment
- focused** /fəʊkəsd/ (adj) = concentrated
- full potential** (phr) = to do well
- parachuting** /ˌpærəʃuːtɪŋ/ (n) = the act of jumping from a great height using a parachute
- pick** /pɪk/ (v) = to choose
- progress** /ˈprɒɡres/ (v) = to improve or develop in skills, knowledge etc
- rowing trip** /ˈrəʊɪŋ ˌtrɪp/ (n) = an excursion in a boat with oars
- royal palace** /ˈrɔɪəl ˈpeɪləs/ (n) = a large building where members of royalty live
- ultimately** /ˌʌltɪmətli/ (adv) = finally

5d (p. 93)

Useful phrases

Do you know the title of the book and the author?
 I'll check on the computer for you.
 I'm afraid it's out right now.
 Would you like to reserve it?
 When will it be back in?
 Can I take these two books out, please?
 They're due back one week from today.

5e (pp. 94-95)

- capture** /kæptʃə/ (v) = to catch, to trap
- conference** /kənˈfərəns/ (n) = a meeting at which formal discussions take place
- do well in your exams/a test** (phr) = to achieve good results in a test

- donation** /dəˈneɪʃən/ (n) = money given to a charity or other organisation
- drop out** /drɒp ˈaʊt/ (phr v) = to stop doing sth before finishing it
- due to** (phr) = because of
- establish a successful business** (phr) = to make a business achieve a high profit
- faint** /feɪnt/ (adj) = not strong or clear
- famine** /ˈfæməni/ (n) = a situation in which large numbers of people have little or no food and many of them die
- generous** /dʒenərəs/ (adj) = willing to give more of sth than is usual or expected
- get a degree** (phr) = to be awarded a certificate from a college or university
- hands-on method** (phr) = to actively take part in an activity
- have access to** (phr) = to have the opportunity to see or use sth
- huddle** /ˈhʌdl/ (v) = to group close together due to cold or fear
- ignore** /ɪɡnə/ (v) = to pay no attention to sb or sth
- influential** /ɪnfluːnʃəl/ (adj) = being in a position of power over others and therefore able to bring about actions that one desires
- invents sth to improve people's lives** (phr) = to think of an idea/device that makes sth easier to do
- irrigate** /ɪrɪɡeɪt/ (v) = to supply land with water so that crops and plants will grow
- kerosene lamp** /kəˈrəʊsɪn ˈlæmp/ (n) = source of light made by burning kerosene gas
- learn to speak a foreign language** (phr) = to teach oneself how to speak in a language other than one's own
- light bulb** /laɪt ˈbʌlb/ (n) = a glass container that produces light when an electric current goes through it
- miracle** /ˈmɪrəkl/ (n) = unusual, amazing or inexplicable event
- pass your driving test** (phr) = to complete a required test and be awarded a license that allows you to drive a vehicle
- real asset** (phr) = anything valuable
- renewable energy** (phr) = forms of energy that are naturally replaced and will not run out
- scarce** /skɑːs/ (adj) = rare

- scholarship** /ˈskɒləʃɪp/ (n) = an award of money given to a very good student for further study
- scrap metal** (phr) = discarded metal
- self-taught inventor** (phr) = a person who has taught themselves and now thinks up new ideas for gadgets
- set one's sights high** (phr) = to aim for big achievements and goals
- shining example** (phr) = a model example
- starvation** /ˈstɑːveɪʃən/ (n) = extreme suffering or death because of lack of food
- take part in a charity project** (phr) = to help raise money for needy individuals
- tinfoil** /ˈtɪnfɔɪl/ (n) = thin foil made of aluminium; used for wrapping foodstuffs
- tractor** /ˈtræktə/ (n) = a motor vehicle used to pull heavy loads, usu found on farms
- truly** /ˈtruːli/ (adv) = really
- tuition fees** /tjuːʃən ˈfiːz/ (n) = the cost of pursuing further education, used to pay for a tutor and materials
- win a scholarship to a college/university** (phr) = to be given full funding to attend a learning institute due to exceptionally high grades and quality of work
- win a sports competition** (phr) = to come first in a sports contest
- windmill** /ˈwɪndmɪl/ (n) = a building with exterior blades or sails which are turned by the wind to create energy or power

5f (pp. 96-97)

- average wage** (phr) = the overall amount workers are paid by their employers
- beat** /biːt/ (v) = to hit
- breathing control** (phr) = the ability to make the most of a singing voice by use of proper breathing techniques
- clap** /kleɪp/ (v) = to applaud
- coach** /kəʊtʃ/ (v) = to teach or to train sb
- coach football in a school in Zambia** (phr) = to teach football at a Zambian school
- do a massage course in Thailand** (phr) = to learn how to give a massage by studying it in Thailand
- drive sled dogs in Siberia** (phr) = to be in charge of dogs that pull a sleigh through snow in Siberia

- eager** /i:ɡə/ (adj) = keen
- fall in love with** (phr) = to become very attracted to sth or sb
- football pitch** /'fʊtbɔ:d pi:tʃ/ (n) = large grassy field designed to play football
- grand** /ɡrænd/ (adj) = large; first-class; excellent
- groom** /ɡru:m/ (v) = to prepare sb for a special job by teaching them the skills they will need
- help build an orphanage in China** (phr) = to help construct a place of residence for children without parents in China
- help conserve coral reefs in Fiji** (phr) = to take part in preserving and saving marine life in Fiji
- help rehabilitate injured animals** (phr) = to help sick animals get better
- kit** /ki:t/ (n) = a set of tools used for a particular activity
- lassoing** /'læsɔ:ɪŋ, 'læsɔ:ɪŋ/ (n) = catch sth using a long rope with a noose at one end
- learn to be a cowboy/cowgirl on a ranch** (phr) = become familiar with the necessary skills needed to ride a horse and work on a farm with livestock
- marshmallow** /'mɑ:ʃmələʊ/ (n) = a sweet of a spongy texture made from the root of the marsh mallow
- Masters** /'mɑ:stəz/ (n) = an academic degree granted to individuals who have undergone a further level of study after graduating from university
- mend** /mend/ (v) = to fix or repair sth
- outback** /'aʊtbeɪk/ (n) = rural area of Australia
- poisonous** /'pɔ:zənəs/ (adj) = very harmful
- practice** /'præktɪs/ (n) = the act of doing sth regularly in order to do it better
- rehearsal** /'ri:heɪsəl/ (n) = a run-through of a play or dance before the performance
- requirement** /rɪkwaɪəmənt/ (n) = a demand or a need
- resources** /rɪ'zɔ:səz, -sɔ:z/ (n) = things that people can use
- rolled up** /'rəʊld ʌp/ (adj) = sth that has taken the shape of a ball or cylinder
- session** /'seʃən/ (n) = a lesson or other activity within a specific time period
- shearing shed** /'ʃi:ɪŋ ʃed/ (n) = place where sheep have their wool cut off
- sheep shearing** /'ʃi:p ʃi:ɪŋ/ (n) = the act of cutting the wool off a sheep
- sheep station** /'ʃi:p steɪʃən/ (n) = a farm where sheep are raised
- stable** /'steɪbəl/ (n) = building in which horses are kept
- starry sky** /'stɑ:ri 'skaɪ/ (phr) = night sky that is clear and full of stars
- step back** /step 'bæk/ (phr v) = to stop doing sth, esp to consider what to do next
- sticky tape** /'stɪki 'teɪp/ (n) = adhesive tape
- study opera in Italy** (phr) = to undertake a course in Italy to learn how to sing opera
- toast** /təʊst/ (v) = (of bread) to cook sth so that it becomes brown and crisp
- voice coaching lesson** (phr) = a lesson designed to teach a person how to use their voice when singing
- whip cracking** /wɪp 'kræknɪŋ/ (n) = the action of using a whip so as to produce a loud sound
- work as a beekeeper** (phr) = to look after bee hives and collecting honey
- work-based** /wɜ:k 'beɪsɪd/ (adj) = connected to work
- 5g (p. 98)**
- Biochemistry** /baɪəʊ'kemɪstri/ (n) = the study of the chemical processes that take place in living organisms
- canteen** /kænti:n/ (n) = a place in a school, office, factory, etc where meals and drinks are sold, usu at a low price
- classroom** /'klɑ:sru:m, -ru:m/ (n) = a room in which classes are conducted, esp. in a school or college
- college of further education** /kɒlɪdʒ əv fɜ:ðə edʒu'keɪʃən/ (n) = to provide education for those young people who follow a vocational route after the end of compulsory education at age 16
- gym** /dʒɪm/ (n) = a club or room, usu containing special equipment, where people can exercise
- hall of residence** /hɔ:l əv 'rezɪdəns/ (n) = building with rooms or flats in universities or colleges for students to live in
- head of department** /hed əv dɪ'pɑ:tment/ (n) = teacher or lecturer whose job it is to organise and run a specific department within a university
- History of Art** /'hɪstəri əv 'ɑ:t/ (n) = a course offered to students focusing on art history
- isolate** /'aɪsəleɪt/ (v) = to place apart from other things
- lecture** /'lektʃə/ (n) = a formal talk on a specific subject given to a group of people
- lecture theatre** /'lektʃə θi:ə/ (n) = seating area where lectures are held
- lecturer** /'lektʃərə/ (n) = sb who teaches at a university or college and often gives formal talks to students about his/her subject
- librarian** /laɪ'brerɪən/ (n) = sb who works in a library
- library** /laɪbrəri, -ri/ (n) = a building or room which has a collection of books for people to read or borrow
- Media Studies** /'mi:diə 'stʌdi:z/ (n) = a course that teaches mass media and its effects on society
- Medicine** /'medɪsn/ (n) = the science of preventing and curing diseases
- Modern Languages** /'mɒdn 'læŋgwɪdʒəz/ (n) = a course that teaches French, Spanish, or German
- online university** /'ɒnlaɪn ju:nɪvɜ:səti/ (n) = courses that can be undertaken and studied by use of the internet
- Philosophy** /fə'lɒsəfi/ (n) = a course that teaches beliefs and rational concepts
- professor** /prə'fesə/ (n) = a teacher of the highest rank in a department of a university
- science lab** /saɪəns læb/ (n) = a room used for scientific experiments
- seminar** /'seminə/ (n) = a class at a college or university in which the teacher and a small group of students discuss a topic
- student** /'stju:dn/ (n) = a person engaged in learning, esp one enrolled in a school or college
- tutor** /tju:tə/ (n) = a person employed to instruct another in learning, esp a private instructor
- tutorial** /tju:tɔ:riəl/ (n) = (in a university or college) a regular meeting between a tutor and one or more students for discussion of a subject that is being studied

university /juːnɪvɜːsəti/ (n) = a college at which students study for a degree
vocational college /vəʊkətʃənəl kɒlɪdʒ/ (n) = college that specialises in a specific skill or course

5h (p. 99)

barking /bɑːkɪŋ/ (adj) = sound a dog makes
boost /buːst/ (n) = a source of help or encouragement
break down /breɪk daʊn/ (phr v) = (of a machine) to stop working
burnt into your memory (phr) = to memorise
chunk /tʃʌŋk/ (n) = a large part of sth
cram for (phr) = to study intensely for a test or exam
effectively /ɪfektɪvli/ (adv) = in a way that achieves an intended result
erupt /ɪrʌpt/ (v) = (of a volcano) to throw out burning rocks, lava etc suddenly and with great force
keep in top form (phr) = to be the best you can at sth by practicing it
let sb down /let sʌbdaɪn/ (phr v) = to disappoint sb
long-term memory /lɒŋ tɜːm meməri/ (n) = sth that remains in a persons memory and can be recalled a long time later
mentally /mentlɪ/ (adv) = in a way that relates to the mind
mnemonics /mɪnəˈnɒks/ (n) = rhyme or poem that helps a person recall specific information
personal connection (phr) = a connection to sth that means a lot to sb
recall /rɪkəl/ (v) = remember sth and tell others about it
retain /rɪteɪn/ (v) = to continue to have sth
rhyme /raɪm/ (n) = the use in poetry of words that sound the same
snarling /snaɪlɪŋ/ (adj) = (of an animal) to growl viciously
space out /speɪs aʊt/ (phr v) = to make or leave gaps between sth
string of information (phr) = a list of information
take a break (phr) = to rest from what you do for a short period
tricky /trɪki/ (adj) = difficult
visualisation /vɪʒʊəlaɪzəʃən/ (n) = formation of a mental picture of sth
weird /wɪəd/ (adj) = strange

5i (pp. 100-101)

character-building /kæriktə ˈbɪldɪŋ/ (adj) = what helps a person to form a stronger personality

compulsory /kəmˈpʊlsəri/ (adj) = mandatory
drawback /draɪbæk/ (n) = disadvantage
embark /ɪmˈbɑːk/ (v) = to begin, to commence
enhance /ɪnˈhɑːns/ (v) = to improve the value, quality or attractiveness of sth
fulfilling /fʊlɪlɪŋ/ (adj) = making sb feel happy and satisfied
mature /məˈtʃʊə/ (adj) = fully developed and balanced in one's personality
outlook /aʊtluːk/ (n) = general attitude towards life
school-leaver /skuːl ˈli:və/ (n) = a person who has finished and left academic learning within a school

Skills Practice 5 (pp. 102-104)

boycott /boɪkɒt/ (n) = to take part in sth
capitalist /kæpɪtəl-ɪst/ (adj) = a supporter of the ideas of capitalism, a person of great wealth
civil rights /sɪvəl raɪts/ (n) = the rights to equal treatment and equal opportunities that people in a society have
discrimination /dɪskrɪmɪneɪʃən/ (n) = treating one person or group less fairly than others
float /fləʊt/ (v) = to lie on or just below the surface of a liquid
impose /ɪmˈpəʊz/ (v) = to establish, to enforce
imprison /ɪmˈprɪzən/ (v) = to lock sb up in prison for a crime
inner peace (phr) = a state of having peace of mind
inspiration /ɪnspəreɪʃən/ (n) = a feeling I get from sb or sth that gives me new ideas
latter /lætə/ (adj) = the second of two people or things previously mentioned
near-drowning /niə ˈdraʊnɪŋ/ (n) = the act of almost drowning
non-violent protest (phr) = a demonstration or display of disagreement that does not use aggressive tactics to make a point
philosophy /fɪləsəfi/ (n) = a personal outlook or viewpoint
prayer meeting /preɪə miːtɪŋ/ (n) = to gather with the purpose of praying
reward /rɪwɔːd/ (v) = to give an award (prize, honour etc) to sb
stinginess /stɪndʒɪnəs/ (n) = unwillingness to spend or give to others
traumatic /trɔːmætiːk/ (adj) = (of an experience) unpleasant, shocking
unease /ʌnɪz/ (n) = anxiety, worry

yoga /ˈjɒɡə/ (n) = a physical and mental type of exercise designed to clear the mind, keep you fit and improve posture

Language in Use 5 (p. 105)

pass away /pɑːs əweɪ/ (phr v) = to die
pass out /pɑːs aʊt/ (phr v) = to distribute; to lose consciousness
pass up /pɑːs ʌp/ (phr v) = to not take advantage of sth
stick around /stɪk əraʊnd/ (phr v) = to not leave
stick at /stɪk ət, ət/ (phr v) = to keep trying to succeed at sth
think over /θɪŋk əʊvə/ (phr v) = to consider sth carefully before making a decision
think through /θɪŋk θruː/ (phr v) = to consider
think up /θɪŋk ʌp/ (phr v) = to invent

Module 6 (p. 107)

ambitious /æmˈbɪʃəs/ (adj) = having a strong desire to be successful, rich or powerful
bushy /ˈbʊʃi/ (adj) = (of hair or fur) very thick
caring /ˈkeərɪŋ/ (adj) = affectionate
casually dressed (phr) = wearing clothes for comfort and personal expression rather than presentation and uniformity
chubby cheeks (phr) = a person with cheeks that are round and plump
complexion /kəmˈplekʃən/ (n) = skin condition and colouring of one's face
curly /kɜːli/ (adj) = (of hair) full of curls
dark-skinned /dɑːk ˈskɪnd/ (adj) = having a colour of skin that is dark due to high levels of melanin
eager /ɪɡə/ (adj) = keen
early teens (phr) = a person who is between the ages of 13 and 15 years old
efficient /ɪfɪʃənt/ (adj) = able to do tasks successfully without wasting time or energy
full beard (phr) = a large amount of facial hair that can occur on a man if it is not cut
fun-loving /fʌn ˈlʌvɪŋ/ (adj) = a person who enjoys having fun
goatee beard (phr) = a style of beard that leaves facial hair above the lip and on the chin uncut
ill-tempered /ɪl ˈtempəd/ (adj) = possessing a bad, negative or irritable attitude

impolite /ɪmpə'laɪt/ (adj) = rude
introvert /ɪn'trəvɜːt/ (adj) = a person who is shy
kind-hearted /kaɪnd 'hɜːtəd/ (adj) = a person who is generous and caring
late sixties (phr) = any person who is between 65-70 years old
mid-thirties (phr) = a person who is about 35 years old
moody /'muːdi/ (adj) = frequently changing feelings and behaviour
organised /'ɔːgənaɪzɪd/ (adj) = arranged; put in order
outgoing /'aʊtɡəʊɪŋ/ (adj) = friendly and open
oval /'əʊvəl/ (adj) = shaped like a circle but wider on one side than the other
pale /peɪl/ (adj) = having less colour than usual
plucked eyebrows (phr) = eyebrows that have had hairs removed for cosmetic reasons
ponytail /'pɒni'teɪl/ (n) = a hairstyle in which the hair is pulled tightly into a band or ribbon at the back of the head
reliable /rɪ'laɪəbəl/ (adj) = sb that can be trusted
rosy cheeks (phr) = cheeks that have a reddish healthy glow to them
round /raʊnd/ (adj) = in the shape of a circle
rude /ruːd/ (adj) = impolite
shaven head (phr) = the removal of all the hair from a person's head
shy /ʃaɪ/ (adj) = not confident
smartly dressed (phr) = wearing clothes that are considered fashionable or conventional
square /skweɪ/ (adj) = having four straight sides and 90° angles at the corners
straight /streɪt/ (adj) = (of hair) not curving
tanned /tænd/ (adj) = having dark skin from being in the sun
thin /θɪn/ (adj) = slim, slender
trustworthy /'trʌstwɜːði/ (adj) = reliable
wavy /weɪvi/ (adj) = (of hair) not straight or curly

6a (pp. 108-109)

acne /ækn/ (n) = spots on face and neck
adjust /əd'ʃʌst/ (v) = to get used to a new situation by changing your behaviour

bombard /bɒm'bɑːd/ (v) = to make sb face a great deal of sth
boost /buːst/ (v) = to cause to increase
bully /'bʊli/ (n) = a person who uses his/her power or strength to hurt or frighten sb
convinced /kən'vɪnst/ (adj) = persuaded
enhance /ɪn'hɑːns/ (v) = to improve the value, quality or attractiveness of sth
epic /'epɪk/ (adj) = extending over a long period of time
flawless complexion (phr) = perfect skin
frizzy /'frɪzi/ (adj) = very tightly curled
get hair highlighted (phr) = to have light colours put in one's hair
grow a beard (phr) = the act of letting facial hair grow until it covers the face
have a facelift (phr) = to have cosmetic surgery on the face to remove wrinkles and appear younger
have a tattoo (phr) = to have a design permanently drawn in ink on any part of the body
have ears pierced (phr) = to have a hole made in the ear so as to be able to wear jewellery
inadequate /ɪnə'deɪkwət/ (adj) = not sufficient
lose weight (phr) = to become thinner
muscular /'mʌskjʊlə/ (adj) = strong
pluck eyebrows (phr) = the act of removing eyebrow hairs using tweezers for cosmetic reasons
puberty /'pjʊbətɪ/ (n) = teens
puppy fat /'pʌpi fæt/ (n) = fat children have on their bodies that disappears when they grow older or taller
rejected /rɪ'dʒektɪd/ (adj) = turned down; not accepted
self-esteem /self 'estɪm/ (n) = the way one feels about themselves
shave head (phr) = to remove all the hair from one's head
spots /spɒts/ (n) = marks
unflattering /ʌn'flætərɪŋ/ (adj) = less attractive

6b (pp. 110-111)

admit /əd'mɪt/ (v) = to agree that sth is true, even if you don't really want to accept it
aggressive /ə'ɡresɪv/ (adj) = behaving in an angry, threatening manner

assertive /ə'sɜːtɪv/ (adj) = being able to state one's needs and opinions clearly, so that people take notice
back down /bæk 'daʊn/ (phr v) = to move back; to withdraw
bighead /'bɪɡhed/ (n) = a person who boasts of their achievements
bizarre /'bɪzə/ (adj) = odd, strange
bossy boots /'bɒsi buːts/ (n) = sb that is always giving orders
bully /'bʊli/ (n) = a person who uses his power or strength to hurt or frighten sb
chatterbox /tʃætə'bɒks/ (n) = sb who does not stop talking
contribute /kən'trɪbjʊt/ (v) = give or to add to sth
couldn't care less (phr) = indifferent
die down /daɪ 'daʊn/ (phr v) = to become less intense, quiet
direct /dɪ'rekt, dɪ'rekts/ (adj) = to be honest about sth and not avoid the issue
dismiss /dɪ'mɪs/ (v) = to decide sth is not important
dominate /dɒ'mɪneɪt/ (v) = to be the most powerful or most important in a situation
downside /'daʊnsaɪd/ (n) = a disadvantage
drag /dræg/ (v) = to make sb do sth they don't want to do
drama queen /'dræmə kwɪn/ (n) = sb who makes a big deal out of nothing
exaggerate /ɪɡ'zædʒəreɪt/ (v) = to make sth seem larger, more important, better or worse than it really is
firmly /'fɜːmli/ (adv) = in a secure way
gossip /'ɡɒsɪp/ (n) = rumour
handle /'hændl/ (v) = to cope with, manage or deal with
harmless /'hɑːmləs/ (adj) = not dangerous
hostile /'hɒstəl/ (adj) = angry and unfriendly towards sb
interrupt /ɪn'tɜːrʌpt/ (v) = to cut in on
intimidate /ɪn'tɪmɪdeɪt/ (v) = to frighten or discourage sb using threats
issue /'ɪʃuː, 'ɪʃjuː/ (n) = a matter
killjoy /'kɪldʒɔɪ/ (n) = sb who prevents other people from enjoying themselves
know-it-all /'nəʊ ɪt əl/ (n) = a person who acts like they have the answer to everything
life-threatening /laɪf 'θreɪn-ɪŋ/ (adj) = sth, such as an illness, that is a threat to a person's life
moan /məʊn/ (v) = to make a low sound when in pain or unhappy

neutral /nju:trəl/ (adj) = uninvolved; not supporting either side
nosy parker /'nəʊzi 'pɑ:kə/ (n) = a person that is interested in other peoples business or events that have nothing to do with them
party animal /'pɑ:ti 'æməniəl/ (n) = sb who likes to socialise a great deal
process /'prəʊses/ (n) = a series of actions done to achieve a particular result
scatterbrain /'skætsəbreɪn/ (n) = sb who forgets and gets confused easily
snob /snəʊb/ (n) = a person who acts as if they are better or more important than others
steamroller /'sti:mrɒlə/ (n) = a person who has little regard for other people's feelings
take an interest (phr) = to show interest in sth
take delight in (phr) = to find happiness or pleasure in sth
tragedy /'trædʒədɪ/ (n) = a shocking or sad event
triumph /'traɪəmf/ (n) = a very important victory
trivial /'trɪviəl/ (adj) = not serious, not important
troublemaker /'trʌbləmeɪkə/ (n) = sb who causes fights, trouble
whinger /'wɪndʒə/ (n) = sb who is always complaining
without a second thought (phr) = to perform an action without taking time to consider the consequences

6c (p. 112)

chant /tʃænt/ (n) = a group of words repeated over and over again at football matches etc
enemy /'enəmi/ (n) = an opponent, sb who tries to harm you
engraving /'ɪŋgrəvɪŋ/ (n) = the art of forming designs, a patterned surface
feared /fiəd/ (adj) = to cause fright in sb
ferocious /fə'reɪʃəs/ (adj) = extreme, fierce
flee /fli:/ (v) = to leave a place quickly
go into battle (phr) = to begin to fight with an opponent
grass skirt /'grɑ:s 'skɜ:t/ (n) = a piece of clothing worn on the lower part of the body and made from grass
native /'neɪtɪv/ (adj) = being born and living in a certain place
opponent /ə'pəʊnənt/ (n) = a person being competed against in a contest or a battle

originate /'ɒrɪdʒəneɪt/ (v) = to begin or happen to exist, to have a specified beginning
outnumbered /'aʊtənʌmbəd/ (adj) = to be exceeded in numbers
pit /pɪt/ (n) = a large hole in the ground
slap /slæp/ (v) = to strike sth with an open hand and produce a loud noise
stamp your feet (phr) = to tap the foot to the ground to produce noise
stick out your tongue (phr) = to extend and display your tongue to another person
supporter /sə'pɔ:tə/ (n) = sb who supports an idea or group of people
switch /swɪtʃ/ (v) = to change
tribe /traɪb/ (n) = a group of people of the same race, language and customs
triumph /'traɪəmf/ (n) = a very important victory
war cry /'wɔ: krai/ (n) = a battle shout
weapon /'wepən/ (n) = knife, gun etc used to cause harm

6d (p. 113)

family emergency (phr) = a sudden unexpected occurrence within a family unit that requires immediate action
stuck in traffic (phr) = to be delayed due to many vehicles on the road

Useful phrases

I'm calling to see if I can rearrange my dance lesson.
 I'm sorry to hear that.
 What time was your lesson supposed to be?
 When would you like to rearrange it for?
 I'm afraid that time isn't available.
 Could you make it on ... at ...?

6e (pp. 114-115)

awkward /'ɔ:kwəd/ (adj) = difficult to manage
barrier /'bæriə/ (n) = sth that prevents sb or sth reaching you or getting close to you
conceal /kən'si:əl/ (v) = to keep sth/sb from being seen
confidently /kən'fɪdəntli/ (adv) = surely
convince /kən'vɪns/ (v) = to make sb believe that sth is true
cover your mouth (phr) = to place one's hand over mouth

discomfort /dɪ'skʌmfət/ (n) = not feeling well or at ease
distinguish [between] /dɪ'stɪŋɡwɪʃ/ (v) = to tell the difference between
droop /dru:p/ (v) = to hang down from tiredness
eye contact (phr) = to look at sb in their eyes
eyelid /'aɪlɪd/ (n) = the piece of skin that covers the eye and provides protection
fibber /'fɪbə/ (n) = a person who tells a trivial and harmless lie
flash [across] /flæʃ/ (v) = to display quickly across sth
forensic psychologist /fɔ:rensɪk saɪkələdʒɪst, -zɪk-/ (n) = a person who has studied human behaviour and presents findings to a criminal justice system
frown /fraʊn/ (v) = to draw one's eyebrows closer because one is annoyed, worried or puzzled
hire /haɪr/ (v) = to employ sb
human nature /'hju:mən 'neɪtʃə/ (n) = what comes naturally to people
instinct /'ɪnstɪŋkt/ (n) = the natural way one behaves or reacts
instinctively /'ɪnstɪŋktɪvli/ (adv) = in a spontaneous way, without thinking
intensely /'ɪntensli/ (adv) = extremely; strongly
itchy /ɪtʃi/ (adj) = tickling sensation of the skin causing a desire to scratch
lie detector /'laɪ dɪ'tektə/ (n) = a machine that can determine whether a person is telling the truth or not
look right & bite your nails (phr) = look away while chewing your nails
mirror /'mɪrə/ (v) = to copy another person's movements and mannerisms
muscle spasm /'mʌsəl spæzəm/ (n) = a slight unintentional twitch of a muscle
open your eyes & mouth wide = a sign that sb is in disbelief or amazement at sth
overcompensate /'əʊvə'kɒmpəneɪt/ (v) = to do more than necessary, usu to cover sth up
pull the wool over sb's eyes (phr) = deceive a person, cover the truth from them
raise your eyebrows (phr) = to move the thin line of hair that is above each eye to a higher position

- rub** /rub/ (v) = to press one's hand against sb or sth using a repeated movement
- scratch your head** (phr) = to rub the skin on your head with your nails, usu when you are puzzled over sth
- show your teeth** (phr) = the act of displaying ones teeth in order to give the impression of happiness
- spin a yarn** (phr) = tell a story or present information that has been made up
- spot** /spot/ (v) = to notice, to find
- stall** /stall/ (v) = to attempt to slow sth down in order to gain more time
- subconscious signal** (phr) = a signal that is unintentionally given off from a person
- suspicious** /səspɪʃəs/ (adj) = careful when dealing with sb or sth because one doesn't trust them
- telltale sign** (phr) = sth that reveals information that a person is attempting to conceal
- tricky** /trɪki/ (adj) = difficult to deal with
- truthful** /tru:θfʊl/ (adj) = being honest and not telling lies
- twitch** /twɪtʃ/ (n) = to move in a sudden, jerky way
- wrinkle your nose** (phr) = frowning of the nose to display a person's displeasure or disgust at sth
- 6f (pp. 116-117)**
- adapt** /ə'dæpt/ (v) = to adjust
- aquatic mammal** /əkwə'tɪk mæməl/ (n) = a group of warm blooded animals that give birth to live offspring and live in water
- colony** /kə'ləni/ (n) = a country or area that is controlled by a more powerful one
- delight** /dɪ'lɪt/ (v) = to give a lot of pleasure
- distant galaxy** (phr) = a large system of stars and planets that is located very far away
- encounter** /ɪn'kaʊntə/ (n) = unexpected meeting
- evolved brain** (phr) = an advanced brain
- flipper** /flɪpə/ (n) = a broad flat arm-like part of a sea animal's body
- flock** /flɒk/ (n) = a group of birds, sheep or goats
- herd** /hɜ:d/ (n) = a group of animals of one kind that live and feed together
- high frequency sound** (phr) = a sound that is high-pitched and often hard to hear
- impact** /ɪmpækt/ (n) = a powerful effect
- litter** /lɪtə/ (n) = garbage, rubbish
- make contact with** (phr) = to communicate
- mimic** /mɪmɪk/ (v) = to imitate, to copy
- pack** /pæk/ (n) = a group of dogs, wolves etc
- pod** /pɒd/ (n) = a group of dolphins
- pride** /praɪd/ (n) = a group of lions
- remarkably skilled** (phr) = very talented
- resolve conflicts** (phr) = to settle disagreements
- scar** /skɑ:/ (n) = a mark left on part of the body after an injury
- seaweed** /si:wi:d/ (n) = a sea plant
- shoal** /ʃoʊl/ (n) = a large group of fish swimming together
- swarm** /swɔ:m/ (n) = a large group of insects moving together
- training ground** (phr) = an area that is suitable for training
- vocal chord** /vəʊkəl kɔ:rd/ (n) = tissue found in the throat that vibrates to produce sound when air is passed over it
- whistle** /wɪsl/ (v) = to make a sound by forcing your breath out between your lips or your teeth
- wound** /wʊnd/ (n) = a deep cut in the skin resulting in loss of blood
- 6g (p. 118)**
- be argumentative and aggressive** (phr) = to dispute sth
- crack your knuckles** (phr) = to flex finger joints to create a popping sound
- fidget** /fɪdʒɪt/ (v) = to keep moving one's hands or feet slightly or changing one's position slightly because of being nervous, bored or excited
- get tongue-tied** (phr) = to be unable to say what one is thinking or feeling
- have negative body language** (phr) = to display signs of disagreement or negativity by acting or presenting oneself in a certain way
- insist on your own way** (phr) = to demand that sth be done in a particular way contrary to other people's suggestions
- interrupt the speaker** (phr) = to begin to talk while sb else is speaking
- not allow the other person to speak** (phr) = to not give sb the opportunity to say sth
- not make eye contact** (phr) = to avoid looking a person in the eye because of embarrassment or subconscious evidence that a person is telling a lie
- not pay attention** (phr) = to ignore
- put your foot in it** (phr) = to do or say sth embarrassing and get yourself into trouble
- scratch** /skretʃ/ (v) = to make a small, shallow cut on skin or a surface with a sharp object
- talk down to sb** (phr) = to take a condescending approach while speaking to a person so that they feel inferior
- talk too fast** (phr) = to speak quickly
- talk too loudly** (phr) = to not speak softly
- 6h (p. 119)**
- affection** /ə'fekʃən/ (n) = friendship and love one has for others
- alarm** /ə'lɜ:m/ (n) = (raise) any sound or information intended to warn of approaching danger
- antennae** /æntə'neɪ/ (n) = long sensors found on the heads of insects, used to transmit and receive information
- caterpillar** /kæ'tɛpɪlə/ (n) = a wormlike insect before it transforms into a butterfly or moth
- enemy** /'enəmi/ (n) = an opponent, sb who tries to harm you
- fungi** /'fʌndʒi, 'fʌŋgə/ (n) = plural form of organic matter such as mushrooms
- gland** /glænd/ (n) = a cell or organ in a human or animal which produces and releases chemical substances
- hive** /hɪv/ (n) = a box or other container for bees to live in
- invade** /ɪn'veɪd/ (v) = to take over sth by force
- military campaign** /mɪ'lɪtəri kæm'peɪn/ (n) = a planned set of activities that the armed forces carry out in order to achieve sth
- nervous system** /nɜ:vəs sɪ'stem/ (n) = the sensory and control apparatus of all animals, consisting of a network of nerve cells
- pass on** /pɑ:s 'ɒn/ (phr v) = to give
- pattern** /'pætə/ (n) = a design made from lines or shapes

pile of crumbs (phr) = a mound made from small particles of bread and a source of food for insects
predator /predətə/ (n) = an animal that hunts and eats other animals
prey /preɪ/ (n) = an animal that is hunted and eaten by other animals
release chemicals (phr) = (in ants) to pass on information to one another
sac /sæk/ (n) = a pouch-like part in an animal or plant
signal /sɪgnəl/ (v) = to suggest that sth is happening or is about to happen
tail-wagging (phr) = the act of an animal moving its tail from side to side so as to display excitement or pass on information
texture /tekstʃə/ (n) = the way material looks or feels
wasp /wɒsp/ (n) = a winged insect with a black-and-yellow body

6i (pp. 120-121)

absent-minded /æbsentˈmaɪndəd/ (adj) = forgetful because one doesn't pay attention and thinks of sth else
bookworm /bʊkwɜːm/ (n) = sb keen on reading
bubbly personality (phr) = a lively person
casual sportswear (phr) = informal sports clothes
considerate /kənɪdɪənt/ (adj) = caring
development manager /dɪveləpməntˈmænɪdʒə/ (n) = a person whose job it is to oversee the development of an area or project
disorganised /dɪsɔːɡənɪzd/ (adj) = badly planned
freckled /frekld/ (adj) = to have small brownish spots on the skin
pessimistic /pesɪmɪstɪk/ (adj) = always believing that bad things will happen
piercing /pɪərɪŋ/ (adj) = (of eyes) penetrating

reserved /rɪzəvd/ (adj) = keeping your feelings and thoughts to yourself
scruffy /skrʌfi/ (adj) = dirty and untidy
selfless /selflɪs/ (adj) = having little concern for one's own interests
sparkle /spɜːkl/ (v) = to shine brightly with flashes of light
supportive /səˈpɔːtɪv/ (adj) = agreeing with sb's ideas or aims and helping them to succeed; helpful, encouraging

Skills Practice 6 (pp. 122-124)

adulthood /ədʌlthʊd, ɔːdʌlt-/ (n) = the state of being a mature, fully developed person
advert /ədvɜːt/ (n) = a picture, film etc which tries to persuade people to buy a product or service
buckled /bʊkld/ (adj) = bent out of shape
canyon /kænjən/ (n) = a deep valley
category /kætəgəri/ (n) = a collection of things sharing a common attribute
conversation /kɒnvəʊseɪʃən/ (n) = a discussion
decline /dɪklaɪn/ (v) = to become less in number, importance or strength
elaborate /ɪləbeɪrət/ (adj) = complex and rich in detail
extravagant /ɪkstreɪvəɡənt/ (adj) = costing more money than one can afford or than is reasonable
fiercely /fɪəslɪ/ (adv) = in a frightening, violent or powerful way
fixed line /fɪkstˈlaɪn/ (phr) = an overland telegraph wire used to send and receive communications
generation /dʒenəreɪʃən/ (n) = a group of people of a similar age having the same experiences
highly anticipated (phr) = sth that is eagerly awaited or greatly expected
immigration /ɪmɪɡreɪʃən/ (n) = the movement of people into a country in order to settle there

inaccessible /ɪnəkseɪsəbəl/ (adj) = not possible to gain access to
intricate /ɪntrɪkət/ (adj) = complicated, quite complex
invasion /ɪnveɪʃən/ (n) = entering a place by force
isolated /ɪsəleɪtəd/ (adj) = difficult to reach
linguistic heritage (phr) = the history and use of a language within a community
newly-recognised (phr) = sth that has recently been acknowledged
onslaught /ɒnslɔːt/ (n) = a violent attack
private /praɪvət/ (adj) = only for one person or group and not for everyone
publicise /ˈpʌblɪsaɪz/ (v) = to bring to the notice of the general public; to advertise
terrain /teɪrɪn/ (n) = an area or type of land with regard to its physical features
translation /trænzleɪʃən/ (n) = interpretation
valedictorian /vælədɪktɔːriən/ (n) = a person who delivers a farewell speech at a graduation ceremony
vital role /vaɪtəlˈrəʊl/ (phr) = important part

Language in Use 6 (p. 125)

fill out /fɪlˈaʊt/ (phr v) = to write all necessary information on a form
fill up /fɪlˈʌp/ (phr v) = to put as much in sth as possible, 0until it is full
hold off /həʊldˈɒf/ (phr v) = to delay
hold on /həʊldˈɒn/ (phr v) = to ask sb to wait for a short time
hold up /həʊldˈʌp/ (phr v) = to delay
try on /traɪˈɒn/ (phr v) = to put on a garment in order to see whether it fits and looks nice
try out /traɪˈaʊt/ (phr v) = to compete for a place (on a team)
try sth out /traɪˈsɪmfɪŋˈaʊt/ (phr v) = to test

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi/	was /wɒz/	been /biːn/	lead /liːd/	led /led/	led /led/
bear /beə/	bore /bɔː/	born(e) /bɔːn/	learn /lɜːn/	learnt (learned) /lɜːnt/	learnt (learned) /lɜːnt/
beat /biːt/	beat /biːt/	beaten /biːtən/	leave /liːv/	left /left/	left /left/
become /bɪkʌm/	became /bɪkəmə/	become /bɪkʌm/	lend /lend/	lent /lent/	lent /lent/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡʌn/	let /let/	let /let/	let /let/
bite /baɪt/	bite /baɪt/	bitten /bɪtən/	light /laɪt/	lit /lɪt/	lit /lɪt/
blow /bləʊ/	blew /bləʊ/	blown /bləʊn/	lose /lʊz/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɒt/	brought /brɒt/	mean /miːn/	meant /meɪnt/	meant /meɪnt/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /miːt/	met /met/	met /met/
burn /bɜːn/	burnt (burned) /bɜːnt/	burnt (burned) /bɜːnt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	read /riːd/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bɪn eɪbəl tə/	ride /raɪd/	rode /rəʊd/	ridden /ɪdɪv/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃʊz/	chose /tʃoʊz/	chosen /tʃoʊzn/	rise /raɪz/	rose /rəʊz/	risen /raɪzn/
come /kʌm/	came /keɪm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /seɪd/	said /seɪd/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /siː/	saw /sɔː/	seen /siːn/
deal /diːl/	dealt /deɪlt/	dealt /deɪlt/	sell /sel/	sold /sɒld/	sold /sɒld/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	send /send/	sent /sent/	sent /sent/
do /duː/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /drɔː/	drew /druː/	drawn /drɔːn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
dream /driːm/	dreamt (dreamed) /dremt/	dreamt (dreamed) /dremt/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drəʊv/	driven /draɪvən/	shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/
eat /iːt/	ate /eɪt/	eaten /iːtən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃɒn/
fall /fɔːl/	fell /fel/	fallen /fɔːlən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fiːd/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fiːl/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	sleep /sliːp/	sleep /slept/	sleep /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
fly /flaɪ/	flew /fluː/	flown /fləʊn/	speak /spiːk/	spoke /spəʊk/	spoken /spəʊkən/
forbid /fə'brɪd/	forbade /fə'baɪd/	forbidden /fə'brɪdn/	spell /spel/	spelt (spelled) /spelt/	spelt (spelled) /spelt/
forget /fə'ɡet/	forgot /fə'ɡet/	forgotten /fə'ɡɒtn/	spend /spend/	spent /spent/	spent /spent/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvn/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /friːz/	froze /froz/	frozen /frozən/	steal /stiːl/	stole /stəʊl/	stolen /stəʊlən/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvn/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swear /swɛə/	swore /swɔː/	sworn /swɔːn/
grow /ɡrəʊ/	grew /ɡruː/	grown /ɡrəʊn/	sweep /swiːp/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ/	hung (hanged) /hʌŋ/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /həd/	had /həd/	take /teɪk/	took /tʊk/	taken /teɪkən/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/	teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	tear /tɪə/	tore /tɔː/	torn /tɔːn/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /tɔːt/	thought /tɔːt/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
keep /kiːp/	kept /kept/	kept /kept/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
know /nəʊ/	knew /njuː/	known /nəʊn/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
			wear /weə/	wore /wɔː/	worn /wɔːn/
			win /wɪn/	won /wɒn/	won /wɒn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/