

Steve Taylore-Knowles

Laser B1+

Student's Book

Updated for the revised FCE


MACMILLAN

With CD-ROM





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Listening	Speaking	Use of English	Writing
listening for specific information (FCE Listening Part 1), Soundbite: /s/ and /f/	talking about hopes (FCE Speaking Part 1)	<i>unless, in case, as long as,</i> word patterns (FCE Use of English Part 2)	paragraphing, informal letter/email
predicting (FCE Listening Part 2), Soundbite: /ə/	expressing attitude and opinion (FCE Speaking Part 2)	parts of speech, word formation (prefixes) (FCE Use of English Part 3)	cohesion, essay
predicting (FCE Listening Part 3), Soundbite: stress (1)	prioritising (FCE Speaking Part 3)	relative pronouns and prepositions, word patterns (FCE Use of English Part 1)	selecting correct register, informal letter/email
listening for gist (FCE Listening Part 4), Soundbite: <i>ai/, i: / and /u:/</i>	discourse management (FCE Speaking Part 4)	infinitives of purpose, word patterns (FCE Use of English Part 2)	awareness of purpose, report
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understanding purpose (FCE Listening Part 3), Soundbite: /b/ and /əʊ/	expressing attitude and opinion (FCE Speaking Part 3)	transferred negation, word formation (FCE Use of English Part 3)	using prompts, formal letter/email
listening for specific information (FCE Listening Part 2), Soundbite: weak forms (2)	seeking clarification (FCE Speaking Part 4)	wishes and regrets, parts of speech (FCE Use of English Part 4)	paragraphing, letter of application

1

Family Ties



look ahead

In this unit, we are going to **read** about different families, **listen** to teenagers describing their families, **speak** about our families, **write** an informal letter and **study** present tenses.

Start thinking!

Do you have a large family? How many of you are there?
Does your family all live together?
Do you have many cousins?

Reading

Read the magazine article. Which family sounds most like yours?

It takes all sorts ... !

What's your family like? We ask each other this question because we know that families come in all shapes and sizes. Jay Pearson, our roving reporter, interviewed five teenagers and asked them to tell him about their different families.

A



The winters are cold in Canada, but **Joshua Palmer** likes it that way. Josh and his brothers (all seven of them!) have their own ice hockey team and they practise every evening. It's great fun, but it's not always easy being in a large family.

'Of course, we help each other with problems,' Joshua says, 'and my older brothers help me with my homework sometimes. The best thing is that there is always somebody there to play with or to go out with. The worst thing is that I share a room with Tom. He's the youngest. He plays music when I'm studying and it really annoys me.'

B

Julia Botha is from South Africa and she's an only child. Her family is living in London at the moment because of her father's job. I asked her what she thinks about not having any brothers or sisters.

'Well, it's good from one point of view. I have my own room and I usually get whatever I want, although I'm not spoilt. On the other hand, it's quite lonely. There are lots of times when I don't have anyone to play with, so I spend my free time on my computer. I keep in touch with friends back home by email. My friends are always complaining about their younger brother or younger sister, but I think it's good to have someone who loves you like that.'



C



Scott White lives with his father in New York in the USA. Scott's parents are divorced and his mother has remarried. Scott says that he gets on really well with his stepbrother and stepsister.

'Mum and Dad are still friends, which is great. I live most of the year here with my dad and spend every summer with Mum in Chicago. It's a bit like having two families. I've got a stepbrother, David, and a stepsister, Janice. I love it, because I

don't have any real brothers or sisters. Now, I've got people my age who I know care about me.'

2 Look at the article again, but don't read it in detail. Decide if the following are true (T) or false (F).

- 1 Joshua likes sharing a room with his brother.
- 2 Julia sends messages to her family back home.
- 3 Scott likes his new brother and sister.
- 4 Elizabeth feels different from the others in her family.
- 5 Matt is worried about the problems in his family.

Focus on FCE: Reading Part 3

3 Read the article again. For questions 1-10, choose from the people (A-E). The people may be chosen more than once.

Which of the people ...

- has family members they are not biologically related to? 1 2 3
- talks about disadvantages of their family? 4 5
- lives in different places at different times? 6
- says their life is simpler than it seems? 7
- has moved to another country with their family? 8
- doesn't know their biological parents? 9
- takes part in a group activity with their family? 10

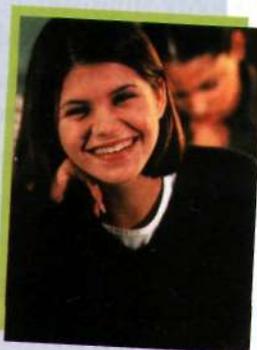
Word BOX

4 Use words or phrases from the article to complete the sentences. You've been given the first letter to help you.

- 1 It would be fun to have a brother, instead of being an o.....
c.....
- 2 Lisa gets what she wants. She's becoming very selfish and I think she's a bit s.....
- 3 My parents are d..... and I see my dad every weekend at his house.
- 4 My mum met a man last year and she r.....
- 5 My dad married Sarah's mum last month so Sarah's my s.....
- 6 It's important to grow up as part of a l..... family.
- 7 I didn't know you were a.....
Do you want to find your real parents?
- 8 Kevin and I have the same mother but different fathers, so he's my h..... b.....

Being adopted is difficult for many children. **Elizabeth McCloud** thinks she's very lucky. She has a loving family who treat her and her brother and sister all the same.

'Sometimes I wonder about my real family, but not often. This is my family and I don't want to live anywhere else. I love my parents and my brother and sister. People ask me questions about being adopted, but it's just the way our family is. I know they all love me and I love them.'



E



'I've got a brother, a stepsister, and a half brother,' says **Matt Connor** of Australia. 'It sounds strange and a bit complicated, but it isn't really. My brother is a year older than me. He and I are from Dad's first marriage. After my mum and dad got divorced, Dad married Tina. She's got a daughter, Lizzie, who's our

stepsister. After a couple of years, Gavin was born. He and I have got the same biological father, but different mothers, so we're half brothers. Nobody really cares. We're all just kids together in one big family.'

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



Present tense review

→ Look at *Grammar database* pages 159-161 before you do the exercises.

1 Read these sentences and phrases from the article on pages 6 and 7. Match each with an explanation.

- | | |
|--|--|
| 1 The winters are cold in Canada ... | a This is a regular habit. |
| 2 ... Joshua Palmer likes it that way. | b This is an annoying habit. |
| 3 ... they practise every evening. | c This is a temporary situation. |
| 4 Her family is living in London at the moment ... | d This is a general scientific truth. |
| 5 My friends are always complaining about ... | e This is a feeling or situation, not an action. |

2 Circle the correct tense in each sentence.

- Our family *goes/is going* on holiday to Spain every year.
- Did you say you *stay/are staying* with friends until your house is ready?
- My sister doesn't have a car because she *doesn't drive/is not driving*.
- People *live/are living* in many different kinds of family.
- Brothers and sisters often *argue/are arguing* about unimportant things.

3 Complete the sentences using the correct form of the verbs in the box. You may need to use a negative form.

try • go • learn • see • live • like

- My brother and I to the local secondary school.
- We here until the new house is ready.
- I French for my trip to Paris next month.
- My grandparents milkshakes, but I do!
- 'Wait a second. I to find my keys.'
- We our cousins every Christmas.

4 Use the notes to make complete sentences.

- My brother/always/complain about/me to my parents.
- In our house/we/always/eat dinner together/and I/like it.
- My stepsister/play/the piano and she/know/hundreds of songs.
- I/think/Mum/have a shower. She/usually/have a shower at this time.
- My relationship with my sister/get/better.
- I/not believe/everything my brother/tell/me.

5 Read what this boy says about his family. Six of the verbs are in the wrong tense. Correct them.

One family

There are five of us in my family – my parents, me and my two sisters. My mum is being a teacher and my dad is working as a waiter until he finds a better job. Sometimes, it is feeling a little strange to be the only boy in the family. I am not arguing a lot with my sisters but our relationship gets worse at the moment because we are all teenagers. They are always coming into my room and borrowing things. I am telling Mum and Dad but it doesn't make any difference. My cousin, Tim, stays with us for a few days, so that makes things easier.





Vocabulary builder

Adjectives to describe people

1 Match the words in the box with the correct definitions.

selfish • popular • sensitive • arrogant • pessimistic • amusing
ambitious • considerate • generous • optimistic • modest

If you are ...

- 1 , you want to be very successful.
- 2 , you think the future is going to be bad.
- 3 , you have lots of friends.
- 4 , people think you are funny.
- 5 , you share what you have with other people.
- 6 , you get upset very easily.
- 7 , you think the future is going to be good.
- 8 , you only care about yourself.
- 9 , you care about other people's feelings.
- 10 , you don't like to talk about your achievements.
- 11 , you think you are better than other people.

Word formation: prefixes

2 Complete the sentences with the correct negative form of the word in bold. Use *in, un, im, dis, il* or *ir*.

- 1 I'm sure Nigel didn't mean to be when he spoke to you this morning. **kind**
- 2 A lot of people think it is to visit without calling first. **polite**
- 3 Nadine thinks she's , but I think she's quite pretty. **attractive**
- 4 Don't be ! Let your sister play with you and your friends! **fair**
- 5 I think it's very of you to lie to your brother like that. **honest**
- 6 My mum is of being rude to anyone. **capable**
- 7 Jenny is in trouble after doing something **legal**
- 8 Don't include any points in your description. **relevant**

Phrasal verbs with up

3 Phrasal verbs with *up* often have meanings connected to making things appear or things suddenly appearing. Match the words in the box with the definitions.

makes up • turns up • comes up
thinks up • brings up

- 1 If a person , they arrive unexpectedly.
- 2 If a problem , it appears unexpectedly.
- 3 If a person an idea, they have it before anyone else.
- 4 If a person a story, they create it.
- 5 If a person a subject, they mention it in a conversation.

Magic metaphors



4 When we talk about *people*, we sometimes use words or phrases that have a connection with *temperature*. Complete the sentences with words from the box.

warm • cool • icy • hot-tempered
cold-hearted

- 1 I thought John was very when he said he didn't care about people who don't have enough money.
- 2 My grandfather was a very , kind man who would do anything for anybody.
- 3 Our headteacher is quite and gets very angry about unimportant things.
- 4 Tony is really He doesn't let anything worry him.
- 5 When I asked Mrs Brown how old she was, she didn't answer me; she just gave me a(an) look instead!

Listening

- 1 You are going to listen to five people talking about members of their family. Before you listen, read the questions and talk about what each person might say in these situations.

Focus on FCE: Listening Part 1

- 2 You will now hear five people talking about members of their family. For questions 1-5, choose the best answer (A, B or C).
- 1 You hear John talking to his friend. Why is his dad angry?
A because John was late home
B because John was not studying
C because John broke something
- 2 You hear this woman speaking on the radio. What job does her sister do?
A doctor
B teacher
C architect
- 3 You hear this conversation on a bus. Who does the boy miss?
A his father
B his brother
C his uncle
- 4 You hear this teenager speaking on the phone. Why is she upset?
A because her sister uses her things
B because her sister goes out a lot
C because her sister is always annoyed
- 5 You hear your friend on the phone inviting you to a family party. Whose birthday is it?
A his cousin's
B his brother's
C his mother's

SOUND bite /I/ and /i:/'

Listen to someone saying ten words. Look at the list of words and write down the number of each word you hear. What is the secret ten-digit number?

0 bit 2 pill 4 seat 6 mill 8 still
 1 meal 3 steal 5 sit 7 beat 9 peel

Now write down **your** secret number. Say the words and ask your partner to find your secret number! If they can, score a point!

Speaking

- 1 Read what Julie says about her family.

There are five of us in my family. There's me, my two sisters, my mum and my dad. I go to the local comprehensive and I'm in the first year. I'm the eldest. My dad runs a shop and my mum's a lawyer. My ambition is to be a lawyer, like my mum, when I grow up.'



- 2 Choose the most natural way of expressing each idea.
- 1 **a** 'There are three of us in my family.'
b 'My family consists of three members.'
- 2 **a** 'I go to the second year of the Second High School of my town.'
b 'I'm in the second year at my local secondary school.'
- 3 **a** 'I have one sister and one brother and I am older than them.'
b 'I've got a sister and a brother and I'm the eldest.'

Useful Phrases

Focus on FCE: Speaking Part 1

- 3 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases below to help you.
- Do you come from a large family?
 - Are you still at school?
 - What do your parents do?
 - Would you like to do the same job as they do?

*My family's quite small/large.
There's me, ...*

Yes, I'm only fourteen, so I'm still at school. I go to ...

My father's a ... and my mother works as a ...

See *Speaking database* on page 158.

Use of English

Stative verbs

➔ Look at *Grammar database* pages 160-161 before you do the exercises.

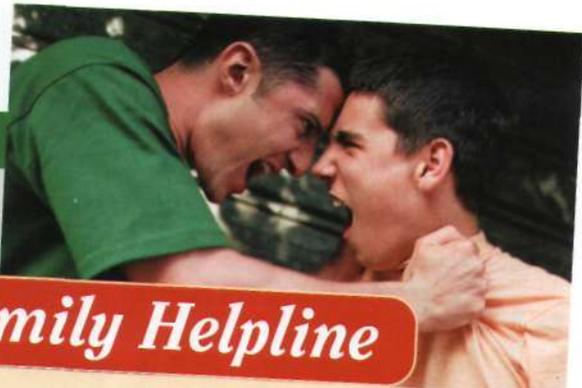
- Circle the correct tense in each sentence.
- I *think/am thinking* that your family is the most important thing in life.
- My mum *can see/is seeing* my maths teacher tomorrow.
- Elaine *isn't looking/doesn't look* like her sister at all.
- The Robinson family *owns/is owning* a lot of the land around here.
- Living with all your cousins *sounds/is sounding* like chaos to me!
- You look unhappy. What *are you thinking/do you think* about?

Word patterns

2 Complete the sentences using the correct form of the verbs in the box.

look • accuse • deal • blame • care

- My sister is always me for her problems.
- It's hard to with people who won't listen to you.
- Mum me of lying, but it was my brother's fault, really!
- I try to about the feelings of the other members of my family.
- Auntie Pat usually after us when my mum's at work.



Family Helpline

Focus on FCE: Use of English Part 1

3 For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Do you (0) *feel* depressed? Do you and your brothers or sisters (1) to argue all the time and you don't understand why? Does your brother or sister (2) you, or is everything perfect?

Statistics show that there are times in every family when things just (3) out of control. It's nobody's (4), but everybody's responsibility. At times (5) that, *Family Helpline* can help.

Here at *Family Helpline*, we care (6) families. We want to help you make your family

work. Our trained counsellors deal (7) people just like you every day. We are not always successful, but we (8) help many families to live together again in peace.

Our counsellors help you to stop (9) each other of causing the problem. You all want to (10) a solution and sometimes talking to somebody outside the family makes a difference. We're here to listen. Call our operators on 555-26515. They're available 24 hours a day, seven days a week.

- | | | | | | | | |
|-----------|------------|------------|-----------|---------------|-----------|---------------|------------|
| 0 A be | B behave | C feel | D act | 6 A over | B about | C with | D of |
| 1 A seem | B look | C resemble | D involve | 7 A for | B with | C at | D by |
| 2 A argue | B complain | C annoy | D mind | 8 A do | B are | C try | D agree |
| 3 A go | B get | C come | D turn | 9 A attacking | B blaming | C criticising | D accusing |
| 4 A fault | B blame | C cause | D reason | 10 A make | B find | C get | D do |
| 5 A such | B as | C similar | D like | | | | |

Writing

Focus on FCE: An informal letter/email

▶ Read about informal letters/emails on page 154 in the *Writer's database* before you do the exercises on this page.

1 Read this writing task. Why should your letter be informal?

Your cousin, who lives abroad, has recently written you a letter. In it, she asked you to tell her all the family news she has missed. Write a letter, telling her what she wants to know.



Write a **letter** of between **120** and **180** words in an appropriate style.



2 Match the formal language with the informal language.

formal language	informal language
1 Dear Mr Smith / Dear Sir/Madam,	a Let me tell you about ...!
2 I hope you are well.	b Tell me ...
3 I am writing to inform you ...	c All my love,
4 In addition, ...	d Can't wait to hear all your news!
5 I wonder if you could tell me ...	e Dear Tina,
6 I look forward to hearing from you.	f Oh, and another thing!
7 Yours sincerely, / Yours faithfully,	g Hope everything's okay.

Working model

3 Read the answer to the writing task.

Dear Tina,

It was great to hear from you! Hope everything's okay. Have you started your exams yet? Good luck!

Anyway, you asked me to tell you all the family news. Well, a lot's happened since you were here. The big news is that Uncle Tom got married! Can you believe it? His wife is lovely - she's a doctor and she's really beautiful. We all went to the wedding and had a wonderful time. Grandad danced! It was so much fun.

Oh, and another thing! Dad's got a new job. Do you know the old shopping centre in town? They've built new shops there and Dad applied for a job as a manager and he got it! He's really excited. He starts next week.

One last thing. Do you remember Fluffy, the cat? Well, we can't find her anywhere. We've got no idea where she's gone. It's a bit sad, really. We all miss her. We're hoping she'll come back soon.

We all miss you, too. Everybody sends their love. Can't wait to see you in the summer.

All my love,

Martin

4 Find these informal words and phrases in the letter.

Anyway, ...
 All my love,
 Well, ...
 It was great to hear from you!
 One last thing.
 Oh, and another thing!
 Dear Tina,

5 Decide if the statements are true (T) or false (F).

In informal writing,

- 1 we always use complete sentences.
- 2 we use exclamation marks (!).
- 3 we use contractions (*it's, we're*, etc).
- 4 we write as if we are talking to the person.
- 5 we use everyday vocabulary.

▶ **Now write!**

8 You are now ready to write your letter. Use informal language and a conversational tone.

▶ **Check it out!**

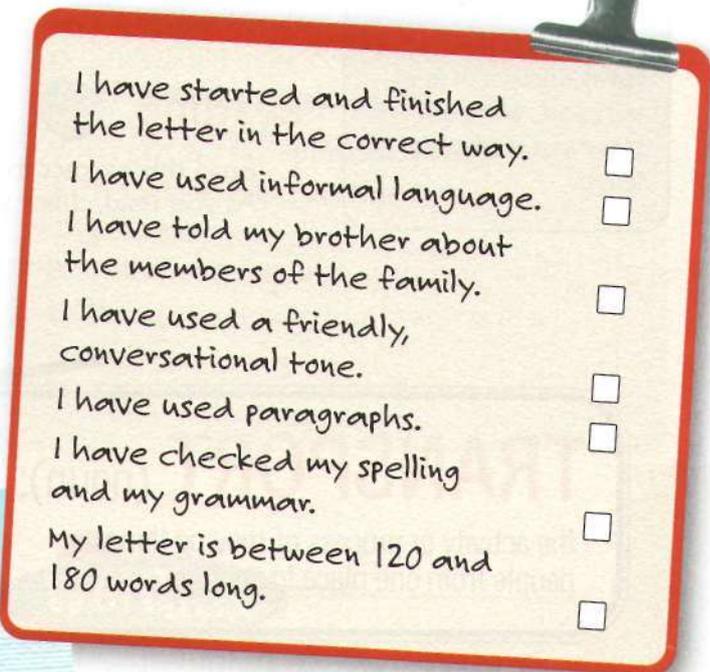
9 Check your work. Tick what you have done.

➔ **Ready to write!**

6 Look at this writing task. Who are you writing to and why?

You are staying with your pen-friend in England. Write a letter to your brother, Dean, telling him all about the family you are staying with.

Write a **letter** of between **120** and **180** words in an appropriate style. Do not write any addresses.



A clipboard with a red border and a silver clip at the top right. It contains a checklist of seven items, each followed by a small square box for a tick mark.

- I have started and finished the letter in the correct way.
- I have used informal language.
- I have told my brother about the members of the family.
- I have used a friendly, conversational tone.
- I have used paragraphs.
- I have checked my spelling and my grammar.
- My letter is between 120 and 180 words long.

7 Make a plan of your answer. Use your imagination.

- How are you going to start your letter?
 - a Dear Dean,
 - b Dear Brother,
 - c Dear Mr Jones,
- What's the name of the family you are staying with?
- Which town are you staying in?
- Do you like it? Why?
- Who are the members of the family?
- What are they like?
- What do they do?
- What do you want to ask your brother about home?
- How many paragraphs do you need?
- How can you end your letter?
- How can you sign your letter?

look back

Can you answer these questions? If you can't remember, look through the unit for the answer.

- 1 What do we call someone who doesn't have any brothers or sisters?
- 2 What tense do we use to talk about general truths?
- 3 How would you describe somebody who gets upset easily?
- 4 What's the negative form of 'honest'?
- 5 What have you learned about stative verbs?

2

The Open Road

look ahead

In this unit, we are going to **read** about the history of transport, **listen** to people who work in transport, **speak** about means of transport, **write** an essay and **study** past tenses.

Start thinking!

How fast do you think a horse can run?
Do you know who invented the aeroplane?
Do you know when people first landed on the Moon?



Reading

- Read this extract from an encyclopaedia. As you read, check your answers to the questions above.

TRANSPORT (noun):

the activity or process of moving things or people from one place to another

Early humans dreamed of going faster and further than they could on foot. They probably first achieved this in northern countries before 3000 BC (before Christ) using skis. The wheel was invented around 3500 BC but carts were very slow without roads. So for many centuries the fastest and most popular means of transport was the horse, which can run at about fifty-five kilometres an hour. This record for speed was unbroken until the end of the eighteenth century when the hot-air balloon and the railway both began to develop.

The hot-air balloon made its first free flight in 1783. Two Frenchmen, the Montgolfier brothers, were working as papermakers when they had the idea for the balloon. A fire heated the air, making the balloon rise. During the first flight, the two passengers were admiring the view when they suddenly saw smoke! The balloon was burning but, luckily, they managed to put the fire out and land safely.

The railway developed gradually from carts on tracks. The first vehicle with an engine to run on tracks was developed in 1803 by an Englishman,

Richard Trevithick. In 1804, he took the first passengers, although they didn't have to buy a ticket. Unfortunately, they were travelling in the train when it began to fall off the tracks and Trevithick realised that the tracks were not strong enough to take the weight of the train. The passengers escaped unharmed, but it was another example of how dangerous the development of transport can be.

Perhaps unexpectedly, the bicycle didn't appear until around 1840 when a Scotsman, Kirkpatrick McMillan, created the first one to have pedals. People rode bicycles without pedals before then, but they were slow and not very popular. It took around 140 years for McMillan's design to develop into modern mountain bikes.

The twentieth century saw the development of many other means of transport, including the hydrofoil and the hovercraft. The petrol-driven car (invented in 1885 in Germany) completely changed the way people thought about transport, and so did the aeroplane. People have always dreamed of

- 2 Complete the sentences by writing a number in each gap. Look at the article again but don't read it in detail.
- 1 People first skied around BC.
 - 2 People first travelled by rail in
 - 3 Bicycles with pedals didn't exist before
 - 4 Mountain bikes developed around

flying. One day, in 1903, that dream became a reality. Two American brothers, Wilbur and Orville Wright, managed to make a short flight in their aircraft, the Flyer. From there, a huge industry grew that allowed, and still allows, people to visit the whole world, easily and cheaply.

The challenge for the twenty-first century is transport in space. Since the first Moon landing in 1969, technology has developed to give us the space shuttle (1981) and even the space tourist (2002). The future of transport will probably be as exciting as its past.

Focus on FCE: Reading Part 1

- 3 Read the text again. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text.
- 1 The wheel didn't lead to fast means of transport because
 - A people could already travel fast.
 - B they invented it after skis.
 - C good roads didn't exist.
 - D people preferred to use horses.
 - 2 The passengers discovered the fire
 - A while they were checking the balloon.
 - B while they were in the air.
 - C before they left the ground.
 - D after they landed on the ground.

- 3 The invention of the train
 - A came as a complete surprise.
 - B grew out of things that came before.
 - C took longer than anyone expected.
 - D didn't make Trevithick much money.
- 4 The writer is surprised by the fact that
 - A the inventor of the bicycle was Scottish.
 - B nobody had invented the bicycle earlier.
 - C McMillan's bicycle had pedals.
 - D we waited over a century for the mountain bike.
- 5 What can we say about the aeroplane?
 - A It had a great effect on people's attitudes.
 - B It wasn't as popular as the car was.
 - C It came to the Wright brothers in a dream.
 - D People didn't want to allow it at first.

Word BOX

- 4 Match the words from the text in the box with the correct definitions.

cart • tracks • hydrofoil
vehicle • pedal • hovercraft

- 1 This is a kind of fast ship that partly lifts out of the water.
- 2 This is a general word for a car, a bus, etc.
- 3 This floats on a cushion of air on land or on water.
- 4 Trains travel on two of these, made of metal.
- 5 This has four wheels and might be pulled by a horse.
- 6 You put your foot on this on a bicycle.

Did you enjoy reading this text?
Did you learn anything? Why? / Why not?

Grammar clinic



Past tense review

▶ Look at *Grammar database* pages 161-163 before you do the exercises.

1 Read the sentences and phrases from the text on pages 14 and 15. Match each one to an explanation.

- 1 The hot-air balloon made its first free flight in 1783.
 - 2 ... the two passengers were admiring the view when they suddenly saw smoke ...
 - 3 People rode bicycles without pedals ...
 - 4 ... the fastest means of transport was the horse ...
- a This describes a repeated action in the past that doesn't happen now.
b This describes a past state.
c This describes an action in progress when another action happened.
d This describes a single, completed action.

2 Look through the text again and find examples of:
a single completed action.
a repeated action in the past.
an action in progress when another action happened.
a past state (a feeling or situation, not an action).

3 Complete the sentences using the correct form of the verbs in brackets.

- 1 We (fly) by plane to Paris last year on holiday.
- 2 We (fly) over the sea when one engine suddenly stopped.
- 3 The pilot (tell) us that there was nothing to worry about.
- 4 While he (tell) us this, the second engine stopped.
- 5 I had my eyes closed when somebody (shout), 'Look!'
- 6 I looked out of the window and (see) that both engines had started again. Phew!

4 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 As we were entering the train station, I was noticing the train was late.
 - 2 I sat in a taxi when the accident happened so I saw the whole thing.
 - 3 Mick was riding his bike almost every day over the summer.
 - 4 People were enjoying the journey when suddenly the ship hit an iceberg.
 - 5 When you called, I watched a programme about the history of transport.
- 5 Use the notes to write the story. Put the verbs into the simple past or the past continuous.

Meeting Grandma



This /happen/ last winter. Deb /be/ excited because she /go/ to her grandma's house later that day. She /go/ to the station by taxi and /wait/ for the train. When it /arrive/, she /get/ on it. The train /leave/ the station when Deb /see/ another train arrive. She /look/ at it when she suddenly /see/ an old woman getting off it. It /be/ her grandma! Her grandma /think/ it /be/ her turn to visit Deb! Deb /try/ to shout to her but her grandma /not hear/ her. In the end, Deb /go/ all the way to the next station and back. When she /get/ home, her grandma /wait/ for her. The next time Deb /visit/ her grandma, she /ring/ her first to check she /be/ there!

6 Read your story to the class. Compare your story with the others you hear. Has something like this ever happened to you? Tell the class.

Vocabulary builder



Public transport

- 1 Match the words in the box with the correct definitions. There is one word you do not need to use.

cabin • taxi rank • fare • airline • underground platform • terminal • ferry • coach

- This is where you stand to wait for a train.
- This is a company that flies passengers by plane.
- This is a building for passengers at an airport.
- This is a system of trains in tunnels in a large city.
- This is how much you have to pay for a ticket.
- This is where you sleep on a ship.
- This is where you find taxis waiting for passengers.
- This is a bus that runs between towns and cities.

Confusable words

- 2 Circle the correct word in each sentence.
- I think that *travel/journey* really teaches you about other people.
 - Mr Carter has gone to Moscow on a business *trip/journey*.
 - Hurry up, or we're going to *miss/lose* the bus!

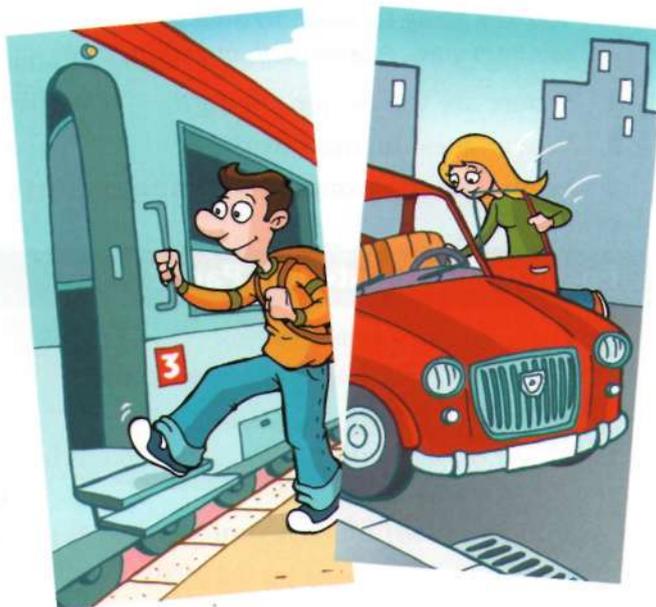


- 4 Don't get *on/in* the train unless you know where it's going!

Collocations: transport

- 3 Match the means of transport to the correct verb.

bus • car • train • plane • motorbike • ferry • taxi



get on / get off • get in (or into) / get out of

- 4 Match words in list A with words in list B to make compound nouns.

A	B
express	bus
radio	car
double-decker	plane
jet	taxi
sports	train

- 5 Decide which of the means of transport from exercise 4 each person is talking about.

- 'Wow! This is so cool! It's the latest model, too! Let's see if we can do 200!'
- 'Come on! Let's go and sit upstairs so we can see everybody getting off.'
- 'Call one now – and don't forget to tell them we're going to the airport.'
- 'I'm afraid the Inter-city doesn't stop at Porton. You'll have to get a local one.'
- 'It's noisy during take-off, but you can't even hear the engines after that.'

Listening

- 1 Which would you prefer to do, drive a train or a car? Tell the class.
- 2 You are going to listen to an extract from a job interview. Answer the questions.
 - 1 Where are the people talking?
 - 2 Where does the man work?
 - 3 Where did the woman work in the past?

Focus on FCE: Listening Part 2

- 3 Listen to the whole job interview. For questions 1-7, complete the sentences.

The interviewer's name is 1

The candidate has applied for the position of 2

Currently, the applicant works as a 3

The applicant is 4 years old.

He studied 5 at Norton College.

He has been 6 for the last fifteen years.

His other hobby is 7

SOUND bite

/æ/ and /e/

Circle two words in each line which have the same vowel sound in them. Listen and check.

- | | | | | |
|---|-------|-----|--------|------|
| 1 | thank | bed | thirty | cat |
| 2 | head | had | said | paid |
| 3 | apple | ant | ape | arm |
| 4 | pet | hut | pat | send |

Speaking

- 1 Make notes of things that trains and buses have in common.

You have to buy a ticket to travel on them.
- 2 Make notes of things that are different between trains and buses.

A train travels on tracks but/while/whereas a bus travels on the road.
- 3 Answer the questions.
 - 1 Which means of transport do you prefer, the train or the bus?
 - 2 Why?

Focus on FCE: Speaking Part 2

- 4 In pairs, compare these photographs. One of you should read the instructions and the other should talk for one minute. Then swap.

Which means of transport do you prefer?



I'd like you to compare these two photographs and tell us which means of transport you prefer.

See Speaking database on page 158.



Use of English

Would, used to, be used to

➔ Look at *Grammar database* page 163 before you do the exercises.

- 1 Circle the correct word or phrase in each sentence.
- 2 Our old car *would/was used to* break down all the time.
- 3 I *used to/am used to* going to school by bus every day.
- 4 There *would/used to* be an aircraft factory in this area.
- 5 I never *used to/wouldn't* like travelling by train.
- 6 Driving is complicated, but you soon *are/get* used to it.
- 7 I found flying frightening because I *didn't use to/wasn't used to* it.

2 Rewrite the sentences using the word in bold.

- 1 When he was a boy, my dad would watch the steam trains go past. **used**
- 2 Flying a helicopter is difficult at first, but you'll soon find it much easier. **get**
- 3 When she was four, my sister used to ride her bike around the house. **would**
- 4 My grandfather took me for rides in his old car when I was small. **used**

Word patterns

3 Complete the sentences using the correct form of the verbs in the box.

work • insist • remind • complain • take

- 1 John on going by bus as he's afraid of flying.
- 2 We decided to about the delay to the ticket inspector.
- 3 We have to into account the traffic at that time of day.
- 4 To as a bus driver, you need a special licence.
- 5 This old bus me of the time we travelled around India.

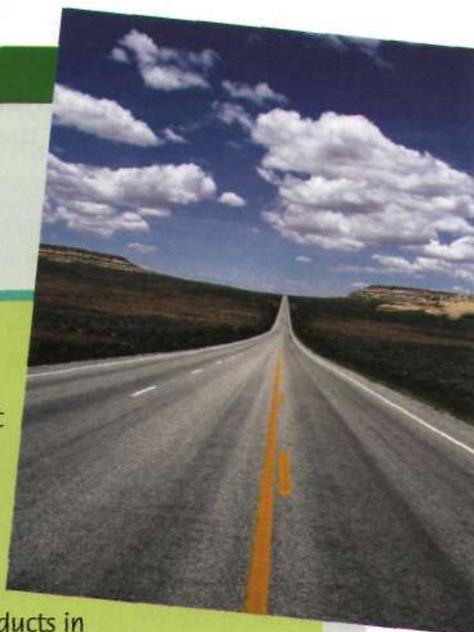
Focus on FCE: Use of English Part 2

➔ For questions 1-10, read the text below and think of the word which best fits each gap. There is an example at the beginning (0). Use only one word in each gap. Write your answers IN CAPITAL LETTERS.

Going places

When we consider how the world has changed (0) *SINCE* our great-grandparents' time, it's important to take (1) account how transport has changed. Of course, people complain (2) traffic now, but even in the past people (3) to think the roads were dangerous. When cars were a new invention, a man (4) walk in front of them with a red flag, warning everybody. Now, of course, we have (5) used to them.

Another thing we don't find strange (6) more is the range of products in our shops. As we go (7) our local supermarket, we see tea from China, bananas from South America and radios from Japan. All these products (8) to be transported. Every day, goods are moved from one part of the world (9) another by all kinds of means of transport. One of the wonders of transport is that, (10) if we stay in one place, the whole world comes to us.



Writing

Focus on FCE: An essay

▶ Read about essays in the *Writer's database* on page 153 before you do the exercises on this page.

1 Compare these two forms of transport.



- 2 Read this writing task.
- Should your answer be formal or informal?
 - Do you agree with the statement?

Your class has been studying transport. Your teacher has asked you to write an essay explaining whether you agree or disagree with the following statement:

People should be encouraged to use public transport more.

Write an **essay** of between **120** and **180** words in an appropriate style.

3 In an essay we use phrases to introduce new ideas and to connect them to the ideas that are coming next. Add to these lists of phrases.

1 **to introduce your first point**

To begin with, ... In the first place, ... The first thing to take into account is ...

2 **to introduce a further point**

Secondly, ... What is more, ... In addition to this, ... Another point to be made is that ...

3 **to express causes and results**

Because of this, ... This is due to ... As a result, ...

4 **to express contrast**

On the one hand, ... On the other hand, ... However, ... Despite ...

5 **to introduce a conclusion and express opinion**

To conclude, ... In conclusion, ... I am convinced that ... I would argue that ...

Working model

4 Read the answer to the writing task. Does the writer agree or disagree with the statement?

There is no doubt that traffic adds to pollution. Public transport offers a possible solution to the problem, since many people can be transported in one vehicle. The government has a responsibility to encourage the public to use buses and the underground more. However, there are a number of changes which need to be considered.

In the first place, public transport should be made free. The government should raise taxes to pay for the service. If it was free, most people would decide to leave their cars at home and travel by bus or train.

What is more, the service must be clean and reliable. People need to know that they can get to work on time. They also need to know that their journey will be comfortable.

To sum up, I would argue that a clean, reliable service which was free would encourage many people to use public transport. The government should take action on this to prevent environmental damage.

5 Find words and phrases in the essay which mean:

because • but • firstly • in addition • in conclusion

6 Read the essay again and circle the correct answer.

- 1 In the first paragraph, the writer
 - a introduces the subject and generally agrees or disagrees with the statement.
 - b lists all the reasons why she agrees or disagrees with the statement in detail.
- 2 In the second paragraph, she
 - a explains some points against her point of view.
 - b explains some points in favour of her point of view.
- 3 In the third paragraph, she
 - a introduces her conclusion and states her opinion.
 - b explains more points in favour of her point of view.
- 4 In the second and third paragraphs,
 - a the first sentence of each paragraph expresses the main idea.
 - b the last sentence of each paragraph expresses the main idea.
- 5 In the final paragraph, she
 - a summarises her argument.
 - b introduces extra points.

→ **Ready to write!**

7 Look at this writing task. Do you agree or disagree with the statement?

Your class has been studying the history of transport. Your teacher has asked you to write an essay explaining whether you agree or disagree with the following statement:

The invention of the car changed the world.

Write an **essay** of between **120** and **180** words in an appropriate style.

8 **Make a plan of your answer.**

- Do you think the invention of the car changed the world? Why? / Why not?
- What are you going to write in your first paragraph?
- Which point(s) are you going to talk about in your second paragraph?
Write the first sentence of your second paragraph in your exercise book.
- Which point(s) are you going to talk about in your third paragraph?
Write the first sentence of your third paragraph in your exercise book.
- Which phrase are you going to use to
 - a introduce your concluding paragraph?
 - b introduce your opinion?

→ **Now write!**

9 You are now ready to write your essay.

→ **Check it out!**

10 Check your work. Tick what you have done.

- | | |
|---|--------------------------|
| I have used formal language. | <input type="checkbox"/> |
| I have used some good connecting phrases. | <input type="checkbox"/> |
| I have explained why I agree / disagree with the statement. | <input type="checkbox"/> |
| I have used paragraphs | <input type="checkbox"/> |
| I have summarised my argument in the last paragraph. | <input type="checkbox"/> |
| I have checked my spelling and my grammar. | <input type="checkbox"/> |
| My essay is between 120 and 180 words long. | <input type="checkbox"/> |

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 When did people first invent the wheel?
- 2 Who were the first people to fly a plane?
- 3 What tense describes an action in progress at a moment in the past?
- 4 What's the difference between *would* and *used to*?
- 5 What is a good phrase for introducing your opinion?

Show you know!

1 Choose the correct option.

- 1 People say my brother's He likes giving gifts to his friends.
A brave B modest C generous D optimistic
- 2 The cruise was wonderful! And our was really comfortable.
A cabin B pedal C terminal D fare
- 3 I've always been quite I want to make a success of my life.
A depressing B amusing C considerate D ambitious
- 4 Emily is really! She seems to think she's better than everyone else!
A loving B arrogant C sensitive D caring
- 5 Many children want to learn something about their real parents.
A adopted B divorced C selfish D only
- 6 Did you hear that a train came off the yesterday?
A vehicles B carts C bars D tracks
- 7 We waited on the for over an hour! Finally, the train arrived.
A terminal B rails C platform D airline
- 8 We should be about the future. Things are getting better all the time.
A amusing B optimistic C shy D pessimistic
- 9 Let's take the to an island and spend some time on the beach!
A ferry B underground
C fare D coach
- 10 My dad's really looking forward to his business to Amsterdam.
A trip B journey C travel D excursion

2 Complete the sentences using the verb in brackets in the correct tense.

- 1 My sister (stay) at her friend's house for a few days.
- 2 I (do) my homework when suddenly I heard a loud explosion.
- 3 We (eat) together as a family about three times a week.
- 4 I (get) better at remembering words in English these days.
- 5 In the winter, many birds (fly) south to warmer countries.
- 6 'Hello? No, Tom (have) a shower at the moment. Can I take a message?'
- 7 I (swim) almost every day last summer.
- 8 My mum wants to learn to use a computer, so she (have) lessons.

3 Complete the sentences using the correct preposition.

- 1 Roger still keeps touch with all his old schoolfriends.
- 2 When Jill laughs, she really reminds me her mother.
- 3 You can't blame me all these problems!
- 4 Our teacher insists giving us homework every day!
- 5 The police accused the man stealing the money.
- 6 I usually have to look my brother when my parents are out.
- 7 When planning a party, take account the cost of food and drink.

4 Make these words negative.

positive	negative
1 legal
2 fair
3 honest
4 polite
5 kind
6 relevant
7 capable
8 attractive

5 Complete the sentences using an appropriate word.

- If your parents get, they end their marriage.
- If you are, you have lots of friends.
- A is a kind of fast ship that lifts out of the water.
- On a bicycle, you put your feet on the
- Taxis wait for passengers at a taxi
- A is a kind of bus that travels between towns and cities.
- If you only care about yourself and your own problems, you are

6 Complete the sentences using the correct form of the phrasal verbs in the box.

think up • bring up • turn up
come up • make up

- I hate it when people at my parties without an invitation.
- A number of problems in the meeting yesterday.
- When we see Mary, don't her divorce.
- I wonder who the idea of playing games on computers.
- Tony is always stories about other people that just aren't true.

7 Circle the correct word or phrase in each sentence.

- Is that Eminem in that car, or *do I see/am I seeing* things?
- I *don't believe/am not believing* what Caroline told me about what happened.
- Anybody who *doesn't understand/isn't understanding* can ask me for help after the lesson.
- What's in this soup? It *tastes/is tasting* delicious!
- Why are you smiling? What *do you think/are you thinking* about?

8 Complete the following passage using one word in each gap.

Hi, Wendy! Just a quick email to let you know that I'm back from my business (1) to Paris. I had a great time, but I (2) think that Paris was a bit dirty! Everybody was complaining (3) the traffic and the pollution. I'm not used (4) such big cities, so it was a bit difficult to find my way around. I kept getting (5) the wrong bus and going to the wrong place! And the weather was awful! One day, I was waiting at a taxi (6) for an hour in the pouring rain! In the end, I had to call a (7) taxi to come and get me. When it finally turned (8), I looked like a drowned rat!

Anyway, I hope you dealt (9) everything at work while I was away. We'll have a meeting on Monday and you can (10) up any problems you had.

Take care,
Jackie

Score: _____ / 60



51-60 Well done! You really know your stuff!
41-50 That's great! Keep it up!
31-40 Maybe it's time for another look!
21-30 What? Are you sure?
11-20

3

Killing Time

look ahead

In this unit, we are going to **read** about different hobbies, **listen** to people talking about their hobbies, **speak** about an after-school club, **write** an informal email and **study** present perfect tenses.



During the twentieth century, more and more people found that they had leisure time – time when they didn't have to work or study. This raised an interesting question. What do you do when you are free to do anything you like? Many people took up a hobby, and it's interesting to compare the hobbies people, particularly young people, choose today with the hobbies people chose, say, fifty or sixty years ago.

Stamp collecting is one of the first things that come to many people's minds when they think about hobbies. Organising your collection seems like the perfect way to relax for a few hours. It seems that people have been collecting valuable things since ancient times. **1** When stamps appeared in the nineteenth

century, they were cheap and colourful and children started to keep them. By the middle of the twentieth century, collecting stamps was a popular pastime for both children and adults, with some stamps worth a large amount of money – far more than most children could afford.

There are still many people today who collect stamps, but technology has had an impact. Emails can be sent instantly and freely around the world, which means that people aren't buying stamps like they used to. **2** Rare stamps are still in demand, and probably always will be, but fifty years ago the number of collectors was higher. It seems that stamp collecting as a hobby of millions of young people has had its day.

Another hobby that has changed because of technology is building models. In the 1950s and 60s,

generations of young boys and girls built plastic models of planes, boats and cars. **3** Young people are still making and showing off these models, but the nature of them has changed. In the past, they were simply made of wood or plastic, with few moving parts. Modern models have all kinds of electronic and computerised parts, in some cases making them more like robots than traditional models!

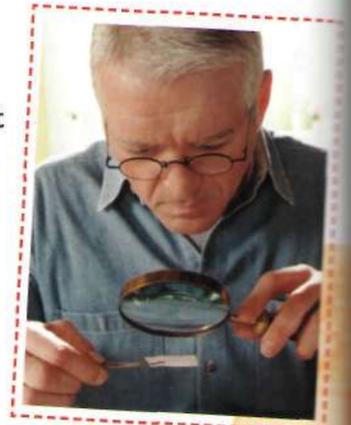
Of course, we can't ignore computers when it comes to free time. Computers have had a huge impact on leisure since they were invented in the middle of the twentieth century. **4** Gradually, however, the computer has become a part of almost every home, where it provides entertainment and a whole set of new hobbies that people fifty years ago would have thought were

Start thinking!

Do you have any hobbies? Do you collect anything?
What sort of things do people collect?

Reading

- Read this article about hobbies. Underline all the hobbies which are mentioned.



Hobbies

Past and Present

2 Match the words and phrases with the explanations.

- | | |
|--|---------------------|
| 1 to talk about what happened in the beginning | a For instance, ... |
| 2 to introduce a result | b which means ... |
| 3 to introduce a contrast | c However, ... |
| 4 to introduce an example | d At first, ... |



very weird. Today's teenagers use their computers for playing computer games, running websites, communicating with friends around the world – all hobbies that were impossible until quite recently.

Computers have changed hobbies in other ways, too. These days, no matter what hobby you are interested in, you will almost certainly find a huge amount of information on it on the internet.

5 Today's teenagers are instantly in touch with online clubs that tell them all they need to know. People have produced webpages on almost every hobby you can think of. You can get advice from experts and easily buy equipment to take your hobby to the next level. Taking up a new hobby, or developing one you already have, has never been easier or more fun.

Some hobbies, though, haven't changed much. Many young people fill their free time with activities that their parents and grandparents enjoyed.

6 Fishing is as popular as it ever was. Young people with good balance do gymnastics. Teenagers play sports and games like they always have done. A teenager from the past might be confused by a video arcade or a CD player, but many things haven't changed, and perhaps never will. Ask your parents what they did with their leisure time and you might be surprised at some of the differences, but also at some of the similarities.

Focus on FCE: Reading Part 2

3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A Hobbies seem to have become less important as time has passed.
- B Young people in the past had to rely on people they knew, or perhaps the local library, to learn about their hobby.
- C They proudly put these on display in their bedrooms, or wherever else their parents would let them.
- D However, most people in the past were too busy and too poor to buy expensive works of art or coins.
- E At first, they were seen as strange machines used by big businesses.
- F That in turn means that fewer children are becoming interested in the hobby.
- G For instance, people still go dancing, even if the rhythm of the music has changed.

Word BOX

4 Use words and phrases from the article to complete the sentences. You've been given the first letter to help you.

- 1 One day, my collection of butterflies might be quite v.....
- 2 I don't know if I can a..... to buy any new stamps for my collection.
- 3 I prefer t..... songs to modern pop songs.
- 4 It might sound a bit w....., but in my free time I like to study grammar.
- 5 I like music that has a strong r.....
- 6 I'd like to try gymnastics, but I know I would keep losing my b.....!
- 7 Let's go down to the v..... a..... and play *Alien Invasion*.

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



Present perfect tense review

Look at *Grammar database* pages 164-165 before you do the exercises.

1 Read the sentences and phrases from the article on pages 24 and 25. Match each one to an explanation.

- 1 Computers have had a huge impact on leisure ...
- 2 ... people have been collecting valuable things since ancient times.
- 3 People have produced webpages on ...
 - a This is a series of actions continuing up to now.
 - b This is a situation which continues up to now.
 - c This is a completed action at a time in the past which is not mentioned.

2 Decide if the statements are true (T) or false (F).

- 1 I've been studying English for about six years.
This person is still studying English now.
- 2 Peter Johnson has written five books about fishing.
We know that Peter Johnson is still alive.
- 3 'I've been sorting out my stamp collection,' said Candy.
Candy finished this action a long time ago.
- 4 Jan has read *Snowboarding for Beginners*. Ask her about it.
Jan's present knowledge is the important thing.

3 Correct the sentences that have mistakes. One sentence has no mistakes. Which one?

- 1 I've seen Matt last week, when we were at the karate club.
- 2 I have a long time to play Monopoly.
- 3 Sarah hasn't played football since she broke her leg.
- 4 This is the first time I built a model plane.

4 Complete the sentences using the verbs in brackets in the present perfect simple or continuous.

- 1 I (play) tennis, so I'm quite tired.
- 2 Luke says he (never meet) anybody who plays the xylophone.
- 3 (you follow) the new series that's on TV at the moment?
- 4 My fingers are sore because I (practise) the guitar all morning.
- 5 We (wait) for an hour and our dance teacher still isn't here!
- 6 My dad (take up) a new hobby – cooking!



5 Use the verbs in the box to complete the gaps. Use the present perfect simple or continuous.

give • join • plan • order • say • think • arrange • decide

We (1) to start an after-school club for ages! The idea is that pupils join and come to the club twice a week. About forty people (2) so far, so it's very popular already. Our headteacher, Mrs Hughes, (3) us about €1,000 and we've got a list of things we want to get for the club. The most important thing is to have fun and play games, so we (4) a table tennis table already. We (5) of getting a TV as well, but we (6) yet. Lots of people (7) that they'll give us games they don't want any more. We'll be ready to start as soon as we (8) everything!

Vocabulary builder



Free time activities

1 Match the free time activities with the verbs *go*, *do* or *play*.

ballet • basketball • video games • camping • horse-riding
karate • swimming • judo • skiing • gymnastics • fishing
volleyball • the piano • canoeing

'I *go/do/play* *in my free time*.'

Idioms: time

2 Match to make sentences using idioms about *time*. What do the idioms mean?

- 1 Since my mum retired, **a** you have to *take your time* and do it slowly.
- 2 I don't really like TV so much, **b** *on time* because I've set the video to record it.
- 3 I know you're very busy with your hobbies these days, **c** she's got a lot of *time on her hands*.
- 4 When you're working with valuable stamps, **d** *in time* to see Robert win the race.
- 5 I hope the programme starts **e** but I watch it when I want to *kill time*.
- 6 We got to the pool just **f** but you have to *make time* for me!

Phrasal verbs with down

3 Phrasal verbs with *down* often have negative meanings. Match the phrasal verbs in the box with the correct definitions.

get down • look down on • turn down
come down with • put down

- 1 If you an offer, you refuse it, or don't accept it.
- 2 If you someone, you think you are better than they are.
- 3 If you a minor illness, you start suffering from it.
- 4 If a vet an animal, they kill it because it is old or ill.
- 5 If something you, it depresses you.

Magic metaphors

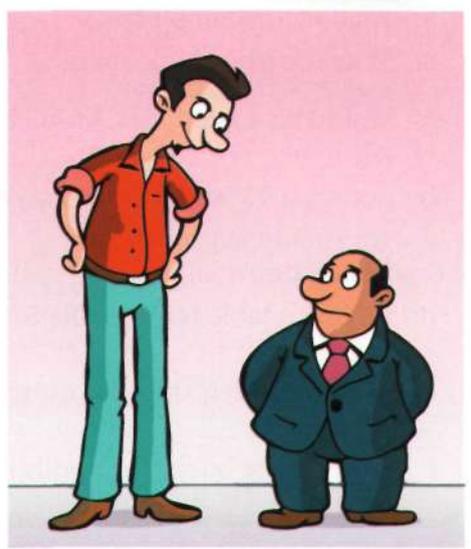


4 When we talk about *time*, we sometimes use words or phrases that have a connection with *money*. Complete the sentences with words from the box.

valuable • save • spend • waste



- 1 To time, we decided to get everything ready first.
- 2 Stop time watching TV and get your homework done.
- 3 I most of my free time playing volleyball.
- 4 As a senior manager, Mr Harrison's time is very



Listening

- 1 You are going to listen to two people talking about their hobbies. What do they say?
- In the beginning, Speaker 1 felt that this hobby was
a enjoyable **b** difficult **c** boring
 - Speaker 2 feels that this hobby is
a uninteresting **b** embarrassing **c** entertaining

Focus on FCE: Listening Part 3

- 2 Listen to the same two people and two other people talking about their hobbies. For questions 1-4, choose from the list (A-E) what each person says about their hobby. Use the letters only once. There is one extra letter you do not need to use.
- | | | |
|---|--------------------------------------|-----------------|
| A | It teaches you about other cultures. | Speaker 1 |
| B | You learn to work with others. | Speaker 2 |
| C | It demands a lot of free time. | Speaker 3 |
| D | It can be stressful at times. | Speaker 4 |
| E | It helps you to stop worrying. | |

SOUND bite /ʌ/

Circle the two words in each line that contain the same vowel sound. Listen and check.

- | | | | | |
|---|-------|--------|-------|------|
| 1 | come | though | luck | put |
| 2 | ran | run | won | rule |
| 3 | fun | far | full | fuss |
| 4 | truck | trust | track | true |



Speaking

1 Match to make suggestions.

- Why don't we ...
- Getting a games console ...
- I'd like to suggest that ...
- I suggest ...
- A good idea might be ...
- What do you think about ...

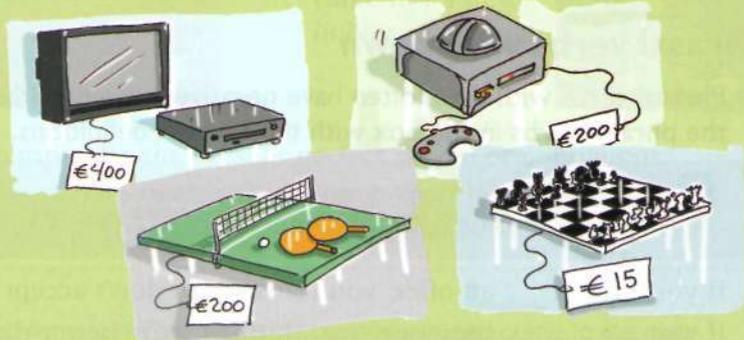
Useful Phrases

- would be a good idea, wouldn't it?
- getting a TV and a video player?
- we should get some art materials.
- buying a table tennis table for the club.
- get a chess set, since it's quite cheap?
- to get some books for pupils to read.

Focus on FCE: Speaking Part 3

2 In pairs, do the task. Use the phrases from exercise 1 to help you make suggestions.

- How much do you think pupils would enjoy these activities?
- Which things are you going to buy for the club?



I'd like you to imagine that you are planning to start an after-school club for pupils at your school. Here are some of the things you are thinking of getting for the club. You have €600 to spend. Discuss how much you think pupils would enjoy these activities and decide which things you are going to buy for the club.

See Speaking database on page 158.

Use of English



Articles

→ Look at *Grammar database* pages 165-166 before you do the exercises.

1 Circle the extra word in each sentence.

- 1 In my free time, I listen to the music, go to the cinema and play the guitar.
- 2 The Head gave the Class 7 permission to organise an after-school club.
- 3 I go to the chess club at the weekend by the bus.
- 4 Jenny loves the swimming and she'd like to swim the English Channel.
- 5 We went to the USA and saw the Grand Canyon and the Mount Rushmore.
- 6 You need a hobby, like playing the flute or collecting the stamps.

2 Correct the sentences. Add articles where necessary.

- 1 Oscar had lot of time to start new hobbies when he was in prison.
- 2 I like comedies, whether they are on television or on radio.
- 3 James has taken up new hobby and spends whole evening making models.
- 4 Hang-gliding is great fun, but you need hills or even mountain nearby.
- 5 My hobby is drawing so when I grow up I'd like to be artist.

Synonyms

3 Match the expressions which mean the same.

- | | |
|-------------------------|--------------------|
| 1 regret | a feel like doing |
| 2 want to do | b not approve of |
| 3 look forward to doing | c wish you hadn't |
| 4 object to | d can't wait to do |



Focus on FCE: Use of English Part 4

4 For questions 1-4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- 1 My parents asked me if I wanted to have ballet lessons.

felt

My parents asked me if I ballet lessons.

- 2 The teachers object to our playing football in the corridor.

of

The teachers our playing football in the corridor.

- 3 I regret giving up the trumpet at the age of 12.

wish

I up the trumpet at the age of 12.

- 4 I am really looking forward to joining my local basketball team.

wait

I really my local basketball team.

Writing

Focus on FCE:

An informal letter/email

▶ Read about informal letters/emails in the *Writer's database* on page 154 before you do the exercises on this page.

- 1 Read this writing task. Why should your email be informal?

Craig, a friend of yours, is thinking of visiting you and he wants to be able to go to a concert while staying with you. The local tourist office has given you this leaflet and you have made these notes. Write an email giving him the choice of two possible concerts.

Write an **email** of between **120** and **150** words in an appropriate style. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

*Craig arriving June 19
(I think)
I've seen Royal Orchestra
- very good!
I haven't got a lot of money.*

Washington Hall

We've got some great concerts lined up for you this season at Washington Hall. There's something for everybody. Tickets are available at the box office.

June 12th-18th

The Robbers This rock group will get you dancing and screaming! They're loud, they're fast, and they're coming to Washington Hall.
Tickets: €15-30



June 20th-21st

Royal Orchestra For classical music lovers, the Royal Orchestra is back, bringing you some old classics, and a few new pieces.
Tickets: €20

June 22nd-29th

The Wilson Brothers Country music's most famous brothers are here with their guitars! If you like your music with a good melody and great singing, then let the Wilson Brothers entertain you.
Tickets: €25-40

- 2 Decide if the statements are true (T) or false (F).

- 1 You should always use formal language in an email.
- 2 We normally ask each other about our news in informal letters/emails.
- 3 You have to include all the information from your notes.
- 4 You can add extra relevant information not in the notes.

Working model

- 3 Read the answer to the writing task.



Dear Craig,

Hi! Have your exams finished? I can't wait for you to arrive!

You said you want to go to a concert while you're here. You're arriving on the 19th, aren't you? The Robbers are playing up to the 18th, so we'll miss them. It's a shame because they're great!

So really you've got a choice of two concerts. The first is the Royal Orchestra on the 20th or 21st. I've seen them and they were very good. Tickets are €20 each.

The Wilson Brothers are playing after that. Have you heard of them? I don't know what they're like. Still, might be interesting. I don't have much money so we'd have to get the cheapest tickets. They're €25. Decide which one you want to see and let me know. I'll get the tickets before you come.

Got to go! Mum's calling me.

See you soon,

Kelly

4 Underline where Kelly does these things in her email on page 30.

- 1 asks a friendly question about her friend's life
- 2 checks a piece of information
- 3 tells Craig what the first choice is
- 4 tells Craig what the second choice is
- 5 tells Craig what she wants him to do next
- 6 gives a reason for closing the email

→ Ready to write!

5 Look at this writing task. You are going to write a similar email.

Imagine your friend, Tom, is coming to stay with you. While he is staying with you, he wants to go to a concert. Use the leaflet on page 30 and the notes you have made to write a letter to Tom, offering him the choice of two concerts.

Write an **email** of between **120** and **150** words in an appropriate style. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Tom arriving on June 15th,
 leaving on June 21st (?)
 Cost not a problem - birthday money!
 Have to book tickets before 6th

6 Make a plan of your answer. Use your imagination.

- How are you going to start your email?
- What question are you going to ask Tom about his own life?
- What piece of information do you want to check?
- What's the first choice you're going to offer him?
- What's your opinion of this choice?
- What's the second choice you're going to offer him?
- What's your opinion of this choice?
- Why is money not a problem?
- What do you want him to do next?
- When does he have to do it before?
- How are you going to end your email?

▶ Now write!

7 You are now ready to write your email. Use informal language. Include all the information you have to.

▶ Check it out!

8 Check your work. Tick what you have done.

I have used informal language.
 I have used all the information from the notes.
 I have offered him a choice of two concerts.
 I have used paragraphs.
 I have summarised my argument in the last paragraph.
 I have checked my spelling and my grammar.
 My email is between 120 and 150 words long.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 When did people first start collecting stamps?
- 2 What's the difference between 'He's been to India.' and 'He's gone to India.'?
- 3 Which phrase using the word 'time' means 'do something slowly'?
- 4 If something 'gets you down', what does it do?
- 5 Can you think of the name of a country we use 'the' before?



Work Wonders



look ahead

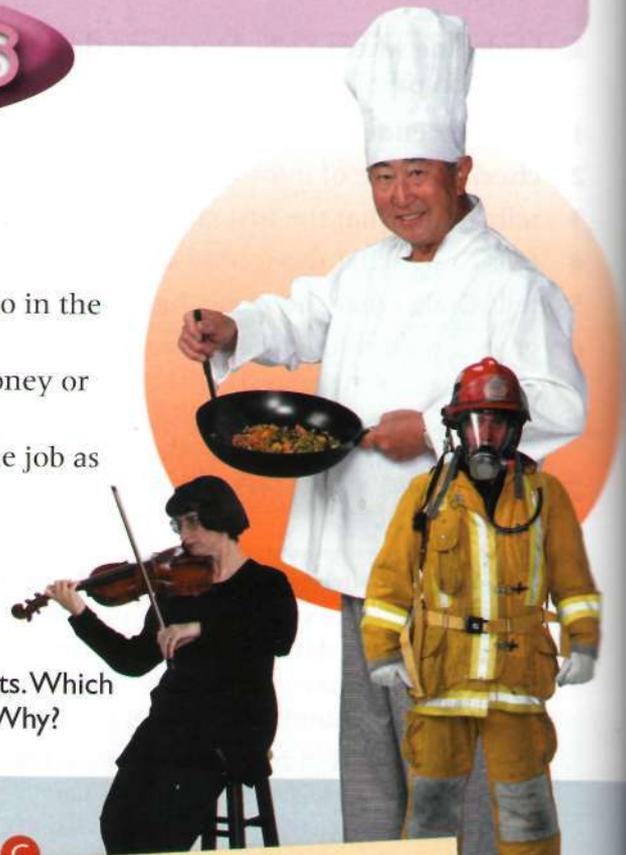
In this unit, we are going to **read** advertisements for jobs, **listen** to a radio interview, **speak** about employment, **write** a report and **study** past perfect tenses.

Start thinking!

- What job would you like to do in the future? Why?
- Which is more important, money or job satisfaction?
- Would you like to do the same job as your parents? Why? / Why not?

Reading

- Read the job advertisements. Which job would you rather do? Why?



A

Sales Manager

We are a top company in the music industry with stores all over the world. Due to new opportunities in Eastern Europe, a new post of Sales Manager: East is being created. We are looking for someone who has worked in sales for at least five years and who has had the chance to manage a team before. The salary starts at €25,000.

If you are looking for a challenge and you are prepared to travel frequently to our offices in Eastern Europe, contact us to request an application form. Noise Music Ltd, P.O. Box 7, London N1

C

Babysitter wanted,

evenings only. A professional couple are looking for someone to take care of 5-year-old Nathan. This position would suit a teenager or young woman. If Nathan likes you, that's more important than qualifications and experience. All applicants will be interviewed. Please apply in writing to Dr Conrad, The Elms, Chelmsford. A photograph would be appreciated.

B

Great opportunity

for the right person. Work from home and earn up to €500 per week! Full training is given. This job involves calling carefully chosen clients and telling them about special offers from a number of companies. All expenses are paid by us. Whether you want to work full-time or part-time, this could be the chance you have been looking for. Call our offices on 0775-884345 now!

D

Help a Granny

The charity *Help a Granny*, which organises trips for old people in the local area, has just been given a second mini-bus. *Help a Granny* is looking for a driver to work two days a week. The successful applicant will hold a clean driving licence and be at least 35 years of age. Please note that this post is voluntary work, although expenses will be paid and the charity covers all insurance and petrol costs. Contact Mrs O'Grady for an application form on Chelmsford 834672.

2 Decide if the statements are true (T) or false (F).

- 1 Noise Music want the applicant to phone them.
- 2 The babysitter would be working for a doctor.
- 3 Help a Granny have two mini-buses to use on trips.
- 4 Fun TV broadcasts to the whole country.

E

New restaurant in the centre of town is now looking for staff. We are an expanding chain of quality restaurants and we have vacancies for chefs. All chefs must hold a Safe Cooking Certificate, although previous restaurant work is not necessary. Uniform and full training provided. Apply in writing to Bistro Ltd, Pudding Lane, London.

Speak to the Stars!

Have you ever wanted to work in television? Local channel, Fun TV, is looking for researchers. This job involves making phone calls, arranging interviews and finding out any information we need from the internet and local library. Who knows? You might be the person to arrange the next interview with Leonardo DiCaprio or Britney Spears! This could be your chance to start working in the media. Call John on 0775-82323 and get your career going!

Focus on FCE: Reading Part 3

3 Read the job advertisements again. For questions 1-10, choose from the advertisements (A-F). The advertisements may be chosen more than once.

Which job(s):

- | | | | |
|--|----------|---------|---------|
| could definitely be done part-time? | 1 | 2 | 3 |
| do you need a qualification for? | 4 | 5 | |
| would not suit someone afraid of flying? | 6 | | |
| do you not get paid to do? | 7 | | |
| do you have to have experience for? | 8 | | |
| would interest someone who can use a computer? | 9 | | |
| would suit a 16-year-old girl in Chelmsford? | 10 | | |

Word BOX

4 Use words or phrases from the advertisements to complete the definitions. You've been given the first letter to help you.

- 1 The amount of money you get paid every year to do a job is called your s.....
- 2 An a..... f..... is something you fill in when you apply for a job.
- 3 If a company pays your e....., they pay for taxis, meals, travel, etc.
- 4 When you write a letter to apply for a job, you apply i..... w.....
- 5 A person applying for a job is called an a.....
- 6 Work which you do for a charity and which you don't get paid for is called v..... w.....
- 7 The s..... are all the people who work for a company.

Did you enjoy reading the advertisements?
Did you learn anything? Why? / Why not?

Grammar clinic



Past perfect tense review

▶ Look at *Grammar database* pages 167-168 before you do the exercises.

1 Read the sentences and decide if the statements are true (T) or false (F).

1 I *had* already *worked* as a waiter so I had some experience when I applied for the job.

This describes an action before the main time in the past.

The action was completed before the main time in the past.

2 Sarah needed a holiday because she *had been working* too hard.

This describes a continuous action before the main time in the past.

The action was completed before the main time in the past.

2 Circle the correct tense in each sentence.

1 By the time Claire retired, she *worked/had been working* there for 20 years.

2 Before I filled in the application form, I *had called/had been calling* them to ask for more information.

3 It was the first time John *was working/had worked* on a computer.

4 The boss phoned before I *had finished/hadn't finished* the letter he asked me to write.

5 Mr Turner worked as a chef for while and then *decided/had decided* to apply for a job as a fireman.

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

1 The staff were quite tired because customers had been coming in all morning.

2 Because he had never been working from home, my brother didn't know what to expect.

3 Somebody else got the job before I hadn't had a chance to send in my application form.

4 Dad had been driven all day so he was really tired when he got home from work.

4 Complete the sentences using the verbs in brackets in the past perfect simple or continuous. You may need to use a negative form.

1 When I started working here, it was the first time I (work) in an office.

2 Luckily, we (already write) the report when the boss arrived.

3 I (wait) for the bus to work for half an hour when it finally turned up.

4 Helen decided to speak to her manager because she (have) problems with the others in the office.

5 Alex (work) in a supermarket before, so he knew exactly what to do.

6 My uncle (try) to find a job for months when he finally found what he was looking for.

Vocabulary builder



Occupations

- 1 Match the jobs from the box with the definitions.

accountant • journalist • electrician • plumber
sales rep • civil servant
civil engineer • labourer • architect • miner

This person ...

- 1 does hard physical work, such as repairing roads.
- 2 designs houses and other buildings.
- 3 deals with the income and the expenses of a business.
- 4 writes articles and reports for a newspaper.
- 5 works in a government office, for example in a tax office.
- 6 digs coal or gold, etc from underground.
- 7 deals with the water system in buildings.
- 8 designs and builds roads and bridges, etc.
- 9 deals with the electrical system in buildings.
- 10 sells products to businesses.

- 2 Complete the explanations of the words and phrases in bold with one word.

- 1 When you are **on strike**, you don't in order to try to force your employer to change something.
- 2 When you **get the sack**, you your job, often because you did something wrong.
- 3 When you work **overtime**, you work hours than usual.
- 4 When your employer **promotes** you, you are given a job than before.
- 5 When you **retire**, you working permanently because you are old enough to do that or because your health is bad.



Word formation: suffixes

- 3 Make the words into nouns using one of the suffixes in the box. Be careful with spelling.

-ness -ment -tion -ity

- | | |
|----------|-----------|
| 1 active | 6 employ |
| 2 enjoy | 7 attract |
| 3 kind | 8 pay |
| 4 major | 9 promote |
| 5 polite | 10 lazy |

Confusable words

- 4 Circle the correct word in each sentence.

- 1 I want a job I enjoy and I don't mind how much money I *earn/win*.
- 2 Never mind! Let's hope we *earn/win* some money next time we buy a lottery ticket!
- 3 The *salary/wage* for this position is €30,000 a year.
- 4 I have to go to the manager every Friday to pick up my *salary/wage*.

Listening

- 1 You are going to listen to an extract from an interview with two careers officers. As you listen, complete the sentences with a number.
- Craig has been working as a careers officer for years.
 - He visits approximately schools every year.
 - Susan talks to about pupils about careers each year.
 - Each careers interview lasts about minutes.

Focus on FCE: Listening Part 4

- 2 Listen to the whole interview. For questions 1-5, choose the best answer (A, B or C).
- What does Craig say about the work of a careers officer?
 - It has changed completely over the years.
 - It is similar to what it used to be.
 - It's better than the other jobs he's done.
 - Only one in ten of the people who want to become doctors
 - succeed in their ambition.
 - become lawyers.
 - are successful in other professions.
 - Craig suggested the air force to the young man because he
 - wanted to change his mind about being an astronaut.
 - thought it was probably the best way to achieve his aim.
 - was sure that astronauts started in the air force.
 - Craig's advice is that you should
 - be ready to choose a completely different career.
 - only talk about your ambition if you really mean it.
 - become a doctor if you can't become an architect.
 - Susan's advice is that you should
 - become a lawyer if you like helping people.
 - get legal advice before choosing your career.
 - find out more about the job you want to do.

Speaking

- 1 Complete the words and phrases to express uncertainty.
- I don't know ...*

I'm not s.....

I'm not c.....
 - ... but I think ...*

... but I s.....

... but I i.....
 - ... may ...*

... m.....

... c.....

Useful Phrases

Focus on FCE: Speaking Part 4

- 2 In pairs, choose four or more of the questions to talk about. Use the phrases from exercise 1 to help you.
- What do you think is important when choosing a career?
 - Do you think people work too hard nowadays?
 - How do you think the world of work is changing?
 - What do you think it would be like to work from home?
 - What problems do people face when they are unemployed?

I haven't really thought about that. I suppose ...

The salary is important, and so is ...

I imagine the biggest problem is ...

silent letters

Read the words and underline any silent letters. Listen and check.

listen lamb comb pneumonia
plumber climber tomb knight

See *Speaking database* on page 158.



Use of English

Comparatives and superlatives

→ Look at *Grammar database* pages 168-169 before you do the exercises.

- 1 Complete the sentences using either the comparative or the superlative form of the adjective in brackets.
- 1 This job is much (easy) than my last one!
- 2 I imagine the life of a lawyer is (challenging) than that of a shop assistant.
- 3 Chris should make a good actor because he's (confident) child I know.
- 4 Doctors are generally (well) paid than nurses.

2 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

1 I've never read such a boring book about being an actor. **interesting**

This is about being an actor I have ever read.

2 I had expected the job to be more difficult than it was. **as**

The job I had expected.

3 Everyone in the office took much longer to finish their work than Kim. **quickly**

Kim finished her work everyone else in the office.

4 I got more satisfaction from my old job. **less**

I am I was in my old job.

Focus on FCE: Use of English Part 3

3 For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

JOB SATISFACTION

One thing that people get from their (0) OCCUPATION is, of course, **OCCUPY**
 money. Most people wouldn't do the job they do if it wasn't for
 the (1) at the end of each day, week or month. However, **PAY**
 the (2) of people want more than just a good salary. There **MAJOR**
 are many other things which add up to 'job satisfaction', the
 feeling of (3) you get from doing a job that makes you **ENJOY**
 happy. What people in (4) want from a job varies greatly **EMPLOY**
 from person to person. For some, the chances of (5) make a **PROMOTE**
 big difference. For others, working in a creative environment with
 other people makes them (6) than they would be working **HAPPY**
 alone. When planning your career, you should consider all the
 (7) involved in a job and decide how each one suits your **ACTIVE**
 personality. If you're considering becoming a (8) , for **JOURNAL**
 example, do you like meeting members of the public? If you're
 thinking of becoming an (9) , do you enjoy detailed work **ACCOUNT**
 with numbers? Just because one job is (10) paid than **WELL**
 another, it doesn't mean it's the job for you.



Writing

Focus on FCE: A report

▶ Read about reports in the *Writer's database* on page 151 before you do the exercises on this page.

- 1 Read this writing task. Who is the report to and what is the subject?

Imagine you work as a careers officer. Your manager, Mrs Carter, has asked you to write a report for the headteacher of a local school, Mrs Smith. She wants a report on the ambitions pupils at her school have so that she can decide what school trips to organise.

Write a **report** of between **120** and **180** words in an appropriate style.



- 2 Decide if the statements are true (T) or false (F).

- 1 The aim of a report is to present information in a clear way.
- 2 You should never give your own opinion in a report.
- 3 Reports are usually quite informal.
- 4 It's usually a good idea to give each paragraph a heading.
- 5 The last paragraph often contains suggestions.

Working model

- 3 Read the answer to the writing task.

To: Mrs Smith

From: Lisa Roberts

Subject: Pupils' ambitions

INTRODUCTION

As requested, I have prepared a report on the ambitions of pupils at Merton Secondary School. I spoke to 125 pupils and the results are presented below.

PROFESSIONAL POSITIONS

A large number of students, about sixty per cent, stated that they intended to follow professional careers as doctors, lawyers, architects and teachers. All pupils in this category seemed to be aware of the need for a university degree.

SERVICE POSITIONS

Around twenty per cent of the pupils would like to leave school at eighteen and work in hotels, shops, restaurants and other services. Very few pupils in this category had a realistic idea of the job they wanted to do.

OTHER PUPILS

Ten per cent of students had still not decided on a career, and another ten per cent were planning to train as electricians, plumbers and other similar occupations.

CONCLUSION

To sum up, some pupils seem well-informed while others need more advice about their chosen career. I would recommend organising a visit to a large local hotel to give all pupils a better idea of work in the service industry.

4 Find formal phrases in the report on page 38 that mean the same as these informal phrases.

- 1 You asked me to, so I have ...
- 2 ... here is what I found out.
- 3 ... said that they planned to ...
- 4 ... and jobs like these.
- 5 You should organise ...

→ Ready to write!

5 Look at this writing task. Who is the report to and what is the subject?

Imagine your teacher has asked you to write a report on your classmates' ambitions. She wants to use the information to choose someone to invite to speak to the class.

Write a **report** of between **120** and **180** words in an appropriate style.



6 Do your research. Complete the notes.

Number of pupils in my class:

Number of pupils who

- want to follow a professional career.
- want to work in the service industry.
- want to do something else or don't know.

7 Make a plan of your answer. Use your notes.

- How are you going to start your report?
To:
From:
Subject:
- What's the title of your first paragraph?
- How are you going to start it?
- What are the titles of your other paragraphs?
- How are you going to start your final paragraph?
- Which group of pupils do you think needs advice the most?
- Who would be a good person to invite to give that advice?
- Write a formal sentence making your suggestion.

→ Now write!

8 You are now ready to write your report. Use formal language and present your information clearly. Make a clear recommendation.

→ Check it out!

9 Check your work. Tick what you have done.

- | | |
|---|--------------------------|
| I have started the report in the correct way. | <input type="checkbox"/> |
| I have used formal language. | <input type="checkbox"/> |
| I have given my paragraphs clear headings. | <input type="checkbox"/> |
| I have made a good recommendation. | <input type="checkbox"/> |
| I have checked my spelling and my grammar. | <input type="checkbox"/> |
| My report is between 120 and 180 words long. | <input type="checkbox"/> |

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What do you fill in to apply for a job?
- 2 Who does a civil servant work for?
- 3 What's the noun from 'lazy'?
- 4 What do we call the person who gives us advice on choosing a job?
- 5 Which of these words has a silent letter?
mumble climber grumble

Show you know!

1 Choose the correct option.

- 1 All the for the job seem to have a lot of experience.
A expenses B applicants C staff D applications
- 2 My aunt's really worried that she's going to get the and be unemployed.
A sack B strike C post D vacancy
- 3 Why don't you send in an application for the job? You might get it!
A paper B form C report D list
- 4 Diane's really successful! She's just been to Senior Manager.
A employed B placed C promoted D applied
- 5 Greg's a waiter, and his isn't really very high.
A expenses B payment C salary D wage
- 6 Imagine how exciting it must be to be a and to interview famous people!
A sales rep B journalist C miner D accountant
- 7 This might sound a bit, but I love doing exams!
A weird B valuable C traditional D balanced
- 8 Have you ever thought of doing work, maybe for a charity?
A expensive B worthless C voluntary D priceless
- 9 My grandfather used to be a teacher but he years ago.
A afforded B promoted C balanced D retired
- 10 I'd like to be a because you have a lot of security working for the government.
A sales rep B civil servant C plumber D labourer

2 Complete the sentences using the correct form of the verbs in brackets.

- 1 I suppose I (know) Tony for six years now.
- 2 By the time Ian got to the station, the train (leave).
- 3 Diane (cook) since 5 o'clock and she still hasn't finished dinner!
- 4 We (see) this programme before.
- 5 I (learn) English for about five years now.
- 6 I was tired when you saw me yesterday because I (work) all day.
- 7 My dad (visit) China twice and India once.
- 8 Let's go to the cinema when you (finish) your homework.

3 Circle the correct verb in each sentence.

- 1 Last summer, I *went/did/played* fishing almost every day.
- 2 My sister *goes/does/plays* gymnastics three times a week.
- 3 *Going/Doing/Playing* swimming is probably my only hobby.
- 4 Some people spend too much time *going/doing/playing* video games.
- 5 I'm really looking forward to *going/doing/playing* camping next month.
- 6 I think more boys should think about *going/doing/playing* ballet.
- 7 Have you ever *been/done/played* skiing? It looks really difficult.

4 Complete the sentences using an appropriate word.

- 1 Don't rush! your time and you'll do a much better job.
- 2 People who are unemployed often have more time on their
- 3 I got to school just time for the start of the lesson.
- 4 I'm quite busy, but I try to time to do my hobbies.

5 Choose the correct option.

- 1 Many teachers leave the profession the long hours.
A because B because of
- 2 Many people that working overtime is a good way of making more money.
A think B think so
- 3 Let's all hide and surprise Janette when she back from the shop!
A gets B will get
- 4 You need to a degree in architecture to become an architect.
A get B get to

7 Read this text. For questions 1-10, use the word given at the end of each line to form a word that fills the gap. There is an example at the beginning (0). You will get two marks for each correct answer.

Many people, perhaps even the (0) *majority*, are not particularly happy in their job. They go to work, get paid, and (1) for them is just a way of paying the bills. This leads to (2) at work and unhappy workers often don't show enough (3) to customers or (4) to their fellow workers. Many people feel that they have no chance of (5) and they are unhappy with the (6) conditions. If you want to get (7) from your work, make sure that it involves doing an (8) that you like. Ask yourself whether the job will have the same (9) after five years. A careful choice now can save you a lot of (10) in the future.

MAJOR
EMPLOY
LAZY
POLITE
KIND
PROMOTE
WORK
ENJOY
ACTIVE
ATTRACT
HAPPY

41-50 That's great! Keep it up!

51-60 Well done! You really know your stuff!

Score: _____ / 60



5

The Global Village

look ahead

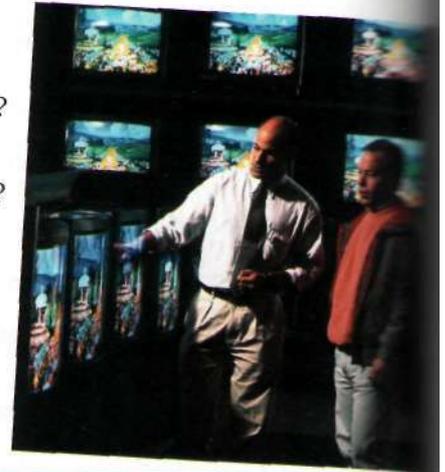
In this unit, we are going to **read** about the history of television, **listen** to extracts from different TV programmes, **speak** about past experiences, **write** a story and **study** the passive.

Start thinking!

What does the word 'media' mean to you?
How much TV do you watch?
What kinds of TV programme do you like?

Reading

1 Read the magazine article. What is surprising about what it says?



Without even thinking about it, we click the remote to turn our TVs on. Then we turn over to find a channel we want to watch and sit back to enjoy full colour entertainment, news and sport. Television is a global success story. How did it all begin? Amazingly, it first took its modern form in the mind of a thirteen-year-old American boy called Philo T. Farnsworth.

The basis for modern telecommunications was created in the nineteenth century. The telegraph, which was invented in 1837, meant that messages could be sent round the world. The telephone followed in 1876. For the first time, people's voices could be sent over long distances. 1 It was only with the invention of the

How it all began

radio in 1901 that suddenly people were capable of sending messages through the air over long distances. The first radio shows were almost twenty years away.

The idea of sending images along with sound seemed to be an impossibility. Although cinema had been invented in 1895, there seemed no way to get these moving pictures to fly through the air. At first, inventors such as John Logie Baird in Britain worked on mechanical systems. This used spinning discs inside the television which allowed light through small holes.

2 In order to develop, television needed to be electronic, and the story of electronic television goes back to the small town of Rigby, Idaho, in 1922.

Philo T. Farnsworth was a very clever student. He was fascinated by electricity and built electrical machines to make the work on his parents' farm easier. He read an article in a magazine that described mechanical television and realised that it could never be fast enough to produce good pictures. 3 Gradually, an idea formed in his mind. Magnets could be used to control electrons to make a picture.

He went to the only other person in Rigby who he felt might understand the ideas – his chemistry teacher, Justin

2 Match these dates to what happened.

- 1 1837
- 2 1876
- 3 1895
- 4 1901
- 5 1922
- 6 1927

- a Electronic TV was first explained.
- b The telephone was invented.
- c The radio was invented.
- d The telegraph was invented.
- e The first pictures were seen on electronic TV.
- f The cinema was invented.

Talman. He drew diagrams on the blackboard explaining how it would work. **4** There was no way they could build a working model, though, and soon Philo's family was forced to move to find work.

Eventually, Farnsworth went to Brigham Young University, where he continued to develop his ideas for electronic television. After university, he set up his own business repairing radios. All the time he was doing this, he was looking out for the chance to raise money to develop his world-changing invention. **5** After work one day, Farnsworth explained his idea and the men agreed to provide some of the money and raise the rest.

Farnsworth finally registered the patents for his idea in 1927. Later that year, he managed to see the first images on his system. It was still many years before television became the force it is today, but it was on its way. Shortly after the end of the second world war, TV pictures were being broadcast into homes across America and, soon, across Europe and the rest of the world. **6** Billions of us every day around the world stay up to date with the news headlines, follow our favourite sports team or laugh at a comedy show. And it's all because of an idea in the mind of a young boy nearly a hundred years ago.

Focus on FCE: Reading Part 2

3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A Television became a part of everyday life, as it still is.
- B It finally came when he got a job with two rich investors, George Everson and Leslie Gorrell.
- C However, wires were needed to connect people who wanted to communicate.
- D Nobody understood how it worked, but it was very impressive.
- E Over the next few weeks, they developed the ideas together until they were convinced it could succeed.
- F Although images were sent, they were very basic.
- G As he worked in the fields, his brain played with the idea of television.

Word BOX

4 Find words or phrases in the article that mean the following. You've been given the first letter to help you.

- 1 change channels on a TV
t..... o.....
- 2 worldwide
g.....
- 3 electronic means of communication
t.....
- 4 pictures
i.....
- 5 send (a programme) through the air
b.....
- 6 informed about the latest news
u..... t..... d.....
- 7 titles of news stories
h.....

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



The passive

Look at *Grammar database* pages 169-170 before you do the exercises.

- 1 Read the sentences and phrases from the magazine article on pages 42 and 43. Tick the reasons why we might use the passive.

The basis for modern telecommunications was created in the nineteenth century.

For the first time, people's voices could be sent over long distances.

Although cinema had been invented in 1895, ...

We might use the passive when

- a we don't know who did something.
- b it's not important who did something.
- c we want to emphasise something.
- d we think our reader doesn't understand.

Now underline all the examples of the passive you can find in the article.

- 2 Rewrite the sentences in the passive.

- 1 Someone first suggested the idea of the internet in the 1960s in America.
- 2 They deliver our newspaper to the house every morning.
- 3 Someone told me that the BBC is planning a new channel.
- 4 People say that the internet is a great way to receive international news.
- 5 Jill gave me a great book about working in the media.

- 3 Choose the correct passive version of each sentence.

- 1 They broadcast the news report by satellite.
 - a The news report broadcasts them by satellite.
 - b The news report was broadcast by satellite.
- 2 Satellite television is bringing people closer to each other.
 - a People are being brought closer to each other by satellite television.
 - b People are bringing satellite television closer to each other.
- 3 They showed that new Spielberg film on cable last night.
 - a Cable has shown that new Spielberg film last night.
 - b That new Spielberg film was shown on cable last night.
- 4 Somebody has stolen our television, so I missed the big match.
 - a Our television was being stolen by someone so I missed the big match.
 - b Our television has been stolen so I missed the big match.

- 4 Read this short article about making a news report. Then rewrite it in the passive.

'How do we put together a story? Well, to begin with, we receive a call at the news centre. Then, we send one of our reporters to get more information. The reporter interviews anybody who knows anything about the story and the cameraman records the interviews. The reporter also checks the facts with official sources. Back at the studio, we edit the story ready for the next news bulletin. We broadcast the news on the hour, 24 hours a day.'



Vocabulary builder



Television programmes

- 1 Complete the sentences with a word or phrase from the box.

documentary • sitcom • game show
reality show • soap opera • chat show

- 1 A is funny and each programme usually lasts for half an hour. Every show has the same characters.
- 2 A is a factual programme and it might be about the environment or politics.
- 3 On a, famous people are interviewed about their careers and their recent work.
- 4 A is a show about different characters who live in the same area or who work together. They usually have very dramatic problems and the story continues for a long time.
- 5 On a, members of the public play games or answer questions to try to win prizes.
- 6 On a, we watch members of the public living together. We follow their relationships and one of them leaves each week.



Can you name one of each type of programme? Which types of programme do you prefer to watch?

- 2 Match the people with the descriptions of what they do.

- | | | |
|--------------|---|--|
| 1 presenter | a | tries to win prizes on a game show |
| 2 contestant | b | tells people watching about important events |
| 3 viewer | c | films the show so that people at home can see it |
| 4 producer | d | watches a TV programme |
| 5 cameraman | e | decides which TV programmes should be made |
| 6 newsreader | f | introduces the show and the people on it |

Phrasal verbs with on

- 3 Phrasal verbs with *on* often have meanings connected to starting something or continuing something. Circle the correct phrasal verb in each sentence.

- 1 Do you think you could *open on/turn on* the TV for me, please?
- 2 Sorry, but I can't hear the radio if you *carry on/put on* making so much noise.
- 3 I hated this programme at first, but now it's *coming on/growing on* me.
- 4 I'm going to *bring on/log on* and see if I've got any email.
- 5 There are two people on *Life in the House* who just don't *take on/get on* with each other at all!
- 6 I don't think they should *put on/come on* violent programmes in the early evening.

Now match each phrasal verb with a definition. Put the phrasal verbs into the infinitive.

- | | |
|---|-------|
| have a good relationship | ..... |
| broadcast on TV | ..... |
| start something working | ..... |
| connect to the internet | ..... |
| continue | ..... |
| become more attractive to you after some time | ..... |

Which other phrasal verb means 'continue'?

..... on

Idioms: the media

- 4 In pairs, talk about what you think these idiomatic phrases might mean.

- | | |
|--------------------|-------------------|
| be front-page news | hit the headlines |
| a couch potato | be on the air |
| be on the spot | |

Listening

- 1 You are going to listen to extracts from five different programmes. As you listen, match each extract to a programme type.

Extract 1	a documentary
Extract 2	b sitcom
Extract 3	c game show
Extract 4	d chat show
Extract 5	e soap opera

Focus on FCE: Listening Part 1

- 2 You will now hear the extracts again in a different order. For questions 1-5, choose the best answer (A, B or C).
- 1 You hear this woman speaking on the TV. What is she saying?
- A She is planning to get divorced.
B Brad isn't who people thought he was.
C Brad's cousin isn't really her son.
- 2 You hear this man speaking on the TV. What does the government say?
- A The number of unemployed people has gone down.
B The number of businesses closing has gone down.
C The number of people missing has gone down.
- 3 You hear this conversation on the TV. What does Chris want?
- A to take the dog with him
B to get something he left behind
C to prove that the woman is wrong
- 4 You hear this man speaking on the TV. What does the man say about his guest?
- A The show she is in has made her famous.
B She was a failure in films.
C She is enjoying success at the moment.
- 5 You hear this man speaking on the TV. What does the man tell Amy?
- A If she is nervous, she won't win the prize.
B If she loses, she will still get some money.
C If she wins the car, she'll also win some money.

Speaking

- 1 Make notes to answer the questions.
- Have you ever been on television?
When? What was it like?
Would you like to be? Why? / Why not?

Focus on FCE: Speaking Part 1

- 2 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases below to help you.
- Have you ever watched TV programmes in English?
 - Have you ever been on television? Would you like to be?
 - Has anybody you know ever been in the news?
 - Do you like phone-in programmes? Have you ever called one on TV or on the radio?

Actually, no, I haven't, but I would like to because ...

Useful Phrases

In fact, yes, I have. It was ...

Yes, and it was a great experience. I ...

No, luckily, and I think that ...



Circle the words that have the same vowel sound in them. Listen and check.

1	word	sorry	fear	bird
2	hard	heard	murder	bread
3	fair	fur	first	far
4	mean	meant	learn	burn
5	sir	occur	part	sour

See Speaking database on page 158.

Use of English

Countable and uncountable nouns

➔ Look at *Grammar database* pages 170-171 before you do the exercises.

1 Are these nouns countable, uncountable or both?

advice • sheep • equipment • furniture • wood • chicken • paper • hair • news • luggage • chocolate
clothes • information • fact • interest • jeans • money • journey • trousers • bone • rice

2 Correct the sentences that have mistakes in them and tick the correct ones.

- | | |
|---|--|
| 1 Any television studio has a lot of valuable equipments in it. | 4 I used to write for a paper and give advices to readers with problems. |
| 2 The programme was interrupted to bring the viewers an important news. | 5 Most of us get a great deal of information through the media. |
| 3 Most people who read the news on TV wear a suit, rather than a jean. | |

Homonyms

3 Match each verb with two definitions.

- | | | | | | |
|-------------------------|-----------------------|----------------------------|---------|-----------|---------|
| 1 realise | 2 run | 3 feel | 4 order | 5 suggest | 6 argue |
| a quarrel, row | e suddenly understand | i command | | | |
| b move quickly | f manage (a business) | j experience an emotion | | | |
| c remind you of | g propose | k ask for | | | |
| d touch with your hands | h make a point | l make (a dream) come true | | | |

Focus on FCE: Use of English Part 3

4 For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

BIG BROTHER'S LESSONS?

Love them or hate them, (0) REALITY shows are very popular. Why are we so interested in the (1) and in the (2) of ordinary people? It's because they are just like us. We see ourselves in them and in their daily struggles with each other. We all have strong (3) towards the people we live and work with. Often, we find it hard to get (4) on any problems we are having. We think other people might think less of us because of our problems. By watching the (5) they make on our screens, we gain (6) about how other people react to tense situations and what the results of their actions are. It's almost like a (7) experiment, with the house and the people in it as a laboratory. We can see when they are (8) and make the situation worse. We can also see when they manage to solve their problems with each other. This (9) helps us in our own lives. As always, TV is much more than just (10)

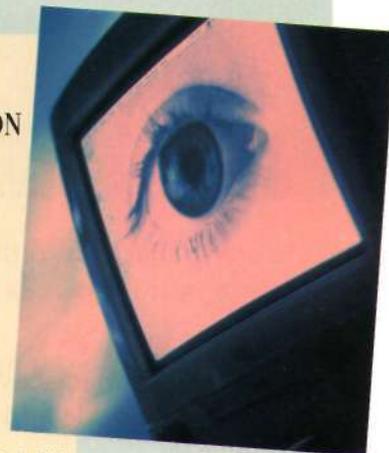
REAL
RELATION
ARGUE

FEEL
ADVISE

DECIDE
KNOW

PSYCHOLOGY
SUCCEED

INFORM
ENTERTAIN



Writing

Focus on FCE: A story

Read about stories in the *Writer's database* on page 152 before you do the exercises on this page.

- 1 Read this writing task. Who do you think is going to read the story?

A local radio station is holding a competition for stories written by listeners. The winning stories will be read on the radio. The competition rules state that all stories must begin with these words:

I had never imagined I would see myself on the news.

Write a **story** of between **120** and **180** words in an appropriate style.

- 2 When you write a story, descriptive language is important. Put the adjectives into the correct column. Some of them may go in more than one column.

terrible • excited • wonderful • depressed
terrific • nervous • dreadful • awful • great
cool • horrible • perfect • amazing

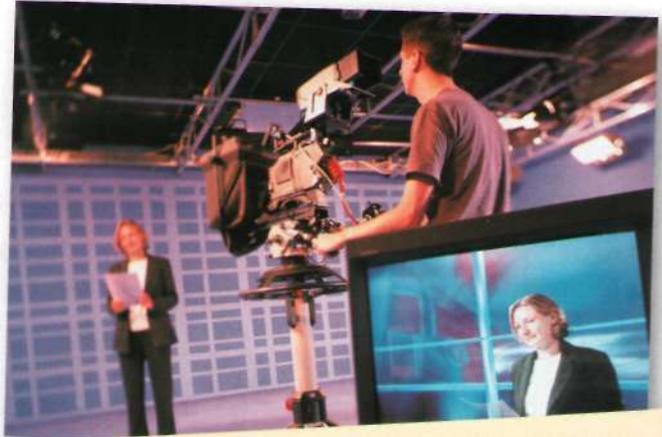
'very good'	'very bad'	feelings
.....
.....
.....
.....
.....

Add more adjectives to the boxes and compare your ideas.

- 3 Underline any adjectives from your lists that can be made into adverbs by adding *-ly*.

Working model

- 4 Read the answer to the writing task. Underline all the descriptive adjectives and adverbs the writer has used.



IT WASN'T ME!

I had never imagined I would see myself on the news. It was awful! The newsreader was talking about a robbery and there, on the screen, was a picture of me. 'Mum! I'm on television!' I shouted, and she ran into the living room.

'That's great!' she said and then suddenly stopped. She looked at me, and then back at the screen.

'I didn't do it. I'm innocent!' I said quickly. 'What should I do?'

My mum suggested that we go the police station. I wasn't sure. I didn't want to go to prison for a crime I hadn't committed! Mum said that I had to convince them that they wanted the wrong person.

We got to the police station and I went inside nervously. I explained who I was and they asked me lots of questions. I answered them honestly. Eventually, they believed I was innocent. It was a wonderful feeling when I finally walked out of the police station!

The next night, they said on the news that the police had caught the person who committed the robbery. He looked a little like me. My nightmare was finally over.

5 Decide if the statements are true (T) or false (F).

- 1 The writer starts with the right words.
- 2 The writer sometimes uses short sentences for dramatic effect.
- 3 The writer uses direct speech to tell us what people said.
- 4 The writer uses exclamation marks to add drama and excitement.
- 5 The story doesn't have a beginning, a middle and an end.

Ready to write!

6 You are going to write your own story to enter the competition. Make a plan of your answer. Use your imagination.

- Where do you have to put the sentence you have been given?
- How did you feel when you saw yourself on the news?
- Why were you on the news?
- Who else was involved?
- How did they feel? Did they say anything?
- What happened after you saw the news?
- Then what happened?
- What happened in the end?
- How did you feel in the end?



Now write!

7 You are now ready to write your story. Make sure you use good descriptive language. Try to create drama by using direct speech.

Check it out!

8 Check your work. Tick what you have done.



look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 How old was Philo T. Farnsworth when he had the idea for electronic TV?
- 2 What do we call the title of a news story?
- 3 We make the passive using which auxiliary verb?
- 4 What is a 'couch potato'?
- 5 Which noun is countable?
jeans news facts
- 6 What two meanings of 'argue' do you know?

6

Come Rain or Shine

look ahead

In this unit, we are going to **read** about forecasting the weather, **listen** to an interview with a scientist, **speak** about the weather, **write** an article and **study** ways of talking about the future.

Start thinking!

What's the weather usually like in each season in your area?

Think about:

- spring
- summer
- autumn
- winter

Reading



- 1 Read this extract from a book. Would you like to do what the writer suggests?

- 2 Read the sentences. Do you think the writer of the book agrees or disagrees with them?

- 1 Traditional wisdom isn't very reliable.
- 2 The professionals rely on the amateurs.
- 3 You should know the usual weather patterns.
- 4 You can benefit from your forecasts.

Do-It-Yourself Forecasts

*When the wind is in the west, the weather is always best.
When the wind's in the south, the rain's in its mouth.*

- Have you heard sayings like these before? Or have you heard that when cows lie down it's going to rain? Maybe you've heard that a sunny Christmas Day means we're going to have a warm Easter. Many cultures have traditional ideas about how to forecast the weather and they all have one thing in common: they are not very accurate. Most of **them** are about as accurate as saying that the weather tomorrow will be more or less the same as today. The weather is too complicated to be forecast easily and simply.

How do meteorologists go about trying to forecast the weather? The first thing they need is information, and lots of it. Data is constantly collected from weather stations around the world. Weather balloons tell us what is happening at high altitude. Satellites give us images of cloud cover and wind direction. All this information is processed by computer and combined with information about the normal climate of a region to produce the forecast. Even so, we can only accurately forecast the weather for the next couple of days.

Can't we amateurs forecast the weather at all, then? Yes, we can, but to be a great amateur

meteorologist you need to do some of the things the experts do. First of all, collect your information. You need to know about the climate in the area where you live. What's a typical summer like? How much rain normally falls in October? If your area never gets fog in the summer, then a forecast of fog in July is unlikely to be accurate.

The next thing you need to take into account is local geography. Are there any mountains nearby? They could affect the wind. Are you by the coast? That could affect rainfall. All these factors need to be considered when you are trying to understand what the weather is going to do next. You'll also need some basic equipment: a good thermometer, a barometer to measure pressure in the atmosphere and, if possible, a wind meter. Start to keep records of the temperature, pressure and wind speed and direction each day.

Then it's a question of using your eyes, and even your ears. Listen to the radio. Is there a lot of static? Together with falling atmospheric pressure, that probably means that the weather is going to get worse. Go outside and listen. Do sounds seem clearer than usual? Is there a kind of ring around the Sun or Moon? It could mean

Focus on FCE: Reading Part 1

- 3 Read the text again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.
- 1 What does 'them' in line 7 refer to?
 - A different cultures
 - B traditional ideas about the weather
 - C most weather forecasts
 - D the weather on different days
 - 2 The writer does not mention that forecasters collect information about
 - A the weather very high in the atmosphere.
 - B the accuracy of forecasts in the past.
 - C the amount of cloud over an area.
 - D the way the wind is blowing.
 - 3 What does the writer say you need to know about your area?
 - A the forecasts of the experts
 - B the general patterns of weather
 - C how rain affects local people
 - D how summer fog is caused
 - 4 The writer suggests that the amateur forecaster should
 - A buy a lot of accurate equipment.
 - B get a good map of the area.
 - C make notes about changes in the weather.
 - D live in a flat area away from the sea.
 - 5 You might be able to forecast good weather when
 - A the reading on your barometer is falling.
 - B you can hear sounds very clearly.
 - C low clouds start to disappear.
 - D the moon is very bright in the sky.
 - 6 To make accurate forecasts, you need to have
 - A experience of forecasting.
 - B good planning.
 - C time to watch the weather change.
 - D a good memory.

that it's going to rain. Is your barometer rising and do the clouds seem to be getting higher? It probably means that the weather is clearing up.

With a little practice, your forecasts will become more accurate. Soon, you'll be able to plan your day better. Are you playing football tomorrow? Well, a quick look at your equipment and a few minutes spent outside will tell you whether it's going to rain or not. Are you going skiing next week? Maybe you should forget it if there's no chance of snow.

Making your own forecasts can be a lot of fun, and who knows? You might even beat the experts!

Word BOX

4 Match the words with the definitions.

- | | |
|-------------------------------|--|
| 1 forecast (paragraph 1) | a unwanted electrical noise (on a radio) |
| 2 meteorologist (paragraph 2) | b the general weather pattern of a place |
| 3 data (paragraph 2) | c (of the weather) become better, less cloudy, etc |
| 4 climate (paragraph 2) | d person who studies the weather |
| 5 amateur (paragraph 3) | e predict |
| 6 barometer (paragraph 4) | f information, especially in the form of numbers |
| 7 static (paragraph 5) | g device for measuring atmospheric pressure |
| 8 clear up (paragraph 5) | h person who does something for pleasure, without being paid |

Did you enjoy reading this extract?
Did you learn anything? Why? / Why not?

Grammar clinic



The future (I)

Look at *Grammar database* pages 171-172 before you do the exercises.

1 Look at the book extract on pages 50 and 51. Find as many examples as you can of these ways of referring to the future and underline them.

- *be going to*
- *will*
- *could/might*
- *present continuous*



2 Choose the correct option in each sentence.

- 1 A hurricane is going to hit Florida in the next few days.
 - a This is an arrangement.
 - b This is a prediction.
- 2 Shall we check the weather forecast before we plan the picnic?
 - a This is a suggestion.
 - b This is an offer.
- 3 I'm sorry, but I'm not carrying your umbrella for you.
 - a This is an arrangement.
 - b This is a refusal.
- 4 If the weather's okay, we're visiting your grandma this weekend.
 - a This is an arrangement.
 - b This is a suggestion.

3 Correct the sentences that have mistakes in them.

- 1 We should take coats with us. The forecast says it's raining later today.
- 2 I hope it stops snowing! I meet Ben at the café at six.
- 3 It's getting very windy! We will have a storm!
- 4 Shall I turn the central heating on? It's getting a bit cold, isn't it?
- 5 That was lightning! It starts raining in a minute, I bet!
- 6 I think that in 100 years' time we are able to control the weather.

4 Read this email message. The writer has made some mistakes in referring to the future. Correct the mistakes.

To:	Jackie
Date:	14th November
Subject:	Hi

Hi Zoe! Thanks for your message. This has to be a quick note because I will meet my mum at the library in a few minutes. Do you still go to Sally's party? I think we're having a great time! What do you think the weather will be like? If it's cold, I wear my new jacket. I'm going to call Anna this evening to ask her about her plans. Aren't you seeing her tomorrow? Got to go. We'll talk later when I'll get back from the library. See you. Jackie

Vocabulary builder



The weather

- 1 Match the words in the box with the correct definitions.

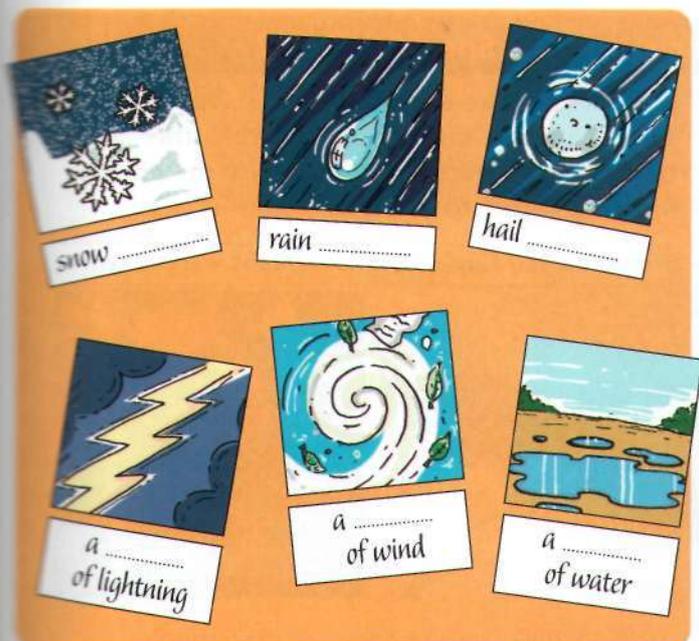
hurricane • heatwave • blizzard • shower • hail
frost • mist

- This is frozen rain.
- This is a short period when it rains.
- This is a heavy snowstorm.
- This is white ice, like a powder on the ground.
- This is light fog.
- This is a very strong storm with powerful winds.
- This is a period of very hot weather.

We can make adjectives by adding -y to three of the words in exercise 1. Which ones?

What other adjectives ending in -y do you know for describing the weather? Make a list.

- 2 Complete the words and phrases using the words in the box.



stone • gust • flake • puddle • flash • drop

Collocations

- 3 Choose the correct option in each sentence.

- We didn't go to the concert in the end because it was with rain.
a dripping b showering c pouring
- I heard that there were really winds in France last night.
a strong b heavy c wet
- In our area, we usually have warm summers and winters.
a light b mild c easy
- It looks like a shower, so we'll just wait for it to stop raining.
a moving b travelling c passing
- Don't go out without your coat. It's raining
a hard b greatly c powerfully

Confusable words

- 4 Complete the sentences using the correct form of the words in the boxes.

look • see • watch

- We were the match when suddenly it started to snow!
- I love at all the trees when it's been snowing.
- It was the first time Lee had ever snow.

nervous • upset

- Daisy will be really if we cancel the trip because of the weather.
- I get a bit when I have to speak in public.

have • spend • pass

- We always our holidays in hot countries.
- Did you a good time playing in the snow?
- If we can't play out because of the rain, let's play cards to the time.

Listening

1 You are going to listen to an extract from an interview about rainbows. Answer the questions.

- 1 What's the programme called?
- 2 What does Nicola want to know?
- 3 Where does Kate work?

Focus on FCE: Listening Part 2

2 Listen to the whole interview. For questions 1-7, complete the sentences.

The sun's energy is composed of 1, microwaves and light.

Light reaching the Earth is bent by 2 in the air.

Kate suggests looking closely at a 3

We don't see rainbows in winter because the raindrops are 4

You can create a rainbow by 5 into the air.

To do Kate's experiment, you need a mirror, the sun, a bowl of water and a 6

The next question is about the causes of 7



weak forms (1)

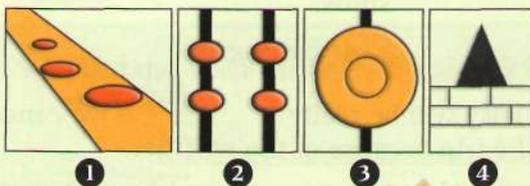
Some words are pronounced differently when they aren't stressed. Listen to how we say the underlined words in these sentences.

- and* I get a bit scared when there's lots of thunder and lightning.
- an* Don't forget to take an umbrella.
- as* It's not as cold as yesterday, is it?
- at* It started snowing at 10 o'clock and didn't stop.
- can* If it's warm, we can go to the beach.
- for* It seems like it's been raining for days.

Now try saying the sentences in the same way. If necessary, listen again.

Speaking

1 Here are some pictures of unusual things. Talk about what you think they might be. Use the phrases given.



I'm not really sure, but I think it could ...

Useful Phrases
It's not clear, but I suppose it might ...

Do you think it could be ...

I guess it might be ...

One possibility is that it's ...

Focus on FCE: Speaking Part 2

2 In pairs, compare the photographs. One of you should read the instructions and the other should talk for one minute. Then swap. Use the phrases from exercise 1 to help you.

Where do you think the photographs were taken?



I'd like you to compare these two photographs and tell us where you think they were taken.

See Speaking database on page 158.

Use of English

Question tags

➔ Look at *Grammar database* page 173 before you do the exercises.

- Complete the questions.
- Lightning usually means there's going to be a storm,?
- There's been a lot of unusual weather this year,?
- Nobody said we were going to have a storm,?
- They should put the weather on before the news,?
- You haven't heard what they're forecasting for tomorrow,?

Connectors

- Complete the sentences using the connectors in the box.

although • however • despite
since • so • in spite

- The weather affects us all, we can protect ourselves from some of its effects.
- We can never protect ourselves from extreme weather completely, nature is too powerful.
- Hurricanes will always be a threat, all our efforts.
- Scientists have made progress in controlling the weather, of the difficulties.
- We can't make rain fall in desert areas, drought is still a problem.
- Control over the weather could save many lives., we don't have the technology yet.

Focus on FCE: Use of English Part I

- For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SEASONAL AFFECTIVE DISORDER

Have you (0) *ever* thought, 'Oh, no! Not another grey rainy day!'? Bad weather can really affect your mood, (1) it? Most of us get depressed at some point (2) the winter, and we can't wait for spring to come. For some people, (3), those dark, cold winter days can cause real medical problems.



Doctors have (4) a condition which is (5) as SAD (Seasonal Affective Disorder) and it can be a big problem in countries in northern Europe where the winters are long and dark. SAD sufferers find it difficult to (6), often feel depressed or anxious and their behaviour affects the people (7) them.

The whole problem is caused by a lack of sunlight. Bright light affects the chemistry of the brain, although scientists don't understand (8) how. There are two main cures. The first is to travel to a country that has a warm (9), with bright, sunny winters. The second is to use (10) light. So, if it's raining and you're depressed, perhaps it's time you had a holiday in the sun!

- | | | | |
|----------------|--------------|--------------|---------------|
| 0 A hardly | B ever | C soon | D every |
| 1 A doesn't | B wouldn't | C can't | D isn't |
| 2 A during | B while | C into | D of |
| 3 A despite | B although | C yet | D however |
| 4 A invented | B developed | C discovered | D produced |
| 5 A called | B known | C regarded | D named |
| 6 A imagine | B consider | C wonder | D concentrate |
| 7 A around | B among | C nearby | D by |
| 8 A accurately | B mainly | C closely | D exactly |
| 9 A weather | B sunshine | C climate | D season |
| 10 A false | B artificial | C fake | D pretend |

Writing

Focus on FCE: An article

▶ Read about articles in the *Writer's database* on page 153 before you do the exercises on this page.

- 1 Read this writing task. Who is going to read this article?

You have been asked by an international students' magazine to write an article about your local climate and how it affects people's way of life.

Write an **article** of between **120** and **180** words in an appropriate style.

- 2 Choose the correct option in each sentence.

- 1 Your readers are you.
a about the same age as b much older than
- 2 This kind of article be very formal.
a should b shouldn't
- 3 Your main purpose is to your readers.
a persuade b entertain
- 4 Your style of writing should be quite
a conversational b formal
- 5 This kind of writing have a title.
a should b shouldn't

Working model

- 3 Read the answer to the writing task.

Is your idea of fun lying on the beach, or is skiing more your style? In my area we are doing both! I live on the east coast of Greece and we have a Mediterranean climate. We do have cold days, but the sun is never far away.

The summers are warm and dry. Temperatures can reach at 40° Celsius, although it's not usually so hot. The days are sunny and bright and most people spend their time swimming or sitting in cafés.

Autumn can be wet and windy. We have great storms, with lots of thunder and lightnings, and people usually visit friends or stay at home.

The winters are mild and sunny. It might snow in February or March, but it doesn't last long. Everybody loves to go for the lunch in villages in the mountains and play in the snow.

Spring finally arrives and the days get warmer again. Some people like going for picnics in a countryside.

My area has a wonderful climate, which is why we get such many tourists. Everybody enjoys themselves, whatever season it is.



4 The writer has forgotten to give the article on page 56 a title. Which of these would be a good title? Why?

- 1 Meteorological Phenomena and Humans
- 2 How I Spend My Holidays
- 3 Fun All Year Round

5 The writer has made a few mistakes. Read the article again and find one mistake in each paragraph. Correct it.

Ready to write!

6 Look at this writing task. Who is going to read your article?

You have been asked by an international students' magazine to write an article about problems caused by the weather in your country.

Write an **article** of between **120** and **180** words in an appropriate style.

7 Make a plan of your answer.

- What might be a good title for your article?
- It's often good to start an article with a question to get your readers' attention. What question could you start with?
- What's the first kind of weather you're going to talk about? What problems does it cause?
- What's the second kind of weather you're going to talk about? What problems does it cause?
- What's the third kind of weather you're going to talk about? What problems does it cause?
- What style are you going to use, formal or informal?

Now write!

8 You are now ready to write your article for the magazine. Use an appropriate style. Answer the question!

Check it out!

9 Check your work. Tick what you have done.

- I have given my article an appropriate title.
- I have used an informal style of writing.
- I have described problems caused by different kinds of weather.
- I have used paragraphs.
- I have checked my spelling and my grammar.
- My article is between 120 and 180 words long.



look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What are the signs that it might rain soon?
- 2 What does a barometer measure?
- 3 What tense do we generally use to talk about future arrangements?
- 4 What is a blizzard?
- 5 We use question tags to invite someone to agree with us and

Show you know!

1 Choose the correct option.

- This area has a very comfortable all year round.
A weather B climate C barometer D data
- About a hundred trees were destroyed in the
A static B shower C hurricane D mist
- Watch you don't step in that great big of water!
A flake B gust C flash D puddle
- On *Win A Million*, the game show, four answer questions to win money.
A producers B presenters C contestants D cameramen
- We might have to cancel the trip because it's starting to rain
A tough B hard C badly D wetly
- Put the news on. I just want to see the
A headlines B titles C headings D labels
- Let's hope the weather up before the wedding.
A clears B cleans C comes D goes
- Last year it snowed, but this winter has been quite
A mild B soft C gentle D smooth
- I don't like at all. The stories are too dramatic and the characters aren't real.
A cartoons B game shows C sitcoms D soap operas
- Can I borrow your umbrella? It's with rain outside.
A dropping B pouring C running D flowing

2 Write nouns derived from these words.

- | | |
|-----------------------|----------------------|
| 1 real (adj) | 5 know (v) |
| 2 argue (v) | 6 decide (v) |
| 3 inform (v) | 7 relation (n) |
| 4 entertain (v) | 8 advise (v) |

3 Complete the questions with an appropriate question tag.

- Joanne's very kind,?
- Tom's party was a lot of fun,?
- There's some butter in the fridge,?
- Ron's been to Washington,?
- You won't tell Sam what I said,?
- Let's get a pizza tonight,?
- Lisa seems to know a lot about football,?

4 Circle the correct word in each sentence.

- My mum was quite *upset/nervous* when she heard I'd broken her new vase.
- Let's have a game of chess to *spend/pass* the time.
- Have you *seen/watched* the new exhibition at the museum yet?
- I always get a bit *upset/nervous* before I have to speak in front of people.
- Polly *spends/passes* a lot of time watching her favourite programmes on TV.

5 Complete each sentence so that it means the same as the first sentence. Use the words given, without changing them. Use no more than five words. You will get two marks for each correct answer.

1 A storm damaged the church near our house.
by
The church near our house a storm.

2 It was very noisy here while they were building the new road.
being
While the new road, it was very noisy here.

3 People think that TV news is very shocking.
thought
TV news very shocking.

4 Someone has taken my books out of my bag!
have
My books out of my bag!

5 I think South Africa will probably win the match.
be
The match South Africa.

6 I told everyone about the changes to the timetable.
been
Everyone about the changes to the timetable.

7 My mum gave each of us €100 to spend at the fair.
given
We €100 to spend at the fair.

6 Complete the sentences using phrasal verbs with *on*.

- 1** I never used to with my brother so well, but now we have a great relationship.
- 2** The channels a lot of violent programmes late at night, don't they?
- 3** You know, I didn't like this song at first, but it you after a while.
- 4** It's so hot! Could we the air-conditioning?
- 5** The soldier was too tired to so he started to look for a place to spend the night.
- 6** Why don't you find someone your own size to, instead of bullying small kids?

7 Write a word or phrase to match the definitions. You've been given the first letter to help.

- | | |
|---|---------------|
| 1 worldwide | g..... |
| 2 frozen rain | h..... |
| 3 a programme where famous people are interviewed | c..... s..... |
| 4 predict | f..... |
| 5 someone who introduces a TV show | p..... |
| 6 person who studies the weather | m..... |
| 7 person who does something for pleasure, without being paid | a..... |
| 8 a period of very hot weather | h..... |
| 9 make (a dream) come true | r..... |
| 10 a heavy snowstorm | b..... |

Score: _____ / 60



51-60 Well done! You really know your stuff!
21-40 Maybe it's time for another look!
41-50 That's great! Keep it up!
0-20 What? Are you sure?

7

A Matter of Taste



look ahead

In this unit, we are going to **read** about the history of chips, **speak** about planning a special meal, **listen** to opinions of a restaurant, **write** a formal email and **study** reported speech and indirect questions.

Start thinking!

Where do you think potatoes came from?
Who do you think invented chips?
When do you think crisps were invented?

Reading



Read this magazine article to check your answers.

Chips with everything!



Imagine a tasty plate of chips, fried in hot oil until golden-brown, topped with a little salt and served with ketchup. Think of a hot jacket potato, filled with butter and cheese. Imagine a packet of delicious crisps that leave the flavour on your fingers to be licked off when you've finished.

Wherever you go, you can't get away from them. They are everywhere, eaten by everyone with practically every meal. **1** But have you ever asked yourself where they came from? (And I don't mean the supermarket!)

It all started in Peru. There, they grew potatoes over 2,000 years ago. They weren't like **the ones** we know today. **2** The first Europeans to try the potato were the Spanish. In 1537, Spanish explorers discovered people eating what they called papas. They

brought this strange vegetable back to Spain in the 1550s.

People generally didn't like the potato. Lots of other vegetables were introduced into Europe at the same time, like tomatoes and sweet potatoes, and people preferred **those** to the unattractive potatoes.

3 Very slowly, they spread through Europe, although many people still thought potatoes were poisonous for quite a long time.

There is a story that King Louis XVI (that's 'the sixteenth' to me and you) of France liked the potato and wanted to encourage people to eat them. He planted them in the royal gardens, since he knew this would

make them seem valuable and desirable. **4** Once they got used to this strange plant, it became a popular part of the French diet.

So, what about chips? Well, the Belgians claim that they invented fried potatoes, although nobody really knows for sure. The first mention of 'chips' in England is by the writer Charles Dickens in 1859. **5** The Americans call them 'French fries' because soldiers from America went to France during the First World War and loved the dish. Now, the Americans eat over 20 million tonnes of chips a year. (That's altogether, not each!)

2 What do the words and phrases refer to? Choose the correct option.

- 1 the ones (paragraph 3)
people in Peru/potatoes
- 2 those (paragraph 4)
attractive potatoes/other vegetables
- 3 he (paragraph 7)
the customer/George Crum
- 4 them (paragraph 8)
your friends/the chips



Crisps are an American invention, although they call them 'chips' (don't get confused!). Everybody agrees that a Native-American chef, George Crum, made the first crisps in 1853. One day, a difficult customer wanted fried potatoes, sliced thinly. When they arrived, **he** said they weren't thin enough. **6** In the end, Crum got annoyed and sliced the potato as thinly as he could and fried it, then added lots of salt. The dish was an immediate success.

So now you know. Next time you're in your favourite fast food place with your friends eating chips, amaze **them** with your potato knowledge! Who knows? They might even share their chips with you.

Focus on FCE: Reading Part 2

3 Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A He mentions 'chips of potato' fried in oil in one of his books.
- B He kept sending them back to be sliced again.
- C Ordinary people stole them and planted them in their own gardens.
- D The original potatoes were smaller and tasted bitter.
- E They are a good source of vitamins, surprisingly.
- F They were given to slaves and prisoners because they were so cheap.
- G We seem to love potatoes however they are cooked.

Word BOX

4 Use words or phrases from the text to complete the sentences. You've been given the first letter to help you.

- 1 Doctors say that eating too much food f..... in oil isn't very healthy.
- 2 They sell lots of different ice-cream and my favourite f..... is banana!
- 3 In fast food places in Britain, they ask for c....., but in America they ask for F..... f.....
- 4 When I went to New York, I asked for a packet of c..... as a snack, but they said they were called c.....
- 5 Try to s.....the bread more thinly next time, so it fits in the toaster!
- 6 A j..... p..... is one that has been baked in the oven with its skin on.
- 7 I don't like b..... tastes like coffee and dark chocolate. I prefer something sweet.

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



Reported speech

Look at *Grammar database* pages 173-175 before you do the exercises.

- 1 Read this sentence from the magazine article on pages 60 and 61.

When they arrived, he said they weren't thin enough.

What did he actually say?

- a 'They weren't thin enough.'
b 'They aren't thin enough.'

- 2 Choose the correct reported version of each sentence.

- 1 'I'm making chips for lunch,' said Linda.
a Linda said she will make chips for lunch.
b Linda said she was making chips for lunch.
- 2 'What have you been doing all day?' my father asked me.
a My father asked me what had I been doing all day.
b My father asked me what I had been doing all day.
- 3 'You must be more careful in the kitchen,' Mum said.
a Mum said I had to be more careful in the kitchen.
b Mum said me to be more careful in the kitchen.
- 4 'We'll be happy to keep a table for you,' the waiter said.
a The waiter said we should be happy if they kept a table for us.
b The waiter said they would be happy to keep a table for us.

- 3 Rewrite the statements using reported speech.

- 1 'We ate in a great restaurant last night,' George said.
2 'I'll have chicken and another glass of this wine,' Mr Brown said.
3 'Don't put your knife in your mouth, Tom,' his father said.
4 'Are you having chips?' asked my friend.
5 'What have you cooked for dinner?' she asked her husband.

- 4 Match the reporting verbs with the correct meanings.

- 1 refuse a say that something is true without proof
2 deny b say that you won't do something
3 suggest c say that you did something wrong
4 admit d say that you didn't do something you are accused of
5 claim e offer a plan or idea to be considered

- 5 Complete the sentences using the verbs in the box.

refused • denied • suggested
admitted • claimed

- 1 'We serve the best food in town,' the owner said.
The owner
the best food in town.
- 2 'Yes, I ate the cake in the fridge,' she said.
She the cake
in the fridge.
- 3 'No, I won't cook your dinner while you watch TV,' Sally said to her husband.
Sally her
husband's dinner while he watched TV.
- 4 'Don't look at me! I didn't drink all of the orange juice!' shouted Oliver.
Oliver all of
the orange juice.
- 5 'How about all of us meeting outside BurgerBar at nine?' said Ron.
Ron outside
BurgerBar at nine.



Vocabulary builder



Food and cooking

1 Match the ways of cooking with the definitions.

- 1 fry a cook in the oven with oil (meat, etc)
- 2 boil b cook in hot water
- 3 bake c cook under direct heat
- 4 grill d cook in hot oil
- 5 roast e cook in the oven (bread, a cake, etc)

2 Complete the paragraph using the words in the box.

snack • recipes • meal • ingredients • cooker • chefs • saucepans • raw • dishes • dairy

Cookery books are usually written by famous (1) These books are full of (2), telling you how to cook different (3) They usually tell you what (4) you need first. These might be (5) meat, vegetables, or (6) products like milk and butter. Then, they tell you what equipment you need, such as (7) or bowls. When you've got everything, and you've turned the (8) on, you just follow the instructions in the book. Anybody can cook! Whether it's a complete (9) or just a (10), all you have to do is follow the advice of an expert. It's easy with the right book.

3 Circle the correct word to describe each taste.

- 1 strong coffee, dark chocolate *spicy/bitter*
- 2 a lemon *sour/salty*
- 3 crisps, peanuts, sea-water *salty/sweet*
- 4 sugar, strawberries, cake *sweet/spicy*
- 5 chilli, Mexican food, curry *spicy/salty*

Phrasal verbs with out

4 Phrasal verbs with *out* often have meanings connected to something stopping or disappearing. Read the sentences and match the correct phrasal verb to each definition.

- 1 Firemen have been trying for hours to *put out* the fire in the kitchen.
- 2 It was so hot in the classroom that I felt like I was going to *pass out*.
- 3 But you said you would help with the party! You can't *back out* now!
- 4 Mum was going to make a cake, but we've *run out of* eggs, so she can't.
- 5 My brother isn't happy at university and I think he might *drop out*.
- 6 My mum and dad often *fall out* when they try to cook together.
- 7 You can *cut out* the sugar from the recipe to make it healthier.

- a not have any left
- b faint, lose consciousness
- c argue
- d not include, remove
- e leave a course before the end
- f extinguish, stop something burning
- g decide not to do something you had agreed to do

Collocations: cooking

5 Match to make phrases.

- 1 frying a tray
- 2 mixing b spoon
- 3 serving c bowl
- 4 carving d pan
- 5 baking e knife



Listening

1 You are going to listen to four people talking about a new restaurant. Decide who each person is. Write numbers from one to four.

The owner is speaker

The waiter is speaker

The customer is speaker

The chef is speaker

Focus on FCE: Listening Part 3

2 Listen again. For questions 1-4, choose from the list (A-E) the opinions each person expresses. Use the letters only once. There is one extra letter you do not need to use.

- A He/She likes being left to work in his/her own way. Speaker 1
- B He/She thinks the waiter could do a better job. Speaker 2
- C He/She thinks the restaurant is in a good location. Speaker 3
- D He/She would like to work in a restaurant like this. Speaker 4
- E He/She thinks the time of day affects his/her job.

SOUND bite /k/, /g/ and /ŋ/

Listen to these words. Pay attention to the ends of the words.

bag • bang • back • bank

Now listen to these sets of words. Decide in what order you hear the words by writing the letters a to c next to the words.

- | | | |
|---------------|-------------|-------------|
| 1 thing | think | thick |
| 2 sang | sank | sag |
| 3 sick | sink | sing |
| 4 bring | brick | brink |

Speaking

1 Match to make useful phrases for agreeing and disagreeing.

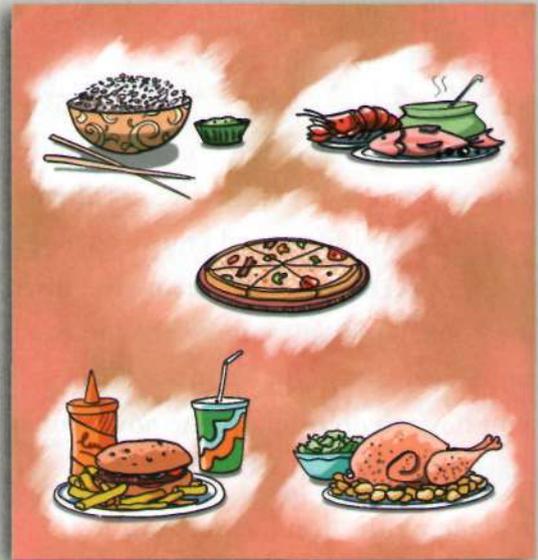
Useful Phrases

- | | |
|------------------------|---------------------|
| 1 Yes, I totally | a a good point. |
| 2 You're absolutely | b disagree. |
| 3 Yes, I think that's | c I agree with you. |
| 4 I'm not sure | d agree with you. |
| 5 I'm afraid I have to | e right. |

Focus on FCE: Speaking Part 3

2 In pairs, do the task. Use the phrases from exercise 1 to help you agree and disagree.

- How much do you think your family would like to eat these meals?
- Which two choices would you like to suggest to your families?



I'd like you to imagine that you are planning a special meal out for your families. Talk about each of these choices and say how much you think your families would like to eat these types of meals. Then, choose which two choices you would like to suggest to your families.

See Speaking database on page 158.

Use of English

Indirect questions

➔ Look at *Grammar database* pages 175-176 before you do the exercises.

1 Read the questions. Decide if the statements are true (T) or false (F).

direct questions

What is a fortune cookie?

What do they have inside?

Where was the fortune cookie invented?

indirect questions

Could you tell me what a fortune cookie is?

I wonder if you could tell me what they have inside.

Do you know where the fortune cookie was invented?

a *The word order in indirect questions is the same as in direct questions.*

b *All indirect questions need a question mark at the end.*

2 Change the questions into indirect questions using the words in bold.

- Do you like Chinese food? **wonder**
- Have you ever been to China? **could**
- What is the capital of China? **know**
- How much does a fortune cookie cost? **like**
- Where is the nearest Chinese restaurant? **tell**

Prepositions

3 Complete the sentences using the prepositions in the box. Use some prepositions more than once.

about • on • during • back • to • at • in

- Some traditions, like eating lamb at Easter, go quite a long way
- I'd like to welcome you here this very special occasion.
- the end of the recipe, the chef says that it should be served cold.
- I wrote the number of the restaurant a bit of paper, but I've lost it.
- How much do you know the history of your country's food?
- I've always been interested food from different countries.
- We often eat special food traditional celebrations.
- My parents went an expensive restaurant for their wedding anniversary.



4 Read this passage about fortune cookies and answer the questions in exercise 1.

Focus on FCE: Use of English Part 2

5 Read the passage again. For questions 1-10, think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

The Fortune Cookie

Are you interested (0) *IN* world cuisine?

Do you know anything (1) Chinese food? I wonder (2) you have ever heard of fortune cookies. Fortune cookies are small biscuits that are traditionally served (3) the end of a meal in a Chinese restaurant. They are sweet and have a piece of paper inside them. Written (4) the piece of paper is your fortune. They often say things like 'You will write a book one day' or 'You will be lucky (5) love'.

Do you know how far (6) the tradition goes? The Chinese have always given each other sweet Moon Cakes (7) special occasions. When the Mongols occupied China in the 13th century, the Chinese needed a way to send secret messages to each other. They put the messages inside Moon Cakes.

When gold was discovered in California in 1849, many Chinese people went (8) America to work (9) the railway. Life was hard, but (10) celebrations they put messages of hope inside biscuits. When they settled in California and opened restaurants, they continued the tradition.



Writing

Focus on FCE: A formal letter/email

▶ Read about formal letters/emails in the *Writer's database* on page 150 before you do the exercises on this page.

- 1 Read this writing task. Why should your email be formal?

You work for your school magazine. A local chef has agreed to do an interview but wants more information. The editor of the school magazine has sent you this article from the local newspaper and asked you to write an email to the chef. Using the information in the article and the notes you have made, write your email.

Write an **email** of between **120** and **150** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

LOCAL CHEF GETS TV SERIES

Denise Jordan, chef at the Grand Hotel, has finally made it to the top. Next week, her new series, *Full of Flavour*, begins on Channel 6. Denise believes that it's never too early to start cooking and her new series is aimed at children. She hopes to give them good advice to get them started in the kitchen. From sandwiches to pies, she'll be showing us how good food doesn't have to be hard work.

- tell her what we'd like to ask her about
- suggest either 12th or 13th March, in the morning
- can she bring some examples of easy food?
- can we take some photographs?



Working model

- 2 Read the answer to the writing task.

New Message

Send Chat Attach Address Fonts Colors Save As Draft

To: Denise Jordan

Sent: February 19th

Subject: Your interview

Signature: None

Dear Mrs Jordan,

I work for my school magazine, 'Talking in Class'. Our editor has asked me to give you more information about the interview you have agreed to do.

We are very interested in your new series. Would you mind if we asked you a few questions about it? We would also like to ask you about your experiences working in a hotel.

I wonder if you would be available on either the twelfth or the thirteenth of March. The interview would take place at about ten o'clock in the morning, because of the school timetable.

Your new series is about learning to cook easy dishes. I wonder if you could bring some examples to show us what you mean. Would you mind if we took photographs during the interview?

Please contact me if you need more information.

Yours sincerely,
Maria Zerva

- 3 Underline sentences in the email where Maria:

- 1 tells her what she'd like to ask her about.
- 2 suggests possible days for the interview.
- 3 asks her to bring examples of easy food.
- 4 asks if they can take photographs.

Which of these are indirect questions?

Ready to write!

- Look at the extract from an article about another local chef.

Cooking in the Classroom

Should we all learn how to cook at school? Yes, says Peter Murphy, a local chef, whose new book, *Fit for a King*, is published this week. He believes that schools should provide lessons in healthy cooking and healthy eating for all pupils. Peter thinks that fast food is great, but young people can also make other delicious dishes. Customers at his restaurant in the centre of town certainly agree that he knows what he's doing!



Peter Murphy has agreed to do an interview with your school magazine and you have been asked to give him more information. Here are the notes you have made:

- tell him what we'd like to interview him about
- suggest we interview him at his restaurant
- ask him to prepare one or two easy recipes for students
- can we take photographs?

5 Make a plan of your answer. Use your imagination.

- How are you going to start your email?
 - Dear Peter
 - Dear Peter Murphy
 - Dear Mr Murphy
- What's your school magazine called?
- What would you like to interview him about? (at least TWO things)
- Write a formal sentence to suggest an interview at his restaurant.
- Write an indirect question to ask him to prepare recipes for students.
- Write an indirect question to ask if you can take photographs.
- How are you going to end your email?
 - Best wishes,
 - Yours sincerely,
 - All the best,
- What will be the last thing you write?
 - Thank you
 - Your first name
 - Your first and last names

Now write!

- You are now ready to write your email to Peter Murphy. Include all the information in the notes. Ask him all the questions you have to. Write between 120 and 150 words.

Check it out!

- Check your work. Tick what you have done.

I have started and finished the email in the correct way.

I have included all the information in the notes.

I have asked him all the questions I had to ask him.

I have used indirect questions to be polite.

I have used paragraphs.

I have checked my spelling, grammar and punctuation.

My email is between 120 and 150 words long.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- In what year were crisps invented?
- What's the American word for crisps?
- How would you describe the taste of a lemon?
- Do all indirect questions need a question mark?
- When was gold discovered in California?

8

Out and About

look ahead

In this unit, we are going to **read** reports on different holidays, **listen** to someone describing a recent holiday, **speak** about travel and tourism, **write** a letter of application and **study** infinitives and *-ing* forms.



Start thinking!

What is your dream holiday like?
Where do you want to go?
What do you want to do?

Reading 

- 1 Read this magazine article. Which holiday sounds most interesting to you?
- 2 Choose the correct option.
 - 1 Where would you find a text like this?
 - a a magazine
 - b a business report
 - c a textbook
 - 2 Who would read a text like this?
 - a hotel owners
 - b teenagers
 - c business travellers
 - 3 Why would they read it?
 - a to learn about tourism
 - b to plan their holiday
 - c to meet new friends



Wish you were here.

Is it the beach as usual for you this year, or are you planning to do something a little more adventurous? To give you some ideas, we sent five daring teenagers off on holiday and we got them to report back. Read on to find out more ...

A Name: Amy Barker, 14

Holiday destination: Sydney, Australia

We were exhausted when we arrived because the flight takes about 24 hours, with a stopover in Singapore. We all had jetlag and the first thing we did was go to bed! We were there for ten days, so we didn't have time to travel around too much – Australia is huge and it takes days to get anywhere. We stayed in Sydney, but there was plenty to do there. I was a bit unsure when Dad suggested going to the Sydney Opera House (dance music is more my style!) but we saw a fantastic rock concert. The Harbour Bridge is really impressive, and I bought some great souvenirs as presents for my friends.

Recommended? Definitely.



B Name: Ryan Fletcher, 13

Holiday destination: Skopelos, Greece



We go abroad every year, and I'd been to Greece twice before so I knew what to expect, but it was the first time I'd been to Skopelos. We normally stay in hotels, but this time we decided to try self-catering rooms. Mum and Dad soon realised that they didn't want to do much cooking so we went out every night, which was great. I love Greek food, especially seafood. We spent most of our time on the beach, and Skopelos has some great beaches. The resort of Skopelos itself was a bit

quiet, but I met a couple of local people my age so it wasn't too bad. I'd had enough of the beach, really, after two weeks.

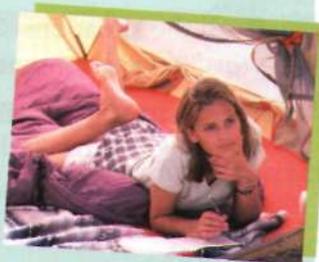
Recommended? Yes, although I prefer staying in a hotel.

C Name: Rebecca Key, 13

Holiday destination: Summer Camp, France

It was the first time I'd been on holiday without my parents and sister, so I was really looking forward to it. At the same time, I was a bit nervous about meeting so many new people. It was a real adventure holiday. The

camp was in the countryside and they'd organised things like rock-climbing, horse-riding and canoeing. I soon made friends and we had a lot of fun. You can keep the rock-climbing (I was never very good at heights!) but the canoeing was brilliant! I keep in touch with some of the people by email and we're planning to go again next year.



Recommended? Great for action-lovers. Didn't meet any French people, though!

Name: Simon Watson, 12

Holiday destination: Maldon Farm, Kent

We hadn't had a holiday in Britain for a very long time. Usually, it's Italy or Spain. Maldon Farm looked nice in the brochure, and it's only an hour from where we live, so we got there very quickly. You stay in rooms on the farm and you're expected to help



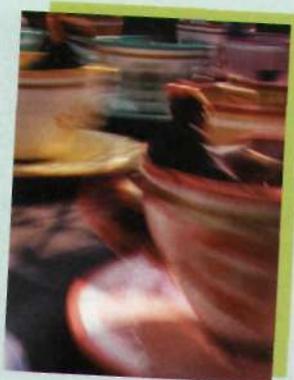
out with the animals every day. My mum and dad thought it would be good for me and my brother to learn about that sort of thing. Well, it just seemed to me more like hard work than a holiday! I enjoyed swimming in the pool, but we couldn't use it for three days because of the rain! There wasn't much to do and I was glad to get home. Mum and Dad seemed to enjoy it, anyway.

Recommended? Okay for people who like looking after animals.

Name: Hanna Bridgeman, 14

Holiday destination: Disneyland, Florida, USA

When my mum and dad said we were going to Disneyland, I thought, 'That's great for my sister (she's nine), but what about me? I'm too old for people in Mickey Mouse costumes.' I was looking forward to going to America, though. When we finally got there, I couldn't believe it. The whole theme park is like a separate world. I ignored Mickey Mouse (and Donald Duck) and headed straight for the rides. Space Cruiser was really cool, and so was the roller-coaster. In the end, we all had a great time. I'd say there's something there for everyone.



Recommended? Yes, especially for families with young children.

Focus on FCE: Reading Part 3

3 Read the article again. For questions 1-9, choose from the reports (A-E). The reports may be chosen more than once.

Which writer(s) ...

- | | |
|---|-----------------|
| was uncertain about the holiday at first? | 1 |
| found the journey tiring? | 2 |
| mentions eating out? | 3 |
| were bored by the end of the holiday? | 4 5 |
| made friends while on holiday? | 6 7 |
| usually go abroad on holiday? | 8 9 |

Word BOX

4 Use words or phrases from the box to complete the definitions.

destination • stopover • jetlag • souvenir • abroad
self-catering • resort • adventure holiday • brochure

- If you stay in rooms, you have to cook your own food.
- A is a kind of small magazine that often advertises holidays.
- A is a town where lots of people go on holiday.
- You suffer from when you arrive in a country where the time is very different from the country you left.
- Your is the place you are going to.
- A is a break in the middle of a very long flight.
-s are fun for people who enjoy physical exercise and trying new activities.
- When you go, make sure you take your passport with you.
- I got a model of the Acropolis as a of my trip to Athens.

Did you enjoy reading this article?

Did you learn anything? Why? / Why not?

Grammar clinic



Full infinitives (with to) and -ing forms

▶ Look at *Grammar database* pages 176-177 before you do the exercises.

1 Read these sentences from the article on pages 68 and 69.

... or are you planning **to do** something a little more adventurous?

... I prefer staying **ing** in a hotel.

Find other verbs in the article which are followed by the full infinitive or the -ing form.

2 Complete the sentences using the correct form of the verbs in brackets.

- 1 I don't think we can really afford (go) abroad this year.
- 2 My dad is planning (find) some cheap flights on the internet.
- 3 I'd quite like (visit) an Asian country, like India.
- 4 If you enjoy (swim), why not try an adventure holiday?
- 5 My friends and I have arranged (meet) at summer camp again next year.
- 6 China seems (be) a very popular tourist destination at the moment.
- 7 I would suggest (book) a room in a hotel before we leave.

3 Use the notes to make complete sentences.

- 1 Imagine/see/the sun/as it/go down/behind the Pyramids!
- 2 A trip around the world/involve/make/a lot of arrangements.
- 3 When I/be/there last year,/local people/seem/be/very friendly and/offer/help us.
- 4 We decide/avoid/stay/in places where lots of tourists go.
- 5 Tina/promise/bring/me back a souvenir from South Africa.
- 6 My grandmother/refuse/consider/go/on foreign holidays.

4 Read the situations. Circle the correct word in each sentence.

- 1 You went to Paris last year. In your mind, you can see the Eiffel Tower. 'I remember **to see/seeing** the Eiffel Tower in Paris last year. It was fantastic!'
- 2 You are in the car going to the beach. You want to buy something to drink. 'I'm thirsty. Shall we stop **to get/getting** something to drink?'
- 3 You and a friend are in a strange city and you can't find your hotel. 'I think we're lost. Why don't we try **to ask/asking** someone for directions?'
- 4 You get to the airport and you suddenly realise that you haven't got your passport. 'Oh no! I must have forgotten **to pick/picking** up my passport when we left!'
- 5 You are staying in a hotel and you have accidentally broken the key. 'I'm sorry. I was trying **to open/opening** the door and the key broke.'

5 Read this postcard and circle the mistakes.

Dear Tom,
Hello from sunny Spain! The weather is great and we're planning staying for another week. We hope visiting a bullfight tomorrow - not sure if I'll enjoy to watch that! Mum refuses going, but Dad agreed taking us. Spanish food tends being a bit spicy, but I've managed finding some things I really like. I promise getting you a souvenir, if I can afford buying one!

Take care.

Wish you were here!

James



Tom Jones
11 Manor Way
Nottingham
England
N2 6PD

Vocabulary builder



Travel and tourism

- 1 Match the words in the box with the correct definitions.

holiday rep • route • pack • package holiday
travel agent • departure lounge • check in
customs • sightseeing

- 1 _____ put the things you are taking with you into your suitcase
- 2 _____ a person who arranges holidays and sells tickets, etc
- 3 _____ the area of an airport where passengers wait to board their planes
- 4 _____ have your ticket checked and hand over your luggage when you are travelling by plane
- 5 _____ a kind of holiday where the accommodation, travel, etc are all organised for you
- 6 _____ a person in a resort who looks after people on a package holiday
- 7 _____ the way you go when you are travelling
- 8 _____ the people who check what you are bringing into the country
- 9 _____ visiting the interesting places, buildings, etc in an area while on holiday

- 2 Complete the story using the correct form of some of the words in exercise 1.

It all started to go wrong when we arrived at the airport. We (1) _____ and decided to go through passport control to the (2) _____. I suddenly realised that I'd forgotten (3) _____ my guidebook, with all the information about the holiday. The (4) _____ had given me a map when I booked the holiday and I'd forgotten that, too. I just hoped the (5) _____ would be there to meet us when we got off the plane. We arrived in Jamaica seven hours later and it took us ages to get through (6) _____. They opened and checked every single bag we had! By the time we got out, there was nobody else there! I couldn't remember which (7) _____ we were supposed to take to the hotel and there weren't any taxis around. Finally, we got to the hotel, and it wasn't even finished! That's the last time I go on a (8) _____!

Word formation: irregular forms

- 3 Complete the sentences with the correct form of the word in bold.
- 1 The holiday rep explained the history of the local area to us in _____. **deep**
 - 2 I demanded an _____ from the hotel manager as to why our room hadn't been cleaned. **explain**
 - 3 There was such a wide _____ of interesting local dishes that I really didn't know what to choose. **vary**
 - 4 I wasn't sure we'd made the right _____ when the rep told us that we were visiting a volcano the next day. **choose**
 - 5 I don't think I'd be very good on an adventure holiday because I'm quite scared of _____. **high**
 - 6 It was very interesting to be in a country that has such different religious _____. **believe**

Magic metaphors



- 4 When we talk about *life*, we sometimes use words or phrases that have a connection with *travel* and *journeys*. Complete the sentences with the correct form of one of the words or phrases from the box.

direction • arrive • step • go through
progress • pace

- 1 The fast _____ of modern life causes a lot of stress for some people.
- 2 I feel like I've _____ at an important point in my life.
- 3 You can never predict exactly which _____ your life is going to take.
- 4 Many teenagers find themselves _____ a difficult period, emotionally.
- 5 I've got quite a good career, and I think the next _____ is to get married.
- 6 My life has got a bit boring recently and I seem to have stopped making _____.

Listening



1 You are going to listen to a woman being asked questions about a recent holiday. Which four of the problems does she mention?

- problems with the food
- problems with money
- problems with the journey
- problems with other tourists
- problems with pollution
- problems with the weather
- problems with the sights
- problems with the hotel



Focus on FCE: Listening Part 2

2 Listen to the interview again. For questions 1-6, complete the sentences.

- 1 They spent a total of 1 in a hotel in Glasgow.
- 2 The hotel staff recommended 2 which were inside.
- 3 They especially enjoyed the 3 in Glasgow.
- 4 The woman says they should develop the 4 system.
- 5 Seeing 5 reminded the woman of another trip.
- 6 They didn't have enough information when their plane 6

SOUNDbite /s/ and /z/

Sometimes the letter 's' sounds like 's' in 'see' and sometimes it sounds like 'z' in 'zebra'. How is 's' pronounced in these words? Listen and check.

- | | | |
|----------|--------------|------------|
| 1 says | 4 interested | 7 increase |
| 2 advise | 5 doesn't | |
| 3 stress | 6 peas | |

Speaking



Useful Phrases

1 In pairs, write as many phrases as you can think of to introduce the examples in the sentences. How many more can you find?

There are lots of problems you could have on holiday., you might find that your hotel isn't as good as you expected.

You could have a problem with your hotel, the standard of the rooms.

..... problem could be that your hotel isn't as good as you expected.

Focus on FCE: Speaking Part 4

2 In pairs, choose four or more of the questions to talk about. Use the phrases in exercise 1 to give examples.

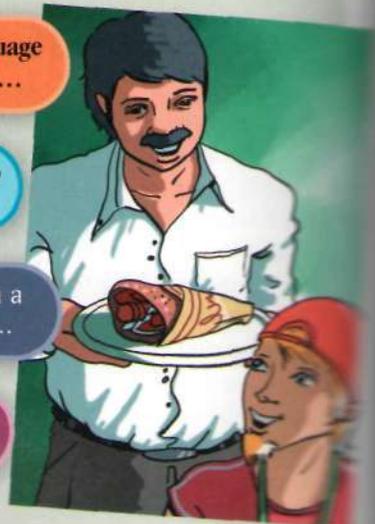
- What makes a good holiday in your opinion?
- What problems can people have when they go on holiday?
- What are the advantages and disadvantages of going on a package holiday?
- How can knowing a foreign language help you on holiday?
- How do you think tourism will change in the future?
- Are there any countries you would never visit? Why not?
- At what age do you think teenagers should be allowed to go on holiday on their own?

I think knowing another language can be very useful. You can ...

Oh, lots of things can go wrong. For example, ...

A good holiday depends on a lot of things. First of all, ...

That's a difficult question. Let's see. Well, I think ...



See Speaking database on page 158.

Use of English

Prefer, would rather, had better

Look at **Grammar database pages 177-178** before you do the exercises.

- 1 Correct the sentences.
- 2 I'd prefer travelling by ferry to France when we go on holiday this summer.
- 3 We would better call the hotel to see if they still have any rooms.
- 4 I prefer seeing the sights than lying on the beach all day.
- 5 Vietnam was great, but I didn't prefer to eat some of the local dishes.
- 6 I had rather not to stay in a hotel where there are lots of other tourists.

2 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

- 1 I think I'd prefer to go to Spain this year and not France.
than
This year, I would go to France.
- 2 Mum says she prefers visiting countries she hasn't been to before.
would
Mum says she she has been to before.
- 3 My doctor suggested taking some time off work to relax.
better
'You some time off work to relax,' my doctor said.
- 4 I like travelling, but sometimes I'd rather just stay at home.
to
Sometimes, I travelling.

Parts of speech

3 Complete the list. Write all the words you can think of, including negative forms.

agree (verb)	.....	(noun)
appear (verb)	.....	(noun)
apply (verb)	.....	(noun)
damage (verb)	.....	(noun)
describe (verb)	.....	(noun)
difficult (adjective)	.....	(noun)
discuss (verb)	.....	(noun)
interested (adj)	.....	(verb)
responsibility (noun)	.....	(adjective)
visit (verb)	.....	(noun)

Focus on FCE: Use of English Part 4

4 For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- 1 My parents discussed where we were going to go on holiday.
about
My parents where we were going to go on holiday.
- 2 It might be cold in Poland, so take some warm clothes.
better
You some warm clothes in case it's cold in Poland.
- 3 Organising social events is usually the holiday rep's responsibility.
responsible
The holiday rep organising social events.
- 4 They didn't have many applicants for the job at the travel agent's.
receive
They didn't for the job at the travel agent's.
- 5 I'd much rather stay in hotels than go camping when I'm on holiday.
prefer
I much than going camping when I'm on holiday.
- 6 We found it difficult on holiday to understand the local people.
difficulty
We had the local people.

Writing

Focus on FCE: A letter of application

Read about letters of application in the *Writer's database* on page 154 before you do the exercises on this page.

- 1 Read this writing task. What kind of person would be good at the job advertised?

You have seen the following advertisement.

Are you fun-loving, sociable and not afraid of a challenge?

Sundream Holidays is looking for holiday reps for the following regions: Spain, Italy, Greece. Successful applicants will have some experience of the tourism industry and be able to speak English at a reasonable level. Some knowledge of the countries involved would be an advantage.

Please apply in writing to: Sundream, Charter House 1, London NW1 3ED

Write a **letter of application** of between 120 and 180 words. Do not write any addresses.

- 2 Complete the set phrases with the words in the box.

forward • response • experience • post • hesitate
qualities • interview • qualifications

- I am writing in to your advertisement, which I saw in a local newspaper.
- I would like to apply for the of tour guide.
- I believe I have the personal necessary for this post because I am good at organising people.
- I have some of this kind of work because I work every summer in my uncle's hotel.
- My include an 'A' at Cambridge First Certificate and a Diploma in Tourism.
- I am available for at your convenience.
- Please do not to contact me for further information.
- I look to hearing from you.

Working model

- 3 Read the answer to the writing task. Use the set phrases from exercise 2 to complete the gaps. Ignore the mistakes for now

Dear Sir / Madam,

(1), which I saw in the 'Daily Mirror' on the 12th of September.

(2) holiday rep. I am particularly interested in working in Greece.

(3) I am out-going and I am used to be dealing with members of the public. I enjoy to meet new people and helping them with any problems they might have.

(4) I have spent the last two summers to work in a bar on Santorini. This involved serving customers and organising social events, such as quiz nights.

(5) Cambridge First Certificate in English with an A grade and a First Aid certificate. I also have a driving licence and speak basic German.

(6) at any time.

(7) if you require further information.

(8)

Yours faithfully,

Kostas Pappas



4 What does the writer talk about in each paragraph?

5 There are three mistakes in the letter on page 74. Find them and correct them.

→ Ready to write!

6 Imagine that you are someone else. Create a character who would be perfect for a job as a holiday rep. Complete the information about your character. Use your imagination.

Name of your character

Male or female?

Age

Place where your character lives

Qualifications

Work experience

Personal qualities

Other notes

7 Make a plan of your letter of application. Use your imagination.

Paragraph 1

- 1 Where did you (your character) see the advertisement for the job?
- 2 What date did you see it on?

Paragraph 2

- 3 What are you going to write about in this paragraph?

Paragraph 3

- 4 What are you going to write about in this paragraph?

Paragraph 4

- 5 What are you going to write about in this paragraph?
- 6 How are you going to close your letter?

→ Now write!

8 You are now ready to write a letter from your character applying for the job. Use the set phrases from exercise 2 on page 74. Use formal language.

→ Check it out!

9 Check your work. Tick what you have done.

- I have said where and when I saw the advertisement.
- I have mentioned relevant personal qualities.
- I have mentioned relevant experience.
- I have mentioned relevant qualifications.
- I have used paragraphs.
- I have checked my spelling and my grammar.
- I have written between 120 and 180 words.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 Which Australian city has a famous Opera House?
- 2 What kind of magazine tells you about holidays?
- 3 Which of these verbs is followed by the *-ing* form? *plan suggest hope*
- 4 Write one noun from the verb *vary*.
- 5 Which of these do we not say?
would prefer would rather would better

Show you know!

1 Choose the correct option.

- 1 On our way to Australia, we had a in Singapore.
A destination B jetlag C stopover D resort
- 2 You the bread and I'll butter it and we'll make some sandwiches.
A slice B boil C fry D carve
- 3 Let's look through some and decide where we're going this summer.
A souvenirs B brochures C customs D departures
- 4 I asked Eric if he'd broken the window, but he it.
A denied B admitted C accused D refused
- 5 Could you pass me the pan, please?
A mixing B serving C carving D frying
- 6 Don't forget your swimming costume when you your suitcase.
A put B pack C fill D place
- 7 Would you like fries with your burger?
A American B German C Belgian D French
- 8 Then, you have to your meat in the oven for about an hour.
A fry B roast C boil D bake
- 9 I saw a flight to Germany in the window for only €10!
A holiday rep's B holiday brochure's
C travel agent's D travel guide's
- 10 When we get to the airport, the first thing we should do is check
A in B out C up D off

2 Complete each sentence so that it means the same as the first sentence. Use the words given, without changing them. Use no more than five words. You will get two marks for each correct answer.

- 1 'I'm meeting Mark outside the cinema,' said Philip.
he
Philip said outside the cinema.
- 2 'I've been here before,' Marianna said as we entered the old house.
there
As we entered the old house, Marianna said before.
- 3 'Why don't we see what's on at the cinema?' said Alex.
suggested
Alex on at the cinema.
- 4 'Put your dirty clothes in the washing basket,' my mum said.
told
My mum dirty clothes in the washing basket.
- 5 'I've been working all day so I'm tired,' Mrs Lewis said.
because
Mrs Lewis said she been working all day.
- 6 'No, I'm not going to lend you any money,' Nancy said to me.
refused
Nancy any money.
- 7 'I think Grandma will be here at the weekend,' my dad said.
there
My dad said he at the weekend.

3 Circle the correct word or phrase in each sentence.

- 1 Do you remember **to go/going** to see *Lord of the Rings* last year?
- 2 I suggest **to visit/visiting** the Science Museum while you're in town.
- 3 The old man appeared **to be/being** quite ill when I saw him.
- 4 My sister avoids **to eat/eating** fast food because it's unhealthy.
- 5 I'm going to learn **to play/playing** the drums this summer.
- 6 Do you think we can afford **to go/going** on holiday this year?

4 Complete the sentences using the correct preposition.

- 1 I was surprised when the hero got killed right the end of the film.
- 2 Could you please put your name this piece of paper and give it back to me?
- 3 Tell me more. I'm very interested local history.
- 4 What are you working? Can I have a look?
- 5 I'm afraid I don't know much the Second World War.

5 Write a phrasal verb with **out** to match the definitions.

- 1 see with difficulty out
- 2 not have any left out of
- 3 not include, remove out
- 4 be in the end out
- 5 argue out



6 Read this text. For questions 1-10, use the word given at the end of each line to form a word that fills the gap. There is an example (0). You will get two marks for each correct answer.

Dear Mr Coco,

Thank you for your (0) application for the position of manager. I am afraid that after a long (1) we have decided to appoint someone else. We would like to explain our (2)

All of us were a little surprised by your (3) when you came for the interview. 'Dressed like a clown' was the (4) used by one of us. A great (5) of different people work for us, but we thought the red nose showed a lack of (6) We were all in (7) that many of our customers would have great (8) in taking seriously a manager in size 76 shoes.

We hope this (9) helps. I would like to finish by expressing my (10) that you will go far in business. Show business.

Yours faithfully,
Justine Carter,
Personnel Manager

- APPLY
- DISCUSS
- CHOOSE
- APPEAR
- DESCRIBE
- VARY
- RESPONSIBLE
- AGREE
- DIFFICULT
- EXPLAIN
- BELIEVE

51-60 Well done! You really know your stuff!
21-40 Maybe it's time for another look!
41-50 That's great! Keep it up!
0-20 What? Are you sure?

Score: _____ / 60



9

Lab Report



look ahead

In this unit we are going to **read** about future technology, **listen** to people's opinions of computer games, **speak** about our hopes for the future, **write** an informal letter and **study** conditional sentences.

Start thinking!

Have you ever done any of these things?

used a computer

sent an email

bought something on the internet

Do you or your family have a computer at home?

What new technology do you expect to see in the future?



Reading

Read the magazine article. What is an EyeTap?

WEARABLE

COMPUTERS

If a new piece of technology appears, it always seems strange at first. The science fiction writer Arthur C. Clarke said that advanced technology is just like magic to people who haven't seen it before. However, we soon get used to it. We shop at supermarkets every day and hardly notice what happens at the checkout as a laser scans our products. In the 60s, though, when the barcodes that make it possible were introduced, people thought it was an amazing idea.

The same is true of many things being developed today. If you knew what technology companies are working on, you would be surprised. One area where progress is being made very quickly today is wearable computers. **1** And a number of scientists and inventors are trying to find new ways to build them into clothes, watches and headsets. If they succeed, it will mean a new era in computing.

One exciting idea is the EyeTap. This is a kind of computerised camera which is worn over one eye.

2 It's far more, though, than just a digital camera connected to your head. The computer can also add images or information to the scene you are looking at. This could have many different uses and completely change the way people use computers.

Imagine, for example, that you are at a football match. If you are wearing an EyeTap, you can do a number of things. You can look at information and statistics on the player you are watching at that moment. You can read comments from other spectators which their EyeTaps transmit instantly around the stadium.

3 And you can do all this without missing a single moment of the action on the pitch. When the match gets a bit boring, you and your computer are already online so you can check your email and surf the internet without leaving your seat.

There are many other uses for this technology. Travel becomes a different experience. Information on timetables, tickets and possible delays is constantly available. You can leave your guidebook at home because you have instant access to any information you like about the sights you visit. You might even send live pictures from your headset to the internet.

4 The days of showing people your holiday photos when you get back home might be gone forever!

The EyeTap also means that learning languages changes. At the moment, learning a foreign language

2 Read the article quickly and tick the things the writer mentions.

- technology and shopping
- technology and the environment
- technology and sports
- technology and work
- technology and tourism
- technology and clothes



means many hours of hard work. **5** If you need to know a word or phrase, the EyeTap will instantly display it for you. You might even be able to program your wearable computer to speak for you. Of course, people will still learn languages for all sorts of different reasons, but tourists need never be stuck for words again.

The EyeTap is just one example of how computers are becoming a part of every moment of our lives. It's not without its problems, though. **6** Will we need other people's permission to record them every second? Do we really want to be connected to a computer and to the internet every minute of every day? There's a danger that we might come to depend on this technology to help us in almost every aspect of our lives. That will probably be fine, as long as everything works well. But what happens when we get to the point where we need this technology for even simple tasks and then things start to break down?

Focus on FCE: Reading Part 2

- 3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.
- A The whole idea of wearable computers raises a number of difficult questions.
 - B From machines the size of rooms, computers have got smaller, cheaper and smarter.
 - C Many people claim that this is unlikely to happen in the near future.
 - D Friends and family around the world can experience exactly what you are experiencing.
 - E You can still see through it while a computer records everything you look at.
 - F With a wearable computer, all that effort becomes unnecessary.
 - G Your own opinion can be added for everyone to read and respond to.

Word BOX

- 4 Find words or phrases in the article to match the definitions. You've been given the first letter to help you.
- 1 s..... f..... (n) imaginary stories about the future
 - 2 c..... (n) place in a supermarket where you pay
 - 3 l..... (n) special kind of bright, powerful light
 - 4 b..... (n) small paper labels on products for identification
 - 5 p..... (n) development
 - 6 s..... (adj) more intelligent
 - 7 t..... (v) send by radio waves
 - 8 o..... (adj) connected to the internet
 - 9 s..... (v) look at pages on the internet
 - 10 b..... d..... (phr v) stop working because of a fault

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



Conditionals (I)

▶ Look at *Grammar database* pages 178-179 before you do the exercises.

1 Read the sentences from the article on pages 78 and 79. Match them to the correct explanation.

- 1 If a new piece of technology appears, it always seems strange at first.
 - 2 If they succeed, it will mean a new era in computing.
 - 3 If you knew what technology companies are working on, you would be surprised.
- a This expresses a present or future possibility.
 b This expresses a general truth.
 c This expresses an unlikely or hypothetical situation.

2 Choose the correct option in each sentence.

- 1 If I were a scientist, a new kind of computer.
 a I would invent b I invent c I will invent
- 2 The EyeTap a possibility if we didn't already have the internet.
 a won't be b isn't c wouldn't be
- 3 If you nonsense into a computer, you get nonsense out.
 a would put b put c were putting
- 4 You should think carefully about what you need if you to get a computer.
 a are planning b were planning c would plan
- 5 The EyeTap will be useful if it people to organise their lives.
 a would help b helped c helps

3 Use the notes to make complete sentences.

- 1 If I/be/you/I/get/a much faster computer.
- 2 You/go/new web page if/you/click/on a link.
- 3 If the internet/not exist/we/not be able/send emails around the world.
- 4 If/you/call Lina/remember/ask her about your science homework.
- 5 If/you/mix these two chemicals/you/produce/an explosion.
- 6 If/you/see the film *Minority Report*, you/probably/know/something about the 'grid' computer system.

4 Use this information about a student to make six conditional sentences as in the examples.

Richard

- has a chemistry exam
- is single
- can't drive
- has a lottery ticket

Flowchart connections:

- pass: study chemistry at university → fail: get a job as a lab assistant
- his chemistry exam → feel a lot happier
- feel a lot happier → have a girlfriend
- the lottery → win: buy a new computer
- win: buy a new computer → know how to drive
- know how to drive → save up to buy a car
- the lottery → not win: not feel too disappointed

If Richard had a girlfriend, he would feel a lot happier.

Richard would feel a lot happier if he had a girlfriend.

Vocabulary builder



Science and technology

- 1 Use the words in the box to describe the parts of the pictures that the arrows show.

laptop • mouse • floppy disk
monitor • keyboard • key • printer

- 2 Complete the sentences using the nouns in the box. Some of them may need to be in the plural.

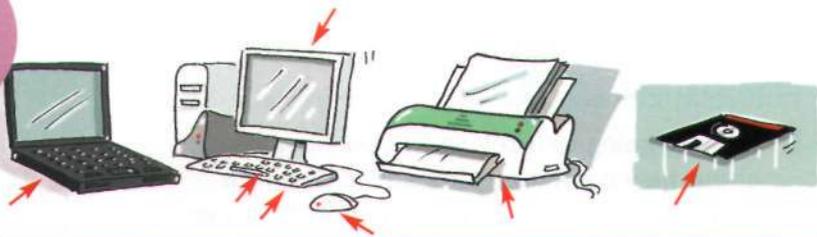
invention • discovery • theory
laboratory • experiment • research

- The computer is one of the most important of the late twentieth century.
- Dr Hawking has an interesting about how the universe developed.
- Today's have a lot of complicated scientific equipment in them.
- According to recent, most people don't understand modern science.
- This with white mice is designed to test their intelligence.
- Astronomers have announced the of a new planet.

Collocations

- 3 Match to make phrases.

- | | |
|--------------|---------------|
| 1 a mouse | a program |
| 2 program | b a program |
| 3 carry out | c a computer |
| 4 a computer | d experiments |
| 5 run | e button |



- 4 Complete the text using the phrases from exercise 3.

Using computers is really easy! You can (1) to do almost anything. People use them for work and to play games and scientists use them to (2)

A (3) is a set of instructions telling the computer what to do. When you (4), the computer follows the instructions and does what you tell it to, either through the keyboard or by clicking (5)

Now that computers are part of our lives, everybody should learn how to use them!

Phrasal verbs with off

- 5 Phrasal verbs with *off* often have meanings connected to removing, stopping or cancelling something. Match the phrasal verbs in the box with the correct definitions.

go off • make off • take off • put off • turn off • call off

- stop liking something you used to like
- remove an item of clothing, etc
- delay something until a later time
- cancel a planned event
- escape, often after a crime
- stop a machine

- 6 Complete the sentences using the correct form of the phrasal verbs from exercise 5.

- The burglars stole a video player and in a white car.
- We've decided to the experiment until the weather improves.
- Before you go into the lab, please your shoes.
- I've really violent video games.
- My cousin was planning to marry a woman over the internet, but at the last minute they it
- Don't you think you should your computer and go and play football outside with your friends?

Listening



1 You are going to listen to five people talking about new computer games. Decide which computer game each person enjoyed the most.

- | | |
|-----------------|--------------------------|
| Speaker 1 | A <i>Night Thief</i> |
| Speaker 2 | B <i>Cave Warrior</i> |
| Speaker 3 | C <i>Mad Driver City</i> |
| Speaker 4 | D <i>Tower of Evil</i> |
| Speaker 5 | E <i>Cup Final</i> |

Focus on FCE: Listening Part 1

- 2 You will now hear the five speakers again. For questions 1-5, choose the best answer (A, B or C).
- You hear a boy talking. What did he not like about *Cave Warrior*?
 - A He couldn't find the lost treasure.
 - B He knew what was going to happen next.
 - C He thought there was too much action.
 - You hear a woman talking. What was the problem she had with some of the games?
 - A She doesn't like playing sports.
 - B She couldn't react quickly enough.
 - C She can't drive a car.
 - You hear a girl being interviewed in the street. Why doesn't she like *Night Thief*?
 - A It seems like hard work.
 - B It involves criminal activities.
 - C She isn't very good at maths.
 - You hear a boy talking. What does he dislike about *Mad Driver City*?
 - A He doesn't have enough time to play it.
 - B His friend is much better at it.
 - C They want to play at the same time.
 - You hear a girl talking. What does she say about computer games?
 - A Buying sports games is a waste of money.
 - B You can waste money if you make the wrong decision.
 - C Driving games are the best value for money.

Speaking



1 What do you want to do in the future?

I'd like to go to university, if I get good exam results.

I want to get married if

I hope to have a family, if

It'd be nice to work as a(an) if

I'd love to visit one day, if

I'd like to live if

Focus on FCE: Speaking Part 1

2 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases below to help you.

- What would you like to do when you leave school?
- What job would you like to do in the future?
- Do you have any ambitions?
- What are your hopes for the future?
- Is there anything you'd really like to do one day?

That seems like a long way in the future. I'd say that ...

Useful Phrases

I'm quite an ambitious person. One thing I'd like to do is ...

Well, if I had the chance, I think I'd love to ...



Listen and circle the words you hear.

- Only half of the people were *saved/shaved*.
- Could you get me a *seat/sheet* from the office, please?
- Did you *sew/show* all of them?
- They have lots of different *sorts/shorts*.

See *Speaking database* on page 158.

Use of English

Unless, in case, as long as

➔ Look at *Grammar database* page 179 before you do the exercises.

- 1 Rewrite the sentences using *unless, in case or as/so long as*.
- 1 Promise to give it back tomorrow and you can borrow my new computer game.
You can
- 2 I have to finish my homework before I can play on my computer.
I can't
- 3 Save your work on a floppy disk - your computer might get a virus.
Save your work

Word patterns

- 2 Choose the correct option in each sentence.
 - 1 I think I'm a little scared of computers I don't know much about them.
a because of b because
 - 2 Some people have complained about this game the violence.
a because of b because
 - 3 I didn't Jason when he said he'd got a new mobile phone.
a believe b believe in
 - 4 Some people don't UFOs.
a believe b believe in
 - 5 When you buy the new K256 mobile, a handsfree set is
a provided with b provided

Focus on FCE: Use of English Part 2

3 For questions 1-12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Keeping your mobile safe



In the UK, up to 10,000 mobile phones (0) ARE stolen each month. More (1) 50% of these are owned (2) teenagers aged 13 to 16. As (3) as you're careful with your mobile, you don't have to be one of them. (4) you're actually using your phone, keep it out of sight (5) a pocket or bag. This will help reduce the chances of it being stolen.

But what can you do in (6) it is stolen? Many phones have a unique 15-digit IMEI number. If your phone (7), make a note of it. (To find out (8) your phone came with one, type *#06# into your phone.) Also, use an invisible marker pen (9) mark your postcode on your phone. This will help the police identify it (10) they find it.

Use your phone's security lock. If your phone is stolen, so long (11) the lock is on, the thief won't (12) able to use it and run up a big bill.

If you think your phone has been stolen, inform the police, and your service provider, immediately.

Writing

Focus on FCE: An informal letter/email

- ▶ Read about informal letters/emails in the *Writer's database* on page 154 before you do the exercises on this page.

- 1 Read this writing task. Why should your letter be informal?



Your pen-friend is writing a report for school on technology. She/He has asked you for some information about how you and your family use technology in your daily life. Write a letter, telling your pen-friend what she/he wants to know. Write a **letter** of between **120** and **180** words in an appropriate style.

- 2 Decide if the statements are true (T) or false (F).

In informal letters/emails ...

- 1 we usually ask our friend about their health/news/etc first.
- 2 we never use contractions (*I've, don't, can't*, etc).
- 3 it's sometimes okay to write incomplete sentences.
- 4 you should never use exclamation marks (!).
- 5 you don't need to write in paragraphs.
- 6 you don't need to worry about answering the question.

Working model

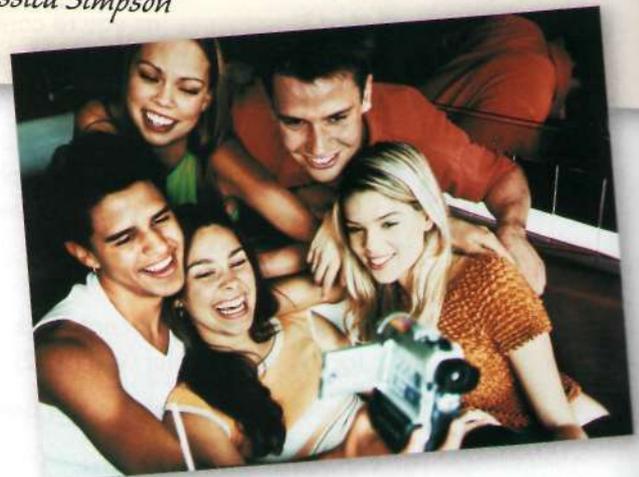
- 3 Read the answer to the writing task. The writer has not used paragraphs. Decide where new paragraphs should begin.

Dear Miss Ashley Williams,

How are you? How did your French test go? I bet you passed! You asked me about technology. Well, the first thing I should tell you is that I've got a new computer! So far, I've used it for playing games and for surfing the internet. It's not as complicated as I thought. I'm even teaching my dad how to use it! Have you got an email address? What else? Of course, we've got things like a TV, a video player and a DVD player. We watch a few hours of TV every day, and we watch a video or a DVD once a week. My brother watches more than I do. Lazy boy! My dad says he's thinking of getting satellite TV, so maybe I'll start watching a bit more. The only other thing I can think of is my mobile phone. I never go anywhere without it! I use it all the time and send about twenty text messages every day! (Luckily, Mum and Dad pay the bill.) Got to go. Love to your sister.

Take care,

Jessica Simpson



- 4 There are mistakes with the names and five spelling mistakes in the letter. Correct them.

➔ **Ready to write!**

5 You are going to answer the same question. First, look at this extract from your pen-friend's last letter.

*...and then there's this football match on Saturday. If we win that, we're in the final. Who knows?
 Oh, yeah. I wanted to ask you something. We have to write a report on technology for school. Could you tell me a few things about how you use technology in your life? You know, computers, mobiles, TV, that sort of thing. Oh, and tell me something about the other members of your family, too, and how they use technology.
 Anyway, I was talking to Sam the other day and he says that ...*

Which of these things does your pen-friend want to know about?

- your opinion of violent video games
- what kind of computer you want to get
- how much television you watch
- whether you have a computer at home
- how good you are at football
- whether your parents have mobile phones
- what the best model of mobile phone is

6 Make a plan of your answer. Use your imagination.

- How are you going to start your letter?
- What news are you going to ask your pen-friend about first?
- What's the first kind of technology you want to talk about?
How do you use it?
- What's the second kind of technology you want to talk about?
How do you use it?
- What's the third kind of technology you want to talk about?
How do you use it?
- How do you want to close your letter?
- How are you going to write your name at the end?

➔ **Now write!**

7 You are now ready to write your letter to your pen-friend. Use informal language.

➔ **Check it out!**

8 Check your work. Tick what you have done.

A clipboard with a silver clip at the top right. The paper has a list of six items, each followed by a small square box for a tick mark. The text on the clipboard is handwritten in black ink.

- I have started and ended the letter in the right way.
- I have asked my pen-friend something about her/himself.
- I have talked about different kinds of technology.
- I have mentioned the other members of my family.
- I have used paragraphs.
- I have checked my spelling and my grammar.
- I have written between 120 and 180 words.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 When did barcodes first appear?
- 2 Where do you pay in a supermarket?
- 3 How many parts of a computer can you name?
- 4 What's the difference between *put off* and *call off*?
- 5 Which phrase means 'only if'?



Let Me Entertain You



look ahead

In this unit, we are going to **read** a TV review, **listen** to an interview, **speak** about forms of entertainment, **write** an essay and **study** modal verbs.

Start thinking!

What different forms of entertainment can you think of?

Do you ever go to the theatre?

Do you ever read TV, film or theatre reviews?

Reading

1 Read this newspaper column. Which programme would you most like to watch?

2 Read the statements from the column and decide if they are **facts** or express the **writer's opinion**.

1 SuperTV has been broadcasting for five years.

2 The presenters of *VJ-TV* aren't very intelligent.

3 *Staff Room* is replacing *Train Driver*.

4 *Life in Aylesford Street* is very popular.

5 *Joke-a-Cola* will be funny.

6 There is a lot of choice of entertainment.

TV REVIEW

Lucy Chang tells you what's new (and not so new!) on your screens this summer.



I always look forward to this time of year, and I'm always disappointed! It's the time of year when the

TV channels tell us their plans for the summer and every year I tell myself that it might be different. It never is. Take SuperTV, for example. This channel, on our screens for five years now, broadcasts a depressing mix of game shows and music videos. So what do we find in the new schedule? *I'm The One*, a game show with holidays as prizes, and *VJ-TV*, yet another music video programme with brainless presenters. They're also planning to



repeat the dreadful chat show *Star Quality*, which is about as entertaining as watching grass grow. Why can't they come up with new ideas?

Channel 9 does a little better. Now that *Train Driver* has finished, they've decided to replace it with *Staff Room*, a reality show that follows teachers around all day. It should be the hit of the summer, giving us an idea of what really goes on when the lesson is over. Who doesn't want to see and hear what teachers say about their students at the end of the school day? Great stuff! Together with *Life in Aylesford Street*, the soap opera that everyone's talking about, it looks

like Channel 9 could be the channel to watch this summer.

Over on BTV1, Max Read is back with *Joke-a-Cola*, the comedy show. The first series was slightly amusing, the second hilarious. Let's wait and see what the third series is like. Comedy is difficult to get right, but it ought to be great. I wish I could say the same about the sitcom, *Ob! Those Kids!* It's enough to look at the expressions on the faces of the cast! It's obvious they know it's rubbish and the script is just so badly written! Oh! Those writers!

The programme makers must think we'll watch anything. That's just not true. People might have hundreds of

Focus on FCE: Reading Part 1

3 Read the text again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 At this time of year
 - A the TV channels change all their programmes.
 - B the writer disappoints the TV channels with her reviews.
 - C the writer hopes for something that never happens.
 - D the writer's favourite programmes often disappear.
- 2 What does 'They' in line 20 refer to?
 - A SuperTV
 - B the TV channels
 - C the presenters of VJ-TV
 - D TV viewers
- 3 The writer says that *Staff Room* will probably
 - A be successful.
 - B shock students.
 - C be worse than *Train Driver*.
 - D be on instead of *Life in Aylesford Street*.
- 4 The writer thinks that *Joke-a-Cola* is now
 - A more difficult to understand.
 - B more popular with viewers.
 - C funnier than before.
 - D more like a sitcom.
- 5 Because of the choice of entertainment
 - A people watch more television.
 - B people move to areas with more facilities.
 - C programme makers have to tell lies.
 - D programmes have to be more exciting.
- 6 The writer thinks that television
 - A will never be as popular as the theatre is.
 - B should show more programmes about hobbies.
 - C could lose its popularity in the future.
 - D ought to provide more than just entertainment.

channels on their TV or might live near a cinema with a dozen screens. There is so much choice of entertainment these days – TV, the cinema, the theatre, even the internet – that they have to work hard to keep their audience. What they should be doing is making new, exciting programmes. Where are the programmes that make people think they must stay in to watch them?

We have to ask ourselves what entertainment is. We have to think about what people do with their leisure time. Television has been popular for about 50-60 years but it might not be popular forever. More people are going to the cinema and theatre than ever before. More people are surfing the internet or playing computer games than ever before. If *Oh! Those Kids!* is all that the TV can offer, why should we watch it? With one or two exceptions, this summer's programmes will make more people turn off than turn on.

Word BOX

4 Use words or phrases from the text to complete the definitions. You've been given the first letter to help you.

- 1 M..... v..... are short films showing musicians singing their songs.
- 2 If something is e....., it is enjoyable and interesting.
- 3 A h..... is a great success.
- 4 If something is a....., it's a little funny, but not very.
- 5 If something is h....., it's very funny.
- 6 The group of people who act in a programme, film or play is called the c.....
- 7 The s..... contains all the words the actors have to learn.
- 8 Another phrase meaning 'free time' or 'spare time' is l..... t.....

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



Modals (I)

▶ Look at *Grammar database* pages 179-181 before you do the exercises.

1 Read the sentences and phrases from the article on pages 86 and 87. Match each one to an explanation.

- 1 ... every year I tell myself that it *might* be different.
- 2 Why *can't* they come up with new ideas?
- 3 It *should* be the hit of the summer, ...
- 4 The programme makers *must* think we'll watch anything.
- 5 What they *should* be doing is ...
- 6 We *have to* ask ourselves what entertainment is.

This expresses ...

- a something which is probable.
- b an ability/inability.
- c something which is possible.
- d a way of giving advice.
- e a certain opinion.
- f an obligation.

2 Choose the correct option to show the meaning of the verb in *italics*.

- 1 They *should* close down the theatre in this town because nobody ever goes.
a giving advice b giving permission
- 2 I think I *might* stay in and watch the film on Channel 4 this evening.
a expressing obligation b expressing possibility
- 3 My mum says I *can* be in the school play.
a expressing ability b giving permission
- 4 Do you *have to* go to university to become an actor?
a asking about obligation b asking about probability

3 Choose the correct verb in each sentence.

- 1 You really go and see Spielberg's latest. It's brilliant!
a could b should c might
- 2 Oh, Dad! Do we watch that opera programme again?
a must b should c have to
- 3 I read somewhere that Kylie Minogue be on TV tonight.
a might b can c has to
- 4 Ask your parents if you come to the concert with me.
a can b ought to c will
- 5 I really get some new clothes to go to the theatre.
a might b must c could



4 Rewrite the sentences using the verb in brackets.

- 1 Robbie Williams's new song will probably win an award. (should)
Robbie
- 2 There's a possibility that Madonna is recording a new album. (might)
Madonna
- 3 People's ears are often damaged by listening to very loud music. (can)
Listening
- 4 You can get me a CD if you like, but it's not necessary. (have to)
You
- 5 We should probably check to see if there are any tickets left. (ought to)
We
- 6 I'm thinking of going to the theatre while I'm in London. (might)
I

Vocabulary builder



Entertainment

1 Use the words in the box to answer the questions.

rehearsal • audition • play • critic • review • stage • act

- Where do the actors perform in a theatre?
- What do we call a dramatic performance in a theatre?
- What do actors do?
- What do we call the test actors do before they get the part?
- Who judges theatre performances for a newspaper or magazine?
- Where do we read a judgement of a theatre performance?
- What do we call a practice of a performance?

2 Complete the sentences with the correct form of the words in exercise 1.

- The were terrible! I'm surprised the play didn't close sooner.
- We saw a great the other day. *Blue Murder*, it was called.
- I can't meet you on Friday because I'm in the school play and we've got a(an)
- The absolutely loved the performance but the public just didn't seem to be interested.
- The curtain went up and two actors came out onto the
- I'm really nervous about the Hope I get the part.
- I know she's beautiful, but she can't and I'm not having her in my show.

Confusable words

3 Circle the correct word or phrase in each sentence.

- I was always very *popular/famous* at school.
- Nobody seems to like my favourite group, but they're very *popular/famous*.
- In my free time, I like to *hear/listen* to music, especially rap music.
- Sh! I think I can *hear/listen to* music coming from upstairs.
- I'm going to call Sarah to *tell/say/speak* to her about the tickets.
- What did Mark *tell/say/speak* you about the film he saw?
- Some people *tell/say/speak* that pop music is a kind of art.
- I love *reading/studying* romantic books and books for teenagers.
- I love *reading/studying* English grammar, believe it or not!



Collocations: entertainment

4 Match to make common phrases about entertainment.

- | | |
|--------|-------------------|
| 1 get | a a joke funny |
| 2 find | b the joke |
| 3 tell | c fun |
| 4 have | d fun of somebody |
| 5 make | e a joke |



5 Use three of the phrases from exercise 4 to write your own sentences.

Listening



- 1 You are going to listen to a woman being interviewed. Before you listen, look at the sentences in exercise 2. In pairs, talk about what word or short phrase might fill each gap.



Listen and pay attention to the vowel sound in the syllables underlined.

There's a new theatre across the road from me.

One syllable in each word contains the sound /ə/. Underline the syllable. Listen and check your answers.

letter about entertain teacher
leisure exercise occur

Focus on FCE: Listening Part 2

- 2 Listen to the woman being interviewed. For questions 1-8, complete the sentences.

Mary says there should be more facilities because 1

Mary goes to the cinema 2

She prefers Screen Centre because it has 3

She last went to the theatre 4

She might visit the new theatre if she 5

She would like to see more musicians 6 at the park concerts.

She thinks the 7 for the concerts could be improved.

She thinks 8 would be useful.

Were any of your guesses right, or nearly right?

Speaking



- 1 Decide what you like and dislike about the activities. Write something in each box. Use your imagination.

... reading books because ...	... going to pop concerts because ...
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

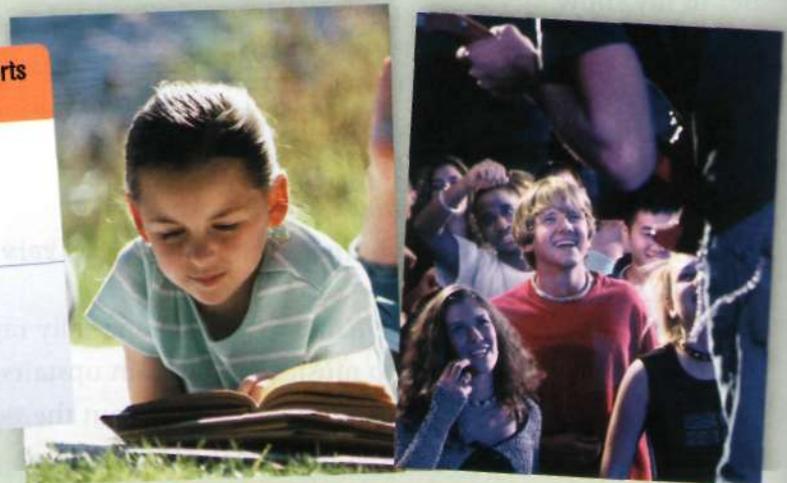
I like ...

I dislike ...

Focus on FCE: Speaking Part 2

- 2 In pairs, compare the photographs. One of you should read the instructions and the other should talk for one minute. Then swap.

What do you like and dislike about each form of entertainment?



I'd like you to compare the two photographs and tell us what you like and dislike about each form of entertainment.

See Speaking database on page 158.

Use of English

Parts of speech

1 Choose the kind of word that is needed to complete the sentences.

1 The audience clapped and the actors came back onto the stage.

a adverb b adjective

2 The stadium is great for concerts because of its

a adjective b noun

3 I love reading books with characters my age in them.

a adjective b adverb

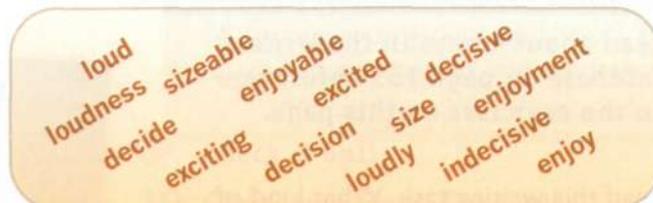
4 Do you think we could what we're doing this evening?

a noun b verb

5 I really get a lot of out of watching and reading about sports.

a noun b adjective

2 Now decide what parts of speech the words in the box are. Use five of them to complete the sentences in exercise 1.



3 Choose two words from the box you didn't know before. Write sentences using those words. Compare your sentences to the other students'.

Word formation: prefixes

4 Use the prefixes to form the negative of the adjectives and nouns. One of them has two answers.

	un-	dis-	in-
able	believable	expected	
ability	clear	lucky	
advantage	comfort	organised	
approve	comfortable	suitable	
belief	employed		

Focus on FCE: Use of English Part 3

5 For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

BUSKING

Street (0) PERFORMERS, or 'buskers', help make any city centre a place of (1)

In every major European city you can find young, (2) people juggling, playing the guitar or even doing magic tricks for money. All they need is a (3) place to perform and a good crowd.

Some people might (4) of busking and find it annoying, but most people in the city centre agree that it's an (5) break from shopping and having to rush around when there's an (6) show in the street.

Some young people, (7) to afford a luxury trip around the world, busk in order to travel. It can be (8), but it is a very cheap way to see the world. A few hours playing, unless you are (9), will pay for a bed or a bus ticket. The (10) is that you need to have some talent or you might go hungry!

PERFORM
ENTERTAIN

EMPLOY

SUIT

APPROVE

ENJOY
EXPECT

ABLE
COMFORT

LUCK
ADVANTAGE



Writing

Focus on FCE: An essay

Read about essays in the *Writer's database* on page 153 before you do the exercises on this page.

- 1 Read this writing task. What kind of style would be appropriate?

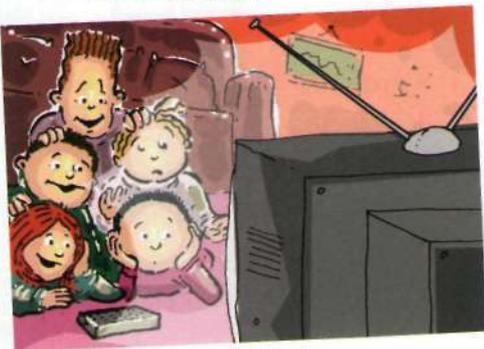
You have had a class discussion on TV programmes for children. Now your English teacher has asked you to write an essay, giving your opinions on this question: *Should children's TV educate or entertain?*

Write an **essay** of between **120** and **180** words in an appropriate style.

- 2 Make notes to answer the questions.

- 1 What programmes are there on TV for children?
- 2 Which programmes are popular?
- 3 Which of these would you like to see more of?
cartoons Why?
drama for children Why?
news for children Why?
game shows for children Why?
- 4 Should children's TV educate or entertain? Why?

Talk about your answers with the class. Explain clearly why you agree or disagree with other students.



Working model

- 3 Read the answer to the writing task.



1 Children today are under more pressure than ever and need to relax. **They** often do **this** by watching television. **Although** parents worry about how **it** will affect them, I believe television should entertain, rather than educate.

5 **First of all**, there is no reason why television for children should be different from television for adults. The most popular programmes tend to be game shows and drama series. Adults watch **them** to relax after a busy day at work and children should also be able to relax after a hard day at
 10 school.

Secondly, programmes such as **these** do teach us things. Game shows improve your general knowledge. Drama series teach us about human relationships and the problems people face. **Despite their** parents' disapproval, children learn a lot while
 15 they are being entertained.

To sum up, children's television should provide quality entertainment. Instead of uninteresting educational programmes, there should be game shows and drama series made for children. **It** should be a way for **them** to escape their
 20 problems, **although** watching too much television might cause problems with school work, **for instance**.

- 4 Do you agree with the writer? Why? / Why not?

5 The words in red are important! Decide what each word in red refers to.

- 1 They (line 2)
- 2 this (line 2)
- 3 it (line 3)
- 4 them (line 8)
- 5 these (line 11)
- 6 their (line 14)
- 7 It (line 19)
- 8 them (line 19)

6 The words and phrases in blue are also important. Decide which words and phrases in blue are used:

- 1 to refer to an example.
- 2 to introduce the conclusion.
- 3 to refer to a negative point. /
- 4 to introduce the first main point.
- 5 to introduce the next main point.

Ready to write!

7 Read this writing task.

You have had a class discussion about television. Now your English teacher has asked you to write an essay, giving your opinions on this question:

Do children nowadays watch too much TV?

Write an **essay** of between **120** and **180** words in an appropriate style.

8 Before you write, complete the essay plan.

what I'm going to include

Paragraph 1

Paragraph 2

Paragraph 3

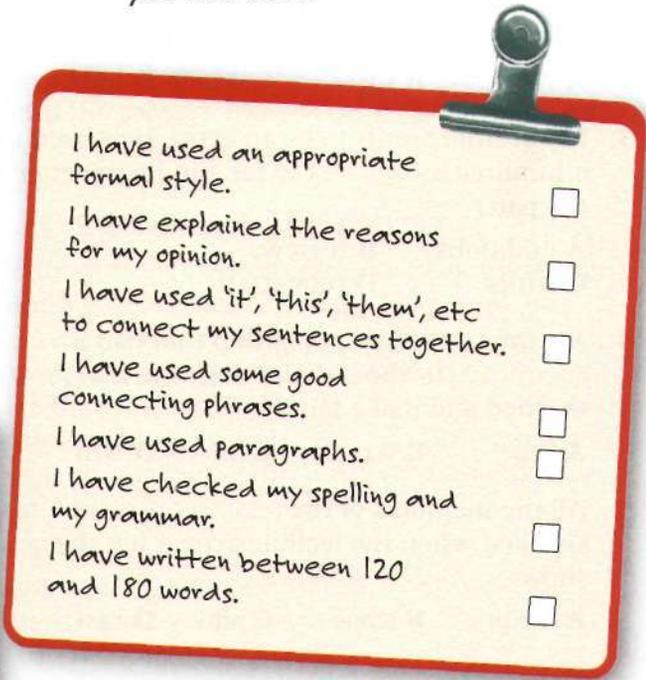
Paragraph 4

Now write!

9 You are now ready to write your essay. Use your notes to help you. Use some of the connecting phrases. Use 'it', 'this', 'them', etc to connect your sentences.

Check it out!

10 Check your work. Tick what you have done.



I have used an appropriate formal style.

I have explained the reasons for my opinion.

I have used 'it', 'this', 'them', etc to connect my sentences together.

I have used some good connecting phrases.

I have used paragraphs.

I have checked my spelling and my grammar.

I have written between 120 and 180 words.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What is another word for a great success?
- 2 Which of these modals can be used for giving advice? *could should might*
- 3 What do critics write?
- 4 If lots of people like you, are you popular or famous?
- 5 What is a busker?

Show you know!

1 Choose the correct option.

- 1 I thought the new Jim Carrey film was! It's the funniest film I've ever seen!
A famous **B** entertaining
C hilarious **D** amusing
- 2 I don't have much time to the internet for things I'm interested in.
A ride **B** surf **C** travel **D** tour
- 3 My brother wants to be an actor. He's been to a hundred so far, but he never gets the part.
A auditions **B** reviews
C critics **D** rehearsals
- 4 My mum was in a pop group that had a in the 80s and then she got married and had a family.
A top **B** screen **C** hit **D** win
- 5 All the members of the were shocked when the leading actress left the show.
A script **B** stage **C** play **D** cast
- 6 The of America changed the way Europeans saw the world.
A discovery **B** invention
C theory **D** research
- 7 I'd love to see the new James Bond film. It's had really good
A critics **B** auditions
C reviews **D** rehearsals
- 8 The action scenes were quite good, but the main actor really couldn't He was rubbish!
A act **B** play **C** star **D** appear
- 9 Our teacher didn't the joke I told so I had to explain it to her.
A find **B** have **C** take **D** get
- 10 I don't think it's nice to make fun kids who are younger than you.
A to **B** of **C** at **D** with

2 Match to make complete sentences.

- | | |
|--------------------------------------|---|
| 1 If we had more money, | a we'll go and get you a new computer. |
| 2 If you open your computer, | b I'd find out about computer courses in the local area. |
| 3 If we've got enough money, | c you wouldn't do any damage to it. |
| 4 If the shop were closed, | d we can see where the hard drive is. |
| 5 If I were you, | e the lights wouldn't be on, would they? |
| 6 If you opened your computer, | f we'd be able to get a home cinema. |

3 Write the negative form of these words using an appropriate prefix.

- | | |
|--------------------------|------------------|
| 1 comfortable | 5 able |
| 2 organised | 6 approve |
| 3 ability or | 7 suitable |
| 4 comfort | 8 employed |

4 Complete the sentences using the correct form of the phrasal verbs in the box.

put off • call off • go off • turn off
take off • make off

- I used to really like Leonardo DiCaprio's films, but I him recently.
- I think we'll have to our holiday until the end of the summer.
- Why don't you that hat? You look ridiculous.
- The thieves with over €1 million.
- Unless it stops raining, we'll have to the barbecue.
- Don't forget to your computer before you go to bed.

5 Complete the explanations using the words in the boxes.

famous • popular

If a lot of people like you, you are (1) If a lot of people know who you are, you are (2) You can be both, but it isn't always true!

tell • say • speak • hear • listen

If you have some information or an opinion, you can (3) someone about it. To do that, you (4) to them. They (5) to what you (6) and talk to you, unless it's so noisy that they can't (7) you!

study • read

When you (8) something that is written, you look at it to understand what it says. When you (9) something, you try hard to understand it and to learn it, often because your teacher has asked you to.

6 Complete this table.

noun	verb	adjective	adverb
1	X	loud	loudly
2	decide	decisive	decisively
enjoyment	enjoy	3	4
size	X	5	X

7 For questions 1-8, choose the option which best completes the passage. You will get two marks for each answer.

BECOMING A SCIENTIST

If you're interested in becoming a scientist, there are a few things you (1) do. First of all, you (2) decide which area of science you want to work in. Is it biology and animals or physics and space that you think (3) interest you most? Another thing you (4) do is speak to your science teacher about it. He or she will tell you what your options are and (5) have some helpful experience.

You (6) almost certainly need to go to university to study your chosen science. This can be the hardest time because you (7) prove that you understand many different areas. After your degree, you need to specialise in an area that really interests you. It can be a long, hard road, but at the end of it, you just (8) make a discovery that changes the world.

- A should B shall C will D would
- A can B may C have to D shall
- A might B must C can D has to
- A shall B will C ought to D would
- A has to B may C must D can
- A can B may C might D will
- A may B might C shall D have to
- A will B should C might D can

Score: _____ / 60



51-60 Well done! You really know your stuff!
41-50 That's great! Keep it up!
31-40 Maybe it's time for another look!
0-20 What? Are you sure?



look ahead

In this unit, we are going to **read** about a school in the UK, **listen** to people talking about their schools, **speak** about school facilities, **write** an informal letter and **study** relative clauses.

Start thinking!

What do you think makes a good school?

How would you improve your school?

Would you like to be a head teacher?

Reading



1 Quickly read the newspaper article. Ignore the gaps for now. How has Abbot Hill School changed since Elaine Atkins became head teacher?

- 2 Some words and phrases in the text are in bold. For each one, choose what you think it's referring to.
- 1 achieved the impossible (paragraph 1)
 - a Elaine's becoming head teacher
 - b Elaine's making the school successful
 - 2 an outsider (paragraph 2)
 - a Elaine
 - b someone else
 - 3 a chance (paragraph 3)
 - a the possibility of being able to improve the school
 - b the opportunity to talk to the parents, staff and pupils
 - 4 an environment (paragraph 4)
 - a the natural world
 - b a school
 - 5 things (paragraph 6)
 - a lessons
 - b activities
 - 6 the things which she's done (paragraph 7)
 - a the changes Elaine has made to the school
 - b Elaine's jobs before coming to the school



Top MARKS!

Elaine Atkins, head teacher of Abbot Hill School in Manchester, has turned one of the worst schools in the country into one of the best. Ollie Dawson finds out how she did it.

Three years ago, Abbot Hill School had a dreadful reputation. Teachers didn't want to work there. Parents didn't want to send their children there. The pupils – as seen by the number of children who regularly played truant from school – clearly didn't want to go there. It was a failing school, and a school failing the community. Then Elaine Atkins was appointed head teacher. **1** So how has she **achieved the impossible**?

'It actually wasn't that difficult,' says Elaine with her usual modesty. 'The

school was in such a bad state that no one – not the parents, not the students, not the teachers – valued anything about it. That made it much easier for **an outsider** to come in and say, "**2** We're going to do it differently." And I did have a lot of help too.'

One of the first things Elaine did was call a meeting of all the students, staff and parents. 'Not all of them came, of course, but it was actually very well attended. That's when I realised I had a **chance**. They hadn't given up

completely.' She told them some of the things which she wanted to change and put some key issues to the vote.

'**3** I said: "If I introduce a school uniform, will you support me?" The vast majority said they would.'

Elaine believes in things like school uniforms. 'It's all about creating an **environment** where there's discipline and a sense of pride. When I took over, Abbot Hill was out of control. Children were being bullied, and no one stopped the bullies. **4** A uniform is a symbol that there are

Focus on FCE: Reading Part 2

- 3 Read the article again. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7).
- A No, we're not going to do it like that anymore.
 - B The teacher has to be in control.
 - C There were actually many occasions when I thought I'd never succeed in changing the school.
 - D I wanted them to feel they were part of what was going to happen.
 - E I have a great time while I'm here, and I know it's teaching me loads of things I need.
 - F They can choose from sports, aerobics, photography, pottery, drama, dance classes.
 - G Today, the main problem she faces is a waiting list of parents who are desperate to get their children into the school.
 - H The students thought they could get away with anything.

limits and that we're all part of the same community.'

Elaine is convinced that discipline is central to students' learning. 'How can they learn anything if there's chaos in the classroom?

5 We've managed to bring that back to Abbot Hill, and it's clearly working. Students are now leaving the school with the qualifications they need. That never happened before. Of course, some students still get in trouble. Children always will. But they know what the rules are, and they know they'll be enforced. There's much less bullying now.'

It's not all about punishment and discipline, though. Elaine has also introduced a large number of after-class activities. 'Everyone used to go home after the last lesson. Now, there are a huge number of things which the students can choose from. None of them are compulsory, so the students don't feel they're being forced to do them. 6

You name it – we offer it! We also have regular school trips, which are educational and a lot of fun. Some parents come on them too, and that's a great way for us all to get to know each other better. I've always believed that the better you know someone, the easier it is to work together.'

Word BOX

- 4 Use words or phrases from the whole article to complete the definitions. You've been given the first letter to help you.
- 1 If everyone at school wears a s..... u....., they all wear the same clothes.
 - 2 If you are b....., other children often make fun of you or even hit you.
 - 3 People who have q..... have passed exams and have received certificates.
 - 4 If you are i..... t....., you are going to be punished for doing something wrong.
 - 5 If something is c....., you have to do it.
 - 6 On s..... t....., you go with your classmates to visit places like parks and museums.

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

I wondered what the students thought of their head teacher and **the things which she'd done**. Sharon Tucker, 16, who I met outside the school gates, summed up the mood of all the students: 'I used to hate coming to this school. I dreaded it every single morning. Now, I look forward to coming. 7 Mrs Atkins has changed all our lives. We owe her a lot.'

Grammar clinic

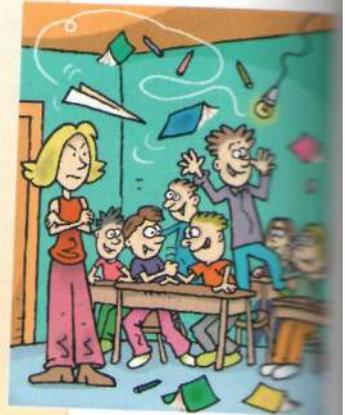


Relative clauses

▶ Look at *Grammar database* pages 182-183 before you do the exercises.

1 Read the sentences from the article on pages 96 and 97.
Decide if statements a and b are true (T) or false (F).

- 1 I wondered what the students thought of their head teacher and the things *which she'd done*.
 a Without the words in italics, the sentence makes complete sense.
 b We could replace *which* with *that*.
- 2 We also have regular school trips, *which are educational and a lot of fun*.
 a Without the words in italics, the sentence makes complete sense.
 b We could replace *which* with *that*.



Read through the article again and underline all the examples of 'which' and 'who'. Decide whether they are like sentence 1 or sentence 2 above.

2 Choose the correct option in each sentence.

- 1 The students had finished were allowed to leave.
 a whose b who c whom
- 2 Our school, opened in 1975, has about 2,000 pupils.
 a that b which c who
- 3 I went to school in Germany, I was born.
 a when b where c which
- 4 The school my parents went to has been knocked down.
 a whose b that c whom
- 5 My favourite teacher is Mrs Woods, husband is also a teacher.
 a whose b that c which
- 6 Any student in the school play should contact Mr Butler.
 a which b whose c who's

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 My dad who went to the same school as me remembers all the teachers.
- 2 My favourite subject, that we have twice a week, is chemistry.
- 3 We had a lesson last week that we all found interesting, which almost never happens!
- 4 Mrs Edwards, who she teaches us German, is very strict, which I don't like.
- 5 The only teacher that I don't like is Mr Leech that teaches us geography.
- 6 Room 7C is the one that we have our maths lessons.

4 Connect the sentences using *which, who, where, whose, or when*.

- 1 My school is quite big. It is very modern.
- 2 The new girl at our school is very friendly. She lives round the corner from me.
- 3 Our teacher told us we were having a test the next day. It shocked us.
- 4 I grew up in Manchester. I went to school there.
- 5 We had our exams in June. I was ill that month.
- 6 That's Hannah Brown. Her brother's in the same class as me.

Vocabulary builder



Education

1 Match the words and phrases in the box with the correct definitions.

suspend • play truant • lesson • break up
 prefect • term • expel • subject

- 1 a period of time (often 45 minutes) when students learn in a classroom
- 2 miss school without permission or without a good reason
- 3 a period of time (often 3 months) when a school is open
- 4 start a school holiday, such as the Christmas holiday
- 5 tell a student they can't come to school for a short time because they did something wrong
- 6 something you study at school, such as maths, French, etc
- 7 a student who is given extra responsibility for making sure other students obey the rules
- 8 tell a student they can't come to school ever again because they did something wrong

2 Complete the sentences using the correct form of the words in the box in exercise 1.

- 1 Nick is having problems in history so he's having extra
- 2 My cousin was caught and got into a lot of trouble.
- 3 They usually choose older students to be
- 4 We have exams at the end of every and at the end of the year.
- 5 My brother was for two days for fighting in the playground.
- 6 They a student last week for stealing from other students' bags.
- 7 I can't wait until we next week for the summer holidays!
- 8 It's difficult to choose a favourite, but I quite like computer science.

Phrasal verbs with over

3 Phrasal verbs with *over* often have meanings connected to movement or control. Choose the correct option.

- 1 A car almost our cat just outside our house. Luckily, she was okay.
 a ran over b got over c took over
- 2 Our teacher was very ill but she finally it and came back to school.
 a took over b got over c looked over
- 3 Why don't you to our house for dinner tomorrow?
 a bring over b look over c come over
- 4 Mrs Riley had to leave the classroom so she asked another teacher to
 a go over b look over c take over
- 5 If you the page, you'll see the answers.
 a turn over b pass over c put over

Magic metaphors



4 When we talk about *the mind*, we sometimes think of it as a *container*, like a box. Complete the sentences with the phrases from the box.

in your mind • at the back of my mind
 filled with • an open mind • out of my mind

- 1 What picture do you have if I say 'summer holiday'?
- 2 I've been studying really hard and I feel like my mind is facts and figures.
- 3 I heard a song on the radio this morning and I can't get it
- 4 When you meet people from other countries, it's important to keep
- 5 I like our history teacher, but I've got a feeling that she doesn't really like me.

Listening

1 You are going to listen to five people talking about a school. Before you listen, talk about what the people might mention.

The head teacher: *exam results? achievements?*

A pupil: *lessons? favourite teachers?*

A teacher: *students? lessons?*

The caretaker: *cleaning? damage?*

A parent: *exam results? their child?*

Focus on FCE: Listening Part 3

2 Listen to five people talking about a school. For questions 1-5, choose from the list (A-F) what each person says about the school. Use the letters only once. There is one extra letter you do not need to use.

- | | |
|--|-----------------|
| A This school doesn't have such good sports teams. | Speaker 1 _____ |
| B Someone is planning to leave the school. | Speaker 2 _____ |
| C Pupils don't have to do too much work at home. | Speaker 3 _____ |
| D This school doesn't cover modern subjects much. | Speaker 4 _____ |
| E People contact me when they have a problem. | Speaker 5 _____ |
| F This school is better than a lot of others. | |

Speaking

1 Complete the phrases using the words in the box.

Useful Phrases

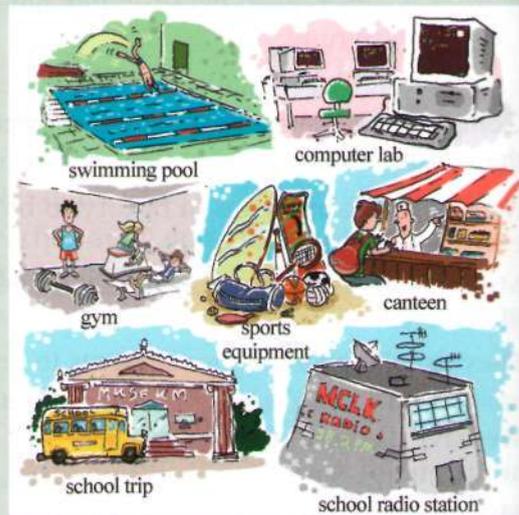
out • as • second • least • of • as

- X is not useful Y because ...
- The most useful all is Z because ...
- of these ideas, X is most useful because ...
- After X, Y is the best idea because ...
- Z is probably the useful idea because ...

Focus on FCE: Speaking Part 3

2 In pairs, do the task. Use the phrases from exercise 1 to help you make suggestions.

- How useful do you think these things would be?
- Which three would you recommend?



I'd like you to imagine that your school has some extra money. Talk about how useful you think these things would be and decide which three you would recommend.

SOUND bite stress (1)

Read the phrases below and decide which words you think are stressed the most. Underline them. Listen and check.

- As far as I'm concerned, ...
 - In my opinion, ...
 - If you ask me, ...
 - To my mind, ...
 - From my point of view, ...
- } home education is a great idea.

See Speaking database on page 158.

Use of English

Relative pronouns and prepositions

Look at Grammar database page 183 before you do the exercises.

1 Match to make complete sentences.

- 1 They had corporal punishment at the school which
 - 2 The day which my dad left school
 - 3 Yesterday I saw the old head teacher of the school where
 - 4 Our school is throwing a big party, to which
 - 5 The day when my dad met my mum
 - 6 Every year, we have a school play, which
- a my mum and dad went.
 - b was the school Sports Day.
 - c my parents went to.
 - d all parents are invited to.
 - e all parents are invited.
 - f on was his sixteenth birthday.

Word patterns

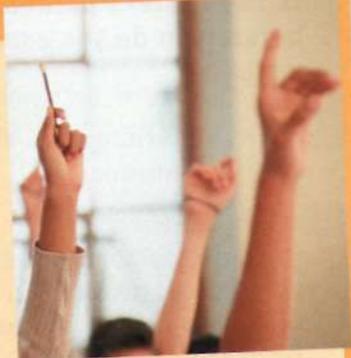
2 Complete these phrases with the correct preposition.

- 1 fond 5 refer
- 2 keen 6 complain
- 3 aware 7 interested
- 4 concentrate

Focus on FCE: Use of English Part 1

3 For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SUMMERHILL SCHOOL



What would you do if your teacher said you could either stay to have your (0) *lesson* or you could go home? Well, just imagine a school where attendance wasn't (1) at all! In Suffolk, in the United Kingdom, that school (2) Summerhill School was founded in 1921 by a man called A.S. Neill. Neill was (3) of the kinds of problems many children have at school and he believed that the only solution was to give (4) complete freedom.

Children at Summerhill are under no (5) at all to attend lessons. Most of them do, (6) Often, they come from schools at (7) they were unhappy and (8) to do any work at all. After a while, though, they settle down and usually decide that attending lessons is more interesting.

The other unusual thing about Summerhill is the weekly meeting. All teachers and students decide the school rules democratically, with one (9) each. If a student wants to (10) about a teacher or a teacher wants to tell everyone about a student's bad behaviour, they can do so in the meeting.

Life at Summerhill is full of all kinds of challenges, but most of the people there agree that it's a very special place.

- | | | | | |
|----|--------------|----------------|------------|-------------|
| 0 | A subject | B work | C lesson | D timetable |
| 1 | A necessary | B compulsory | C needed | D forced |
| 2 | A is | B runs | C exists | D opens |
| 3 | A interested | B concentrated | C expert | D aware |
| 4 | A them | B these | C those | D their |
| 5 | A stress | B rules | C pressure | D control |
| 6 | A although | B however | C yet | D despite |
| 7 | A that | B there | C where | D which |
| 8 | A refuse | B object | C deny | D oppose |
| 9 | A choice | B vote | C count | D decision |
| 10 | A refer | B mention | C discuss | D complain |

4 What do you think of Summerhill School? Would you like to go to a school like that?

Writing

Focus on FCE: An informal letter/email

▶ Read about informal letters/emails in the *Writer's database* on page 154 before you do the exercises on this page.

1 Read this writing task. Why should your letter be informal?

Your pen-friend is doing a class project on the educational system in different countries. She has asked you for some information about your country. Read this extract from your pen-friend's letter and use the notes you have made to write your letter. Write a **letter** of between **120** and **150** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Do not write any addresses.

Anyway, apart from that, I wanted to ask you for a favour. We're doing a project at school on education in different countries. Is there any chance you could give me some information about your country? You know, what kind of schools you have, when you take exams, that sort of thing. Thanks.

Got to go (yes, more homework!).

Love,

Andrea

nursery, primary, secondary –
mention ages
take exams in school every year
take important exams at 18 for
university

Working model

2 Read the answer to the writing task written by a French student.

Dear Andrea,

Thanks for your letter! How was your party? You asked about the educational system here. Well, most people go to nursery school between 2 and 6 years old. I went when I was 4 and I loved it! Then, from 6 onwards, education is compulsory and everyone goes to primary school. The schools are usually quite small and you stay there until you're 10.

From 11 to 14, we go to secondary school. At 15, we move to another school – a bit like senior high in America. We stay there till 18 and then either get a job or go to university.

We take exams at school every year but the really important ones come at the age of 18. You have to get good grades to get into university.

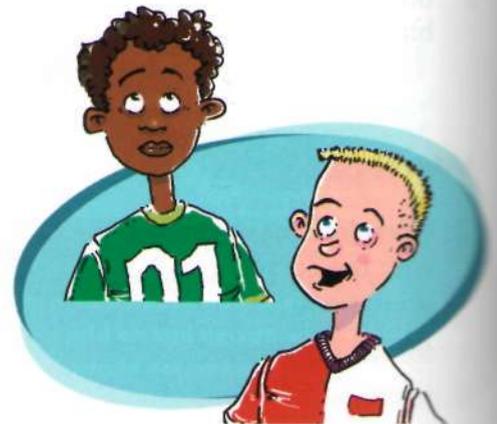
I have to go shopping with my mum now. I hope that was useful! Write soon!

Best wishes,

Paul

3 Decide if the statements are true (T) or false (F).

- 1 The writer has included all the information he had to.
- 2 He has used an informal tone.
- 3 He didn't need to use paragraphs in an informal letter.
- 4 He asks his friend about a piece of news to begin.



➔ Ready to write!

4 Complete the passage using the words and phrases in the box.

secondary • sixth form • senior high • primary
elementary • junior high • nursery

Education systems in Britain and America

Britain and America have different education systems. In both countries, most children go to (1) school (or kindergarten) between the ages of 3 and 5. Then, in Britain, they start (2) school, where they stay until they are 11. This is followed by (3) school until age 16. If they stay at school, they go into the (4) until they are 18. Sometimes, this means going to a special college.

In America, children go to (5) school from 5 to 11. Then, they go to middle school (also called (6) school) until age 14. From 15-18, American children attend high school (sometimes called (7) school).

5 You are going to answer the writing task about your country. Complete this paragraph plan. Look at the model to help you. Then compare what you have written to what the other students have written.

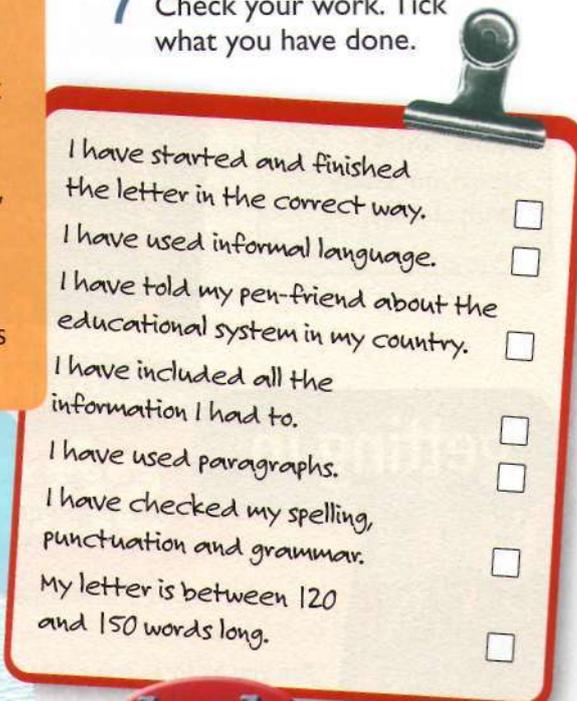
	<i>what I am going to include</i>
opening greeting	Dear
short opening paragraph	Say hello, ask about
second paragraph	.....
third paragraph	.....
fourth paragraph	.....
reason for closing letter	.....
closing phrase	.....
my name	.....

➔ Now write!

6 You are now ready to write your letter to your pen-friend. Use informal language. Include all the information you have to.

➔ Check it out!

7 Check your work. Tick what you have done.



- I have started and finished the letter in the correct way.
- I have used informal language.
- I have told my pen-friend about the educational system in my country.
- I have included all the information I had to.
- I have used paragraphs.
- I have checked my spelling, punctuation and grammar.
- My letter is between 120 and 150 words long.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What do the children at Abbot Hill School wear now?
- 2 Which of these is correct?
school journey school trip school excursion
- 3 When a relative clause just gives us extra information, do we use commas or not?
- 4 What do you not do if you 'play truant'?
- 5 What is unusual about Summerhill School in the UK?

12

Fighting Fit



look ahead

In this unit, we are going to **read** about different gyms, **listen** to someone on a diet, **speak** about health, **write** a report and **study** result clauses.



Start thinking!

How important is keeping fit?
What do people do to keep fit?
How useful are these activities?

Reading

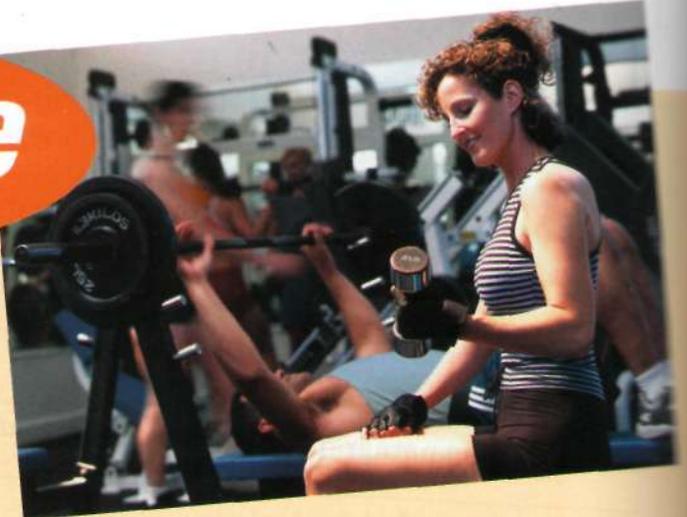
- Read this article from a local magazine. Which gym would you prefer to go to?

getting in

shape



Are you as fit as you could be? Most of us know that we should get more exercise, but we're not sure how to do it. There are plenty of gyms in this area, so you're sure to find one that suits you. Sue Roberts reports.



A Jim's Gym

Jim's Gym is on the edge of town, on the 517 bus route. The first thing you notice is that it's very modern and very friendly. With special membership fees for children, you won't spend a fortune when you work out, although the swimming pool and sauna cost extra. With your personal trainer watching your every move, you can be confident that you're in safe hands. The gym can get so busy that you have to wait, so make sure you arrive early, especially for the more popular equipment such as the weights. *Jim's* no longer offers aerobics classes, which were not popular enough, but the trainers are available to give free advice to members on their training programme. Open: Weekdays 8am-4pm and Saturdays 8am-9pm.

B Gymworld

If you're looking for a simple, basic service, then *Gymworld* may just be the place for you. Although it's a little difficult to get to for those without a car, *Gymworld* has everything you need to build up your muscles. The emphasis here is on body building, so don't expect advice about a healthy diet or beauty treatment to

go with your workout. Beginners might find it a bit difficult, since there are very few members of staff. The trainers are good enough to help beginners, but they're not as well trained as the employees in some other places. The annual membership fee is quite cheap at € 120 with no extras, but if it's expert advice you want to get you started, then *Gymworld* offers such a basic service that it might not be the best for you. Open: 8am-7.30pm daily, except Sundays.

C Fit for Life

Fit for Life is much more than just a gym. Of course, there's all the usual equipment, but *Fit for Life's* manager, Tracy Nolan, believes that fitness is about more than just strong muscles and a flat stomach. The snack bar serves healthy food, including a good range of vegetarian meals, and after exercising you can visit the Looks for Life room to have your hair and nails done. It's not cheap, the fee is € 230 per year, but everything is included. The one drawback we found was that you are often left on your own to exercise, which could be dangerous for those without much experience. Open: 9am-3pm Mon-Fri, 10am-4pm Sat-Sun.

2 Look through the article again to find the answers to the questions. Don't read the passage in detail.

- 1 Which gyms are closed on Sundays?
.....
- 2 How much is membership of *Fit for Life*?
.....
- 3 How much is membership of *Fighting Fit*?
.....
- 4 Who is the manager of *Fit for Life*?
.....
- 5 Which gym is open at 7pm on Wednesdays?



D Interfit

At € 250 a year, *Interfit* was the most expensive gym we looked at. For your money, you can use the gym as often as you like, but we were surprised to find that you have to pay to use the showers. As well as being the most expensive, it was also the noisiest. If you like a little peace and quiet while you're working out, then you won't like the constant loud music coming from the aerobics classes. The atmosphere is friendly and professional, and since they don't allow you to exercise without a member of staff guiding you, there's no need to worry, even if you haven't done it before. They also insist on your having a doctor's certificate to prove that you're healthy before you can join. Open: 8am-5pm every day.

E Fighting Fit

The philosophy behind *Fighting Fit* seems to be 'keep it small'. It's run by husband-and-wife team Tina and Joe Long, which gives it a friendly feel, but it might be nice if they had a few extra trainers as well. The building is so small that there isn't room for a huge amount of equipment, but what they have is in good condition. Only five minutes from the underground, *Fighting Fit* is a great place for working people who want to do a little exercise during their lunch break. We thought it was too expensive for the service (€ 190), particularly since coffee is another euro per cup, and Tina and Joe don't have any formal training qualifications. However, for those of you who want the personal touch, *Fighting Fit* might be a good choice. Open: varies, but usually 9.30am-4.30pm Mon-Fri.

Focus on FCE: Reading Part 3

3 Read the article again. For questions 1-10, choose from the gyms (A-E). The gyms may be chosen more than once.

Which gym(s) would you recommend for someone who:

- wants to be guided by an expert? 1 2
- doesn't want to pay any extra? 3 4
- can only exercise on Sunday mornings? 5 6
- wants to use public transport? 7 8
- wants to do some aerobics? 9
- wants some beauty treatment? 10

Word BOX

4 Use words or phrases from the article to complete the sentences. You've been given the first letter to help you.

- 1 I really want to get i..... s....., so I've started going to a gym twice a week.
- 2 You have to be very careful when you w..... o..... because it's easy to injure yourself.
- 3 Many famous people have their own personal t..... who advises them on their fitness.
- 4 My mum's started going to a..... c..... to get fit and she likes meeting all the other women there.
- 5 I'm not used to a lot of exercise, so my m..... start to hurt when I play too much sport.
- 6 If you do b..... b....., you have to work very hard to get ready for shows and competitions.

Did you enjoy reading this article? Did you learn anything? Why? / Why not?

Grammar clinic



Result clauses

▶ Look at *Grammar database* pages 183-184 before you do the exercises.

- 1 Read the extracts from the article on pages 104 and 105 and decide if the statements are true (T) or false (F).

The gym can get *so* busy that you have to wait ...

The trainers are good *enough* to help beginners ...

Gymworld offers *such* a basic service that it might not be the best for you.

We thought it was *too* expensive for the service ...

- 1 *So* can be followed by an adjective and a *that* clause.
- 2 *Enough* is followed by an adjective or adverb.
- 3 *Such* is used in exactly the same way as *so*.
- 4 *Too* is followed by an adjective or an adverb.

2 Choose the correct option.

- 1 I'm unfit that my doctor told me to join a gym.
a so b such c enough
- 2 With a lot of training, I might be fit to run the marathon next year!
a too b so c enough
- 3 My cousin has had a lot of time off work because of illness!
a so b such c enough
- 4 I need to go on a diet because I've been eating much fast food recently.
a such b too c enough
- 5 The local gym is a popular place that it's always very busy.
a so b enough c such
- 6 Membership of a gym is expensive that I can't really afford it.
a such b so c too

3 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

- 1 Fried food is very unhealthy, which means it can lead to a heart attack.
so
Fried food it can lead to a heart attack.
- 2 Some people take so many pills that it must be bad for them.
such
Some people take that it must be bad for them.
- 3 My grandma is too ill to leave the house.
enough
My grandma to leave the house.
- 4 Lots of people in Africa have AIDS.
so
There people in Africa who have AIDS.
- 5 I'm so clumsy that I couldn't be a surgeon.
too
I'm a surgeon.



4 Use the words in the box to make true sentences about yourself as in the example.

so • such • too • enough

I am so good at maths that I always get 20 out of 20.

Vocabulary builder



Medicine and health

1 Match the words in the box with the correct definitions.

prescription • diagnosis • allergy • cure • symptom
surgery • GP • injection

- 1 a sign such as spots or a cough that shows you are ill
- 2 a general practitioner, a kind of general doctor you see when you think you are ill
- 3 a doctor's office
- 4 a piece of paper a doctor gives you which you take to a chemist to get the right medicine
- 5 a doctor's opinion of what is wrong with you
- 6 a remedy or treatment
- 7 the action of putting medicine into your body using a syringe
- 8 a medical condition where your body reacts badly to some things you eat, breathe, etc



Collocations: make / do

2 Complete the phrases using either *make* or *do*.

- an appointment
- a complaint
- some exercise
- the housework
- a noise
- up your mind
- your best
- a fuss
- a mess
- a phone call
- the washing-up
- a suggestion
- your homework
- the bed
- friends
- a mistake
- sure
- well at something
- a decision
- an effort
- you good
- money
- the shopping
- a meal

3 Write sentences with three of the phrases from exercise 2. Compare your sentences with the other students'.

Magic metaphors



4 When we talk about *problems*, we sometimes use words or phrases that have a connection with *illness*. Complete the sentences with the words and phrases from the box.

headache • unhealthy • recover
get over

- 1 Samantha's been having a few problems at school lately, but she should them before her exams.
- 2 Trying to organise a wedding is a real ! There are just so many problems to deal with.
- 3 The company is in a(n) financial situation and it doesn't look like things are going to get any better.
- 4 It took me a long time to from failing my exams, but in the end I decided to take them again.

Listening

- 1 Listen to an interview with a woman who is on a diet. Decide whether each statement is true (T) or false (F).
- Judy thinks that she is too fat.
 - Judy can eat fast food during the diet.
 - Judy has to think about different types of food.
 - Judy gets points when she doesn't eat something.

Focus on FCE: Listening Part 4

- 2 Listen again. For questions 1-5, choose the best answer (A, B or C).
- Judy started the diet after
 - A she realised she had to lose weight.
 - B she decided she needed more energy.
 - C someone at a gym recommended it.
 - With the diet, you need to
 - A know some facts about what you eat.
 - B understand that chips are bad for you.
 - C learn that junk food makes you fat.
 - Judy says we should eat
 - A more fruit and vegetables.
 - B all types of food.
 - C more fatty foods.
 - Cream is in
 - A the 'Enjoyment' group.
 - B the same group as pasta.
 - C the same group as eggs.
 - How many points does Judy try to get each day?
 - A five
 - B nine
 - C ten

Speaking

Useful Phrases

- 1 Read this question and the answer given by one student. Complete the passage using the words and phrases in the box.

'Do you think we are healthier today than people were fifty years ago?'

Of course • so • To begin with • but • Secondly
For example

Yes, I think we are., we have a better diet., most people these days eat more fruit and vegetables than people did fifty years ago., we also eat more fast food, generally I think our diet is better., doctors have learned how to cure more illnesses, we live longer. Yes, we're definitely healthier than people were fifty years ago.

Focus on FCE: Speaking Part 4

- 2 In pairs, talk about the following questions. Use the phrases from exercise 1 to help you.
- Do you think we are healthier today than people were fifty years ago?
 - What are the main health problems young people face?
 - Do you think all medical care should be free?
 - What is a healthy diet?

Useful Phrases

I can see that there are arguments on both sides. As far as I'm concerned, ...

Teenagers face many health problems, including ...

Absolutely. Yes. People today ...

From what I've heard, I think people need ...

SOUND bite /ɑ:/, /ɔ:/ and /u:/

Look at the vowel sounds that are underlined in the words. In each group of four, one word has a different vowel sound. Circle the odd one out. Listen and check.

1	car	fat	father	can't
2	word	sword	court	bored
3	boot	look	too	shoot

See Speaking database on page 158.

Use of English

Infinitives of purpose

➔ Look at *Grammar database* page 185 before you do the exercises.

- 1** Rewrite the sentences using the phrase in bold. The first one has been done as an example.
- I thought I should ask the doctor about going on a diet so I went to the surgery. **in order**
I went to the surgery in order to ask about going on a diet.
 - I had to lose some weight, so I went on a strict diet. **in order**
 - She doesn't want to get ill, so my mum takes vitamin tablets. **in order**
 - Because they want to keep fit, many people take up sports. **so as**
 - I want to stay healthy, so I try to eat lots of fruit. **in order**
 - I didn't want to catch a cold, so I wore a warm coat and a scarf. **in order**

Word patterns

- 2** Complete the sentences using the words in the box. You may need to change the form of the words.

object • approve • prevent • capable • congratulate
afraid • succeed • manage

- Some people don't of smoking because it's bad for your health.
 - When you're seriously ill, you're not really of working.
 - If they to find a cure for cancer, it'll be a great discovery.
 - Some people believe that eating garlic can help you from getting ill.
 - We rang my brother to him on passing his medical degree.
 - In order to in becoming a doctor, you need to work very hard.
 - If I was a doctor, I'd constantly be of catching something from my patients!
 - Dr Frankenstein was surprised to discover that some people to his medical experiments.
- 3** Choose three of the words and write sentences. Compare your sentences with the other students'.

Focus on FCE: Use of English Part 2

- 4** For questions 1-10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

ALTERNATIVE MEDICINE

What do you do when you're ill? You probably call your doctor, (0) WHO examines you, makes a diagnosis and then gives you (1) prescription. These days, more and more people are asking themselves (2) this is the best way of dealing with illness. They object (3) taking too many pills and look around in (4) to find other cures.

Most cultures practise some form (5) traditional medicine. This is often based (6) plants, or other natural ingredients. They are usually prepared in some way (7) as to make them more effective, for example by drying them and making them (8) a powder.

The Chinese, in particular, have a large number of traditional medical techniques. One of them is acupuncture, (9) involves sticking needles into the patient! It might sound a little strange, but many people have used acupuncture for everything (10) giving up smoking to dealing with pain.

So, the next time you're ill, maybe you should look for an alternative before you send for the doctor!



Writing



Focus on FCE: A report

▶ Read about reports in the *Writer's database* on page 151 before you do the exercises on this page.

- 1 Read this writing task. Who is going to read your report?

You work for a local tourist office and your manager has asked you to write a report on health facilities in the area. The report will be used to produce a leaflet for tourists coming to your area.

Write a **report** of between **120** and **180** words in an appropriate style.

Working model

- 3 Read the answer to the writing task.

To: My manager

From: Me

Subject: What you asked me to do

Introduction

As requested, I have done some research into health facilities in this area. There is a hospital, an eye clinic and a large number of doctors' surgeries. This is very good for such a small town.

Westford Hospital

Westford Hospital is modern, with beds for about 1,000 patients. They deal with illnesses and accidents, although people who are seriously ill are moved to Pentonfield, twenty miles away. Tourists are treated at the hospital for free.

Westford Eye Clinic

Westford has very good facilities for eye problems. The eye clinic takes patients from all over the world and the doctors and surgeons are very highly trained. It is unlikely that tourists would need the eye clinic.

Doctors' surgeries

There are about thirty GPs' surgeries in Westford. They deal with minor illnesses and accidents. Most of them charge for treating people who are not local residents.

Conclusion

In conclusion, it is clear that Westford has excellent medical facilities for a small town. Tourists are welcome at the hospital and eye clinic, although they may have to pay to see a local GP.

- 2 It's important to think about the purpose of your writing. Match the types of writing to the purposes for writing.

- | | |
|---|-----------------------------|
| 1 | story |
| 2 | report |
| 3 | review |
| 4 | letter of application |
| 5 | informal letter/email |
| 6 | formal letter/email |
| 7 | essay |
| 8 | article |
-
- | | |
|---|---|
| a | to be offered a job or to get an interview for a job |
| b | to exchange information with someone you don't know well, or someone in a position of authority |
| c | to interest the reader by giving your opinion about a book you've read, film you've seen, place you've visited, etc |
| d | to entertain and inform your readers by writing on a subject that will interest them |
| e | to present information and recommendations in a clear, well-organised and formal way |
| f | to entertain your readers with interesting descriptions and characters |
| g | to gossip and swap news or information in a friendly, chatty way |
| h | to present an argument in a clear, logical way |

- 4 This report was written by Sharon Gilmore. Her manager is Elizabeth Watson. Correct the first part of the report.

5 Decide if the statements about the report on page 110 are true (T) or false (F).

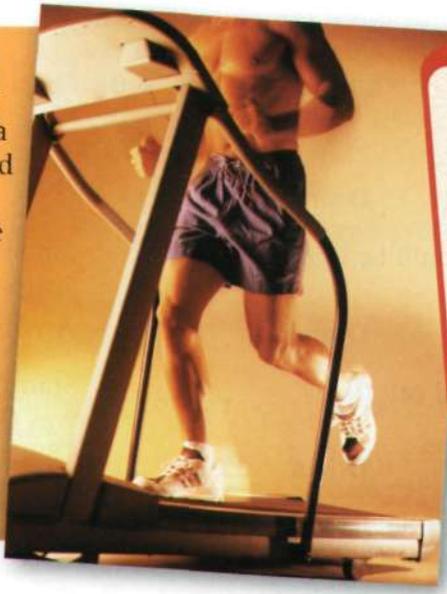
- 1 The language used is generally informal.
- 2 Each paragraph has its own heading.
- 3 It presents information in a clear way.

Ready to write!

6 Look at this writing task. Who is going to read your report?

You work for a sports shop and the manager is thinking of starting a new gym. He has asked you to write a report on gym facilities in the area. Your manager wants to know what you recommend.

Write a **report** of between **120** and **180** words in an appropriate style.



Now write!

8 You are now ready to write your report for your manager. Use formal language. Keep your purpose in mind.

Check it out!

9 Check your work. Tick what you have done.

- I have started the report in the right way.
- I have used clear paragraphs with appropriate headings.
- I have used formal language.
- I have made appropriate recommendations.
- I have checked my spelling and my grammar.
- My report is between 120 and 180 words long.

7 Make a plan of your answer. Use your imagination.

- How are you going to start your report?
To:
From:
Subject:
- What have you done / who have you spoken to in order to write your report?
- What is the name of the first gym you are going to write about?
What are you going to say about it?
- What is the name of the second gym you are going to write about?
What are you going to say about it?
- What is the name of the third gym you are going to write about?
What are you going to say about it?
- What recommendations are you going to make in your conclusion?

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 Which phrasal verb means 'exercise'?
- 2 If something is 'too big', is that a good thing or a bad thing?
- 3 What does a doctor give you to take to the chemist?
- 4 Which of these is wrong?
do some exercise make a mistake do a suggestion
- 5 Which preposition do we use with 'congratulate'?



Show you know!

1 Choose the correct option.

- 1 I'm going to try to get shape before the summer holidays.
A off B on C over D in
- 2 The doctor gave me a for some medicine for my throat.
A recipe B diagnosis C prescription D cure
- 3 Both my parents work in education, teaching at a college.
A higher B greater C bigger D larger
- 4 Maths is definitely my least favourite
A lesson B term C subject D timetable
- 5 If you ever truant again, you'll be in big trouble.
A are B play C do D make
- 6 I think the baby's ill. Maybe we should call the
A PG B DC C GP D MA
- 7 A boy in my class was for three days for fighting.
A suspended B qualified C expelled D troubled
- 8 Our school year is divided up into three
A periods B stages C terms D halves
- 9 We're going on a school to a local museum next week.
A excursion B journey C travel D trip
- 10 Try not to get trouble so much this term!
A on B in C at D out

2 Choose the correct option.

- 1 Everybody meets John thinks he's a really nice person.
A who B which C whom
- 2 The Town Hall, was built in 1875, has been damaged in a fire.
A who B that C which
- 3 This is the restaurant Peter took me on our first date.
A which B that C where
- 4 Everybody passed the test with top marks, was a little surprising.
A which B that C who
- 5 Stan Laurel, partner was Oliver Hardy, was born in 1890.
A which B whose C whom

3 Circle *make* or *do* to complete the phrases.

- 1 *make/do* a suggestion
- 2 *make/do* the shopping
- 3 *make/do* a mess
- 4 *make/do* some exercise
- 5 *make/do* a mistake
- 6 *make/do* up your mind
- 7 *make/do* friends
- 8 *make/do* a complaint
- 9 *make/do* you good
- 10 *make/do* a meal

4 Complete the letter using the correct form of the phrasal verbs in the box.

get over • break up • take over • run over • work out

Dear Kelly,

Hi! I haven't heard from you for ages. How are you? I'm fine. We (1) for the Easter holidays last week so I decided to join a gym at last! I'm really out of shape and I wanted to start (2) before the summer comes.

The first day at the gym was terrible, though! I was almost (3) by a car on my way there! I managed to jump out of the way just in time but I fell and hurt my ankle. I couldn't do any exercise at all! The trainer got someone else to (4) his aerobics class while he examined my ankle. It wasn't broken, and I (5) it in the end, but it was a bit frightening, I can tell you.

Now I'm off to the gym to try again. Take care and write soon.

Love,
Sandy

5 Circle the correct preposition to go with each word.

- 1 capable *of/on*
- 2 complain *in/about*
- 3 approve *to/of*
- 4 afraid *on/of*
- 5 concentrate *to/on*
- 6 aware *about/of*
- 7 keen *on/of*
- 8 succeed *to/in*
- 9 prevent *on/from*
- 10 refer *in/to*

6 Complete the sentences using the correct form of the phrases in exercise 5.

- 1 You should put your car in the garage overnight to it getting stolen.
- 2 A number of customers the service to the manager.
- 3 With all this noise, I can't my homework!
- 4 I remember being very the dark when I was little.
- 5 Who do you think the head teacher was when she said 'a star student'?
- 6 By now, most people must be the damage that smoking can do.
- 7 This mobile is running for a month without you charging the battery!
- 8 My grandparents don't young people having a tattoo.
- 9 I don't like tomatoes much, but I am really pizza – and that has tomatoes on it!
- 10 I'd like to be a doctor, if I getting into university.

7 Choose the correct option in each sentence.

- 1 I can't wait until I'm old *so/such/enough* to ride a motorbike.
- 2 My dad's *so/such/too* forgetful that sometimes he can't find the car!
- 3 There were *so/such/too* many people at the party that there was nowhere to dance.
- 4 Tommy is *so/such/enough* a good runner that he might be in the next Olympics!
- 5 My grandparents have always wanted to live in Spain but they're *so/such/too* old to do it now.

8 Complete the definitions with a word or phrase. You have been given the first letter to help.

- 1 If you have to do something, it is c..... .
- 2 A doctor's office is called a s..... .
- 3 A person who advises you about fitness is a t..... .
- 4 The parts of your body that give you strength are your m..... .
- 5 A degree, an MA and Cambridge First Certificate are all examples of q..... .

51-60 Well done! You really know your stuff!
21-40 Maybe it's time for another look!
41-50 That's great! Keep it up!
0-20 What? Are you sure?

Score: _____ / 60



13

Art Attack



look ahead

In this unit, we are going to **read** a story about an artist, **listen** to people in an art gallery, **speak** about our interests, **write** a review and **study** the causative.

Start thinking!

- Have you ever been to an art gallery?
- Which of these works of art do you prefer? Why?
- Can you name any famous artists?
- Do you like to paint or draw?

Reading

- Quickly read the short story. Ignore the gaps for now. Describe briefly what happens.



The competition

'Sadie, you're creative,' said Sadie's mum, handing her the newspaper. 'Here's something that'll keep you busy for five minutes.'

'Why are you giving me the crossword, Mum?' said Sadie. 'You know I don't like crosswords.'
'Not that,' said her mum. 'This!'

Sadie's mum pointed to a small advertisement on the same page as the crossword. Sadie read it aloud. 'Are you an artist? Painting competition. Free entry. Open to all amateur artists. The top fifty paintings received by August 15th will be displayed at an exhibition in an art gallery in London.' Sadie sat there thinking. 'Yeah, maybe,' she said at last, but her mind was racing. 'August 15th,' she thought to herself. 'That gives me three weeks.'

1 All my friends are on holiday. But what am I going to paint?

Sadie was too excited to sleep that night. 'I know I can do a good picture if I really try,' she thought. 'An art gallery in London! Wouldn't that be great?' For hours, she ran through the options. 'I'm not doing an abstract, that's for sure. **2** It's got to be something with detail. A still life picture, like a bowl of fruit? Maybe, but

it's a bit boring. A landscape? I could do the view of the hill from my bedroom window. No - it's got to be something that will stand out. Something that expresses real emotion. Something that shows that I can paint.' As Sadie finally drifted off to sleep, she whispered the words to herself over and over again: 'A portrait. I'm going to paint a portrait ...'

Sadie got to work. She had it all planned out. Base it on a photograph. Do a sketch first. And then when she was happy with that, do the full painting. She spent hours each day up in her room. Whenever her mum asked her how it was going, all she'd say was 'Fine.' When her mum asked her if she needed any help, all she'd say was 'No thanks.' When, two weeks later, the painting was finished, and Sadie's mum said 'Can I see it now?' Sadie replied 'Not now. I'll send it off.'

3 If I don't, then it's not worth seeing anyway.'

August 15th, August 16th and August 17th came and went, and there was no news from the competition judges. 'Don't worry, love,' said Sadie's mum.

'**4** You'll hear one way or the other in time. I've got my fingers crossed for you.'

'Sadie!' shouted her mum, up the stairs. 'There's a phone call for you!' It was September 5th, and Sadie had convinced herself that her painting hadn't been

2 Decide what each paragraph is about.

- | | |
|---------------------|------------------------------------|
| 1 Paragraph 1 | a working alone |
| 2 Paragraph 2 | b reading the advertisement |
| 3 Paragraph 3 | c being at the event |
| 4 Paragraph 4 | d not understanding |
| 5 Paragraph 5 | e trying to make Sadie feel better |
| 6 Paragraph 6 | f getting good news |
| 7 Paragraph 7 | g having different options |



chosen. 'Who is it?' she asked as she came down the stairs. Her mum just handed her the phone. 'Hello?' said Sadie. 'Hello, is that Sadie Taggart?' said the voice at the other end.

'Yes,' said Sadie.

'Hi Sadie,' said the voice. 'I'm calling about the painting competition you entered.' **5**

'We've judged all the paintings now and I'm very pleased to tell you that your painting has been selected. I was one of the judges and, I have to tell you, considering your age, I thought it was a real work of art. Very well done! I do hope you'll be able to make it to London to the exhibition.'

Four weeks later, Sadie and her mum were standing on the pavement outside the Shoreham Gallery. **6** While they were standing there in silence, looking at each other, the front door opened. A man came out. 'I recognise you,' he said to Sadie's mum, smiling.

'Me? But we've never met before!' said Sadie's mum with surprise.

'Ah, but I've seen you before. In Sadie's picture. Yes, yes, a very good likeness. Very good indeed. Do come in. Everyone's talking about Sadie's wonderful picture.'

Focus on FCE: Reading Part 2

3 Read the story again. Six sentences have been removed from the story. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A They might look good, but they don't show off your talent.
- B It'll take them a bit of time to choose the winners.
- C Sadie's heart started beating faster than it had ever beaten before.
- D That's enough time, and I've got nothing else to do.
- E I always knew you were a genius, Sadie.
- F They were both nervous and needed to collect their thoughts for a moment before entering.
- G If I win, you can come and see it at the exhibition.

Word BOX

4 Match the words or phrases in the box with the correct definitions.

creative • portrait • talent • art gallery • sketch
work of art • genius • abstract

- 1 natural ability to do something well
- 2 place where paintings, etc are displayed
- 3 painting, etc of high quality
- 4 painting of a real person
- 5 draw something quickly, without adding a lot of detail
- 6 (of art) showing areas of colour instead of objects or people
- 7 person who is naturally extremely good at something
- 8 having new ideas and a good imagination

Did you enjoy reading this story?
Did you learn anything? Why? / Why not?

Grammar clinic



The causative

▶ Look at *Grammar database* page 185 before you do the exercises.

- 1 Read this sentence and choose the correct option.

My mum's going to have her portrait painted.

- 1 Who is going to paint the portrait?
 a the speaker's mother b an artist
- 2 What is the object of the sentence?
 a my mum b her portrait
- 3 What verb is used here to form the causative?
 + *object* + *past participle*
 What other verb could be used?

- 2 Read the sentences. Choose one other sentence which means the same.

- 1 We are paying an artist to paint a new picture for the living room.
 a We are having an artist painted for the living room.
 b We are having a new picture painted for the living room.
- 2 Dad has asked someone to do a sculpture for our garden.
 a Dad is having a sculpture done for our garden.
 b Dad has done a sculpture for our garden.
- 3 Our art teacher arranged for our pictures to be hung in the local art gallery.
 a The local gallery got our picture hung by our art teacher.
 b Our art teacher got our pictures hung in the local gallery.
- 4 A local architect has been asked to design a new restaurant for McBurger's.
 a McBurger's are having their new restaurant designed by a local architect.
 b A local architect is having a new restaurant designed by McBurger's.

- 3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 Why don't you have cut your hair before you have taken your photo?
- 2 You should get your new house designed by a professional.
- 3 Not many people their portrait have had painted by a famous artist.
- 4 My dad has had published a book about the history of art.
- 5 Many companies have created for them new works of art.

- 4 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

- 1 They hope the Queen will open the new gallery.

opened

They hope to
 by the Queen.

- 2 Thieves have stolen ten paintings from the museum in the last four months.

had

The museum
 in the last four months.

- 3 A famous graffiti artist is going to come and paint a school wall for us.

painted

We are going to
 by a famous graffiti artist.

- 4 We have asked someone to write some music especially for our wedding.

written

We are
 especially for our wedding.

Vocabulary builder



Art and artists

1 Use the words in the box to describe the pictures.

easel • frame • brush • statue • sculptor • composer



2 Complete the sentences using the correct form of the words from the box in exercise 1.

- 1 Beethoven was one of the greatest who ever lived.
- 2 I bought myself a new poster yesterday and now I need to get a for it.
- 3 Henry Moore was a famous, whose works of art can be seen all over the world.
- 4 Most towns put up of local people who everyone respects.
- 5 When painting with oils, it's very important that you remember to clean your
- 6 I've got a small wooden that I can take with me when I want to do some painting outside.

Word formation: suffixes

3 Use the suffixes (endings) to create as many adjectives derived from these words as you can. Write the negative adjectives where appropriate. Be careful with spelling.

act • addition • anxiety • believe • comfort • create • desire
effect • end • expense • fame • finance • harm • help • industry
nerve • profession • reason • recognise • success • use • value

-ous	-ful	-less	-al	-able	-ive-
nervous	successful	helpless	financial	desirable	expensive

Magic metaphors



4 When we talk about descriptions, we sometimes use words or phrases that have a connection with painting and drawing. Complete the sentences using the words from the box.

image • colourful • outline • picture

- 1 In this chapter, the writer gives a very description of his early childhood.
- 2 He was the of his grandfather at the same age.
- 3 In this book, Dickens paints a detailed of the poor people of London.
- 4 I'd like to for you the company's plans for next year.

Listening

1 You are going to listen to five conversations in an art gallery. As you listen, decide what the relationships between the people are.

- Conversation 1 **a** two friends who are at college
 Conversation 2 **b** two friends who live together
 Conversation 3 **c** an artist and the gallery owner
 Conversation 4 **d** two friends who work together
 Conversation 5 **e** a guide and a visitor to the gallery

Focus on FCE: Listening Part 1

- 2 You will now hear the conversations again. For questions 1-5, choose the best answer (A, B or C).
- What does the man say about Picasso?
 - He was important in the development of art.
 - He used light colours in all his paintings.
 - He started painting around 1905.
 - What does the man say about their manager?
 - He doesn't understand modern art.
 - He doesn't like works of art in the office.
 - He has traditional tastes in art.
 - What do the women have different opinions about?
 - what to get for the living room
 - the artist's other paintings
 - who the painting is by
 - Why are these two men visiting the gallery?
 - to help them decide what furniture to get
 - to look at other works of art to get ideas
 - to pass some time before their lectures
 - Why did the owner choose this position for the artist's work?
 - His work is similar to another artist's.
 - It was one of the artist's demands.
 - She wanted two different works next to each other.

Speaking

1 Circle the correct word to complete the phrases.

- spend time *to do/doing*
- make time *to do/doing* something
- spend time *on/at* something
- waste time *to do/doing* something
- be *short/small* of free time
- have enough time *to do/doing* something

Useful Phrases

Focus on FCE: Speaking Part 1

- 2 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases from exercise 1 to help you.
- Do you have any hobbies?
 - How much time do you spend on them each week?
 - Do you feel you have enough free time? Why? / Why not?
 - What else do you do in your free time?
 - What kind of music do you like?
 - Do you play any musical instruments? Would you like to?
 - Are there any hobbies or free time activities you'd like to take up?

Well, I don't really have much free time, but when I do, I ...

Yes, I have a few hobbies. I like ...

Useful Phrases

Actually, I think I have quite a lot of free time. I enjoy ...



silent letters (2)

Circle the words where you think the 'h' is silent. Listen and check.

- | | | |
|-----------|----------------|----------|
| 1 hour | 4 heir | 7 heel |
| 2 hello | 5 handkerchief | 8 humour |
| 3 himself | 6 honour | |

See Speaking database on page 158.

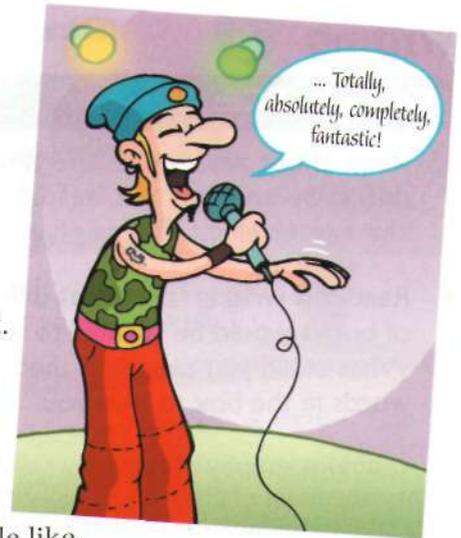
Use of English

Gradable and ungradable adjectives and adverbs

→ Look at *Grammar database* page 186 before you do the exercises.

1 Circle the correct word in each sentence.

- 1 My mum loves *absolutely/really* expensive modern works of art.
- 2 I find it *completely/a little* difficult to get the colours right.
- 3 I think Roy Lichtenstein's art is *absolutely/fairly* brilliant.
- 4 I've made a few mistakes because I drew it *totally/a bit* quickly.
- 5 Trying to paint like van Gogh is *totally/very* impossible.
- 6 It's *completely/quite* hard to produce something that other people like.



Synonyms

2 Match the expressions which mean the same.

- 1 demolish
 - 2 take a look at
 - 3 take someone for someone else
 - 4 not accept
 - 5 succeed in doing
 - 6 be employed by
 - 7 put up with
- a think someone is someone else
b turn down
c examine
d work for
e pull down
f tolerate
g manage to do

Use some of the expressions to help you with the next exercise.

Focus on FCE: Use of English Part 4

3 For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- 1 I have a cousin who works for a local record company.
by
I have a cousin who a local record company.
- 2 Walking round museums all day was extremely tiring.
exhausted
We after walking round museums all day.
- 3 U2 were offered a fee to perform a concert and they refused to accept it.
down
U2 they were offered to perform a concert.
- 4 I'm hoping that I can afford to pay a professional artist to paint my portrait.
painted
I'm hoping that I can afford by a professional artist.
- 5 The school has said it will tolerate graffiti art on certain walls.
put
The school has decided graffiti art on certain walls.
- 6 Why don't you pay a professional decorator to decorate your living room?
decorated
I suggest by a professional decorator.

Writing

Focus on FCE: A review

▶ Read about reviews in the *Writer's database* on page 152 before you do the exercises on this page.

1 Read this writing task. What different kinds of books would be suitable to write about? What could you say about them? Use the words in the box to help you.

autobiography • biography • dictionary
encyclopaedia • fiction • full-colour photographs
handbook • history • non-fiction

You recently saw this notice in an English-language magazine called *Art World*.

Reviews needed!

Have you read a book about art or artists recently? If so, could you write us a review of the book? Include information on what kind of book it is, what it's about, and say whether you would recommend the book to other people.

The best reviews will be published next month.

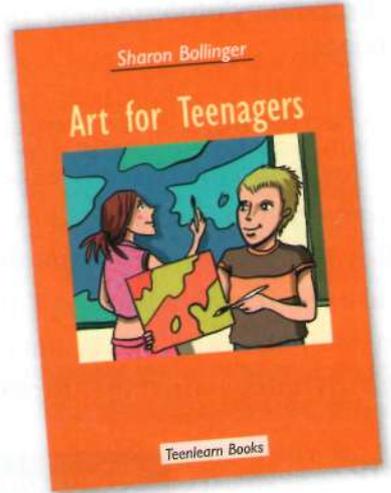
Write your **review** in 120-180 words in an appropriate style.

2 Circle the correct word to complete these phrases we can use to make recommendations.

- 1 I'd **strongly/greatly** recommend reading/seeing/etc ...
- 2 I would **advice/advise** anyone who likes ... to read/see/etc ...
- 3 Don't **lose/miss** the chance/opportunity to read/see/etc...
- 4 If you get the chance to read/see/etc ... , **do/make** it!
- 5 This would **create/make** the perfect present for anyone who likes ...

Working model

3 Read the answer to the writing task.



Art for Teenagers

'Art for Teenagers', written by Sharon Bollinger and published by Teenlearn Books, is a wonderful handbook with over two hundred different activities for teenagers interested in art. From doing a simple sketch to making a mask out of newspaper, 'Art for Teenagers' shows you how to do it.

The book is divided into four sections: 'Drawing things', 'Painting things', 'Making things' and 'Know your materials'. This final section shows things like the difference between oil paints and water-based paints, and the different kinds of pencils available.

For each activity, Sharon Bollinger takes us step-by-step through the process. There are full-colour photos of actual teenagers doing the activities, and the results are impressive. I've already tried several of them, and they're as easy to do as she says. I can't wait to do more of them!

I'd strongly recommend this book to any teenager who is creative and likes painting, drawing or making things. It would make the perfect Christmas or birthday present too!

4 Decide if these statements are true (T) or false (F).

- 1 The writer has given the review a title.
- 2 The writer has given each paragraph a heading.
- 3 The review contains the most important facts about the book.
- 4 The writer only expresses their opinion in the final paragraph.
- 5 The writer has used a very formal style and hasn't used any contractions (*it's*, etc).

→ Ready to write!

5 You are going to write a review in answer to the same writing task. Use your imagination to complete the chart.

Title of book:

Type of book:

Written by:

Published by:

6 Make a plan of your answer. Use your imagination.

- What's the title of your review?

- Paragraph 1: What key information about the book will you include here?

- Paragraphs 2 and 3: You'll go into detail here about two main aspects of the book. What points will you make in each paragraph?

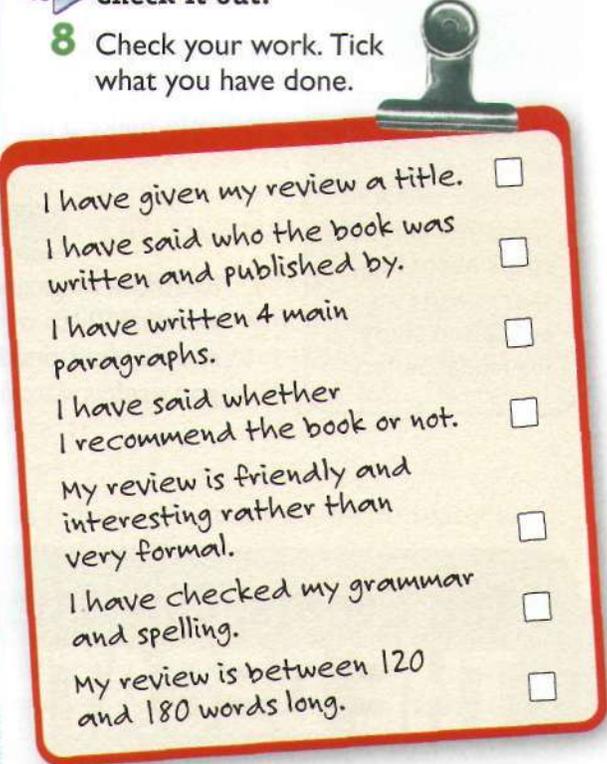
- Paragraph 4: Are you going to recommend the book? If so, who to? If not, why not?

→ Now write!

7 You are now ready to write your review. Use your plan from exercise 6 to help you.

→ Check it out!

8 Check your work. Tick what you have done.

- 
- I have given my review a title.
 - I have said who the book was written and published by.
 - I have written 4 main paragraphs.
 - I have said whether I recommend the book or not.
 - My review is friendly and interesting rather than very formal.
 - I have checked my grammar and spelling.
 - My review is between 120 and 180 words long.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What do we call a painting of a real person?
- 2 Which verbs do we use to form the causative?
- 3 What adjectives come from the word 'reason'?
- 4 Which of these is incorrect? *an honour an handkerchief an hour*
- 5 Why is 'very perfect' not right?



Game, Set and Match

look ahead

In this unit, we are going to **read** about an Olympic event, **listen** to an interview with a sportswoman, **speak** about two sports, **write** an article and **study** the modal perfect.

Start thinking!

How many Olympic sports events can you name? Quickly make a list.

Reading

1 Read the magazine article. Which of the sports mentioned do you prefer watching?

2 Decide in which paragraph the writer does these things.

- introduces the idea of athletes competing in many events Paragraph _____
- presents one athlete's reasons for doing the decathlon Paragraph _____
- tells the reader where to find further information Paragraph _____
- raises the question of why athletes choose the decathlon Paragraph _____
- presents useful advice for young athletes Paragraph _____

Ten Events, One Champion: THE DECATHLON

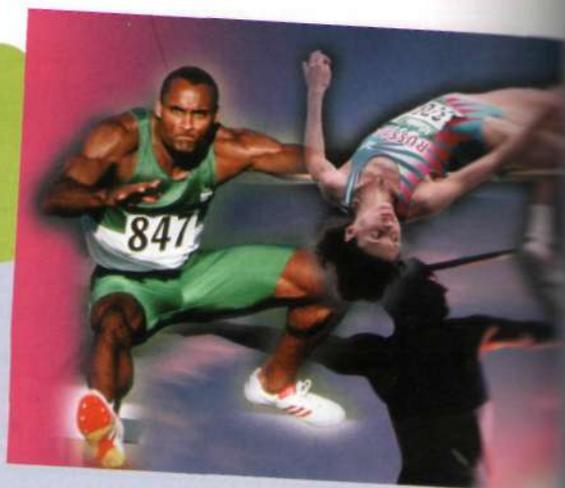
Fay Webster takes a look at the world of athletics and finds out what it takes to be a true champion.

1 The Olympic Games have changed a lot since their origins in Ancient Greece. Today, athletes from countries all over the world take part and the Olympics are big business, watched by millions on television. Some things, though, have stayed the same. The athletes then could make a lot of money from winning, just like today's competitors. In the ancient Games, a great champion might have received as much as a year's pay for winning a race.

2 Another thing that hasn't changed is the search for an all-round champion, somebody who can defeat their opponents at a number of different sporting events. In the ancient Olympics, athletes competed in the pentathlon. This consisted of the long

jump, the discus, the javelin, a running race and wrestling. The first winner, in 708 BC, was Lampis of Sparta, who must have been a great athlete to beat so many others from all over the Hellenic world. The pentathlon was an important part of the Olympics until Emperor Theodosius of Rome banned the Games in 393 AD.

3 The Stockholm Olympics of 1912 brought back this tradition of the search for all-round greatness. The modern pentathlon was included (shooting, swimming, fencing, riding and running) and so was the modern decathlon (ten events), with the heptathlon (seven events) for women being introduced later. So what drives someone to take on this running, throwing, jumping challenge and push their body to its limits? I met American decathlete Bruce Thorpe in New York and told him he must have been crazy to take up the decathlon. He laughed.



4 'Yes, I think I probably was. I could have done lots of different sports, but I chose the decathlon. It's very tough and it demands a lot of different skills. You have to train just as hard as other athletes, only you have to do it in ten different events! I think we're probably all a little crazy, but it's very satisfying in the end,' he said. I asked him to explain what happens in the decathlon.

5 'The way it works is you complete each event and you get points, depending on how well you do in that event. At the end of two days, the person with the most points

Focus on FCE: Reading Part I

- 3 Read the article again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.
- The writer says that athletes today
 - are more popular than in ancient times.
 - are much better than in ancient times.
 - treat the Olympics like a business.
 - can become wealthy through sport.
 - The ancient pentathlon **didn't** test athletes' abilities to
 - throw things.
 - jump high.
 - run fast.
 - jump far.
 - According to the passage, the heptathlon for women
 - is much easier than the decathlon.
 - similar to the ancient pentathlon.
 - tests the ability to ride a horse.
 - became an Olympic event after 1912.
 - What do you have to do to win a gold medal in the decathlon?
 - Score more points than all the other competitors.
 - Beat the other competitors in at least three events.
 - Finish each event in the top three.
 - Complete the events in the right order.
 - What does Bruce say about the events?
 - The 1500 metres should be on the first day.
 - The first day is tougher than the second.
 - The 1500 metres is different from the other events.
 - It looks easier than it actually is.
 - What is Bruce's advice for people thinking of becoming decathletes?
 - Get a trainer to guide you.
 - Get up early to start training.
 - Take up the heptathlon instead.
 - Try to get a good time in all the events.

is the champion and takes the gold medal, the second person gets the silver and the third the bronze medal. We start with the 100 metres, the long jump, the shot put, the high jump and the 400 metres. The second day, it's the 110-metre hurdles, the discus, the javelin, the pole vault and the one that we all dread, the 1500 metres.' I asked him what made the 1500 metres such a struggle. 'All the other events demand speed or strength. With the long race, it's stamina. Really, decathletes aren't built for that event.'

6

So what tips does Bruce have for those of you thinking of taking up the decathlon? 'Start as early as you can and join a good club,' he said. 'It takes a long time to master ten different events, or seven for the heptathlon, and you need expert help. And don't expect to have much free time!'

7

Ten events, one champion. Think you might be the one? If you're interested in finding out more about the decathlon, contact your local athletics club.

Word BOX

- 4 Use words or phrases from the article to complete the definitions. You've been given the first letter to help you.
- The sport involving different events like running around a track, throwing or jumping is known as a.....
 - Someone taking part in a sports competition is called a c.....
 - The people you are competing against are your o.....
 - S..... is the ability to keep going for a long time.
 - A c..... is made up of a group of people who are all interested in a sport or hobby.

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



Modals (2): modal perfect

→ Look at *Grammar database* pages 186-187 before you do the exercises.

1 Read this sentence and circle the correct word.

'You must have been very pleased to win the decathlon.'

- 1 This refers to the *past/present*.
- 2 This sentence expresses *certainty/possibility*.

Find other examples of the modal perfect in the article. Answer the questions above for each example you find.

2 What do the sentences express? Choose the correct option.

- 1 You should have asked Tim what time the race starts when he called.
 - a I think you probably did this.
 - b You didn't do this and I think that was wrong.
- 2 Look at Wendy's face! They must have lost the match.
 - a I am (almost) certain this happened.
 - b This didn't happen but it was a possibility.
- 3 Be careful! You could have hit me with that javelin!
 - a I am (almost) certain you hit me with the javelin.
 - b You didn't hit me with the javelin but it was a possibility.
- 4 Patrick might have forgotten about our arrangement to play basketball.
 - a I am (almost) certain he has forgotten about it.
 - b It is possible that he has forgotten about it.
- 5 You ought to have let your dad win when you were playing tennis.
 - a I am (almost) certain you did this.
 - b You didn't do this and I think that was wrong.
- 6 They should have shown the match in the evening, not the morning!
 - a It is possible that they did this.
 - b They didn't do this and I think that was wrong.

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 Britney might has heard about the competition from Sarah last week.
- 2 Look out! You should have killed someone playing like that!
- 3 Oh, he's missed! He really must have scored from that position!
- 4 Thinking about it now, we should play better in last week's match.
- 5 But Lauren is hopeless! She can't have beaten Oscar at tennis!



4 What would you say in these situations? Complete the sentences using the modal perfect and the verbs in brackets.

- 1 Will has left his football behind. The only explanation is that he forgot it. (forget)
'Will his football.'
- 2 George is very bad at football. You don't believe he scored a goal. (score)
'George a goal!'
- 3 Your mum says she tried to call your sister an hour ago. You are almost certain that your sister was playing volleyball then. (play)
'She when you called.'
- 4 Your friend complains to the referee during a match. Afterwards, you tell him/her that you thought his/her behaviour was wrong. (complain)
'You during the match.'

Vocabulary builder



Sport

1 Complete the sentences with words from the box.

umpire • spectator • trainers • defeat • individual
trainer • referee • team • medal • victory

- The blew his whistle and the footballers started the game.
- Simpson's means that he is now the European heavyweight boxing champion.
- The ball went into the crowd and a was injured.
- The volleyball team I belong to has got a new fitness
- The winner felt very proud when the was placed around her neck.
- My mum has promised to get me a brand new pair of Adibok
- You learn to work with other people by taking part in sports, such as football and basketball.
- The shouted 'Play!' and the tennis match started.
- I prefer sports, such as running, where you don't have to rely on other people.
- Portown City will find it difficult to recover from their on Saturday.

2 Match each of the sports to the correct picture.

basketball • cricket • volleyball
rugby • tennis • football • squash
hockey • badminton



Collocations

3 Decide whether the sports in exercise 2 are played on a court or on a pitch.



Phrasal verbs with other particles

4 Match the phrasal verbs in the sentences with the correct definitions.

- Could you please **put me through** to the manager of the club?
- United's dream **turned into** a nightmare when they lost 8-0.
- Mark **takes after** his father. They're both mad about running.
- The match is going to be **brought forward** to this Saturday.
- The thieves managed to **get away with** a lot of expensive sports equipment.
- The police are **looking into** the crowd violence at the match last Friday.
- These trainers were really expensive so my mum said I have to **look after** them.

- | | |
|--|--|
| to escape | to keep in good condition |
| to become | to move to an earlier date or time |
| to investigate | to be like an older relative |
| to connect somebody on the phone | |

Listening



- 1 You are going to listen to an extract from an interview with a sportswoman. Choose the correct answer A or B.



- 1 What is the programme called?
A *Sport With You* **B** *Sport Review*
- 2 Who is the guest on the show?
A Fay Thornton **B** Faith Naughton
- 3 What was her first team called?
A Finley Warriors **B** Finley Harriers
- 4 What was her second team called?
A Sheldon Rovers **B** Selton Rovers

Focus on FCE: Listening Part 2

- 2 Listen to the whole interview. For questions 1-7, complete the sentences.

She has had a lot of encouragement from her

1

She turned professional when Finley won a

2

Every year from 1999 to 2003, her team won the

3

In her professional team, she held the position of

4

She has spoken to girls at schools and

5

She says that through football you learn to

6

She says her proudest moment came the first time she

7

Speaking



- 1 Write down three things that football and the high jump have in common.

1 *They are both sports.*

2

3

- 2 Write down three differences between football and the high jump.

1 *Football is a team sport while/whereas the high jump is an individual sport.*

2

3

- 3 Answer the questions.

1 Which sport do you prefer to watch, football or the high jump?

2 Why is that?

Focus on FCE: Speaking Part 2

- 4 In pairs, compare the photographs. One of you should read the instructions and the other should talk for one minute. Then swap.

Which sport do you prefer to watch?



I'd like you to compare these two photographs and tell us which sport you prefer to watch.



stress (2)

Underline the syllable you think is stressed most in the words in each set. Listen and check. The first word is an example.

- 1 photograph photographer photographic 2 athlete athletic 3 victory victorious
 4 famous infamous 5 science scientific 6 concentrate concentration

See *Speaking database* on page 158.



Use of English



The unreal past

Look at *Grammar database* page 187 before you do the exercises.

1 Circle the correct form in each sentence.

- 1 It's about time the team *starts/started* working better together.
- 2 I would rather *watch/watched* water polo than volleyball.
- 3 I wish I *have/had* enough money to go and see my team play tonight.
- 4 I would rather you *play/played* for our side than for theirs.
- 5 Paul thinks it's high time you *take/took* athletics seriously.
- 6 I'd rather you *don't/didn't* tell everyone that you beat me at tennis.

2 Use the notes to make complete sentences.

- 1 I wish I/am better/football.
- 2 Laurence would rather you/not come/watch him play this weekend.
- 3 It is about time we/get ready/the match.
- 4 Joanne/wish/she/not have to play handball this weekend.
- 5 Instead of a theatre, I'd rather the town/spend the money/a new stadium.

Common mistakes

3 Circle the correct word in each sentence.

- 1 I'm really looking forward *at/to/for* the competition.
- 2 You need *both/and/also* strength and determination to be a good long-distance swimmer.
- 3 My parents would *better/like/rather* I didn't talk about football all the time!
- 4 I *wish/want/hope* I was as fast a runner as Diane is.
- 5 It's time he *join/joins/joined* our team.

Focus on FCE: Use of English Part 2

4 For questions 1-12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

MY SPORTS DAY

As part of our series looking at teenagers and sport, Jodie Cash tells us about her school's Sports Day.



'Every year, during (0) **THE** summer term, our school holds a Sports Day. Everybody looks forward (1) it because it's lots of fun, and because we don't have (2) of our lessons that day! We (3) the whole day competing in athletic events. My favourite event is the high jump. Last year I (4) second. I could (5) win - but I messed up the final jump. This year, I'm determined to win! I also hope to (6) able to take part in the shot put this year. A few weeks (7), I thought: "It's about time I (8) up a new sport." So, I've started learning the shot put. I like it because you have to have (9) speed and strength to throw it a long way. Of course, I'll have to practise quite hard (10) beat everyone else. I go training at my school's athletics club three times a week. My teacher says he would (11) I trained more often but I don't have time. I (12) I did!'

Writing

Focus on FCE: An article

Read about articles in the *Writer's database* on page 153 before you do the exercises on this page.

- 1 Read this writing task. Who is going to read your article?

Your school magazine has asked you to write an article to encourage people to join the school athletics club. The editor has sent you this note:

The school athletics club is looking for more people to get involved. Do you think you could write an article for the magazine? Mr Richards (he's the teacher in charge) told me they meet twice a week (Monday and Thursday, 5pm-7pm) and they do all kinds of athletics. I don't know anything about it so I thought I'd ask you.

Thanks.

Anna.

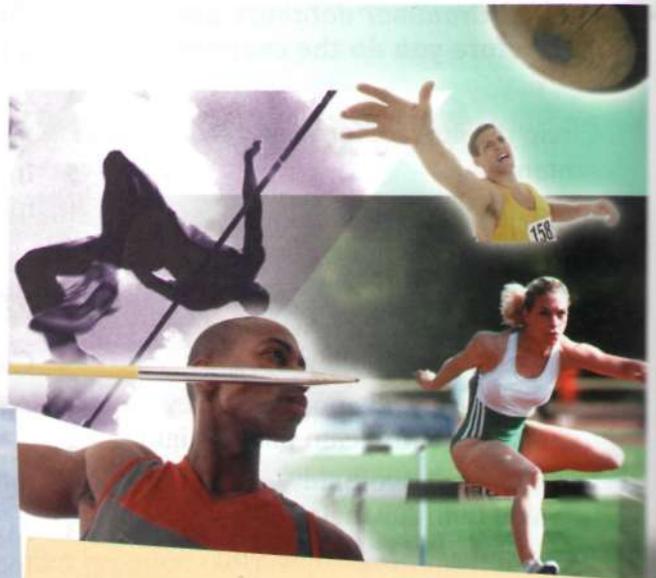
Write an **article** of between **120** and **180** words in an appropriate style.

- 2 Decide if the statements are true (T) or false (F).

- 1 This article should be formal because it is going to be in a magazine.
- 2 This article should be formal because teachers might read it.
- 3 This article should be quite informal because students will read it.
- 4 You should not use contractions (*it's*, *don't*, etc) in this kind of article.
- 5 Your main aim is to criticise students for being too lazy.
- 6 You can add relevant information that is not mentioned in the question.
- 7 You should never use direct speech in an article.
- 8 You should never use exclamation marks (!) in an article.

Working model

- 3 Read the answer to the writing task.



WHY YOU SHOULD THINK ABOUT JOINING THE SCHOOL ATHLETICS CLUB WHICH IS RUN BY MR RICHARDS

We all know that we should get more exercise. We all know that sport is a great way to enjoy yourself and meet new friends. We all know that winning is a great feeling. So why aren't we all in the athletics club?

'It's perfect for students who want to take up a new sport,' says Mr Richards, the teacher in charge, and he's right! You can do almost anything at the club, including running, the pole vault and the javelin. In fact, there's everything you need to become the next Olympic decathlon champion!

The members of the club meet every Monday and Thursday evening between 5pm and 7pm. I spoke to one of them to find out what she gets out of being a member. 'Well, it's a lot of fun,' says Tracy Jones, who's been a member for two years. 'It can be hard work but you see your friends and you keep in shape. Oh, and it's completely free!'

Why not try it? If you're interested, ask Mr Richards for more details.

4 Underline where the writer does these things in the article on page 128.

- 1 asks their readers a question
- 2 tells their readers what someone says
- 3 agrees with someone
- 4 makes a suggestion
- 5 tells their readers what to do next

5 Does the model have a good title? Can you think of a better one?

Ready to write!

6 You are going to write a similar article about an athletics club for the school magazine. Here is the note the editor has sent you. Who does he suggest you could speak to?

Mrs West (she runs the club) wants to encourage more people to join the athletics club. Could you write an article for us? She said you could ask her about it, and you might ask James Edwards a few things. He's been a member for three years, I think. They meet on Tuesdays and Fridays, 6pm-8pm. Thanks a lot. Adam.

7 Make a plan of your answer. Use your imagination.

- What title are you going to give your article?
- Why should people join the club? Think of three reasons.
- What did Mrs West tell you?
- What did James Edwards tell you?
- When does the club meet?
- What sports can you do at the club?
- What should your readers do if they want more information?

Now write!

8 You are now ready to write your article for the school magazine. Use the information you have been given. Use at least one example of direct speech. Your article shouldn't be very formal.

Check it out!

9 Check your work. Tick what you have done.

I have given my article an appropriate title.

I have included the information about the club.

I have used fairly informal language.

I have used some direct speech.

I have used paragraphs.

I have checked my spelling and my grammar.

My article is between 120 and 180 words long.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What do women do instead of the decathlon?
- 2 What do you get for coming third in the Olympics?
- 3 In which event do athletes jump as far as they can?
- 4 What tense follows *It's about time ...*?
- 5 Does tennis have a referee or an umpire?

Show you know!

- 1** Choose the correct option.
- I prefer art to traditional art.
A abstract B shape C sketch D gallery
 - We should get a for the painting that your Aunt Michelle bought you for your birthday.
A brush B frame C portrait D sketch
 - The blew his whistle, the players kicked the ball, and the Cup Final began.
A umpire B trainer C spectator D referee
 - I always look forward to the Olympics because I like watching
A tracks B clubs C athletics D trainers
 - The local all cheered when the home side scored a goal.
A viewers B audience C spectators D witnesses
 - The key to winning at tennis is to be fitter than your
A umpire B opponent C competitor D trainer
 - I was always much better at sports than at team sports.
A personal B singular C individual D lonely
 - It takes a lot of skill to be a and make works of art out of stone.
A statue B composer C painter D sculptor
 - If we can win this match against the champions, it would be a great
A medal B victory C competitor D prize
 - Some members of the crowd got onto the at the end of the football match.
A court B surface C earth D pitch
- 2** Complete each sentence so that it means the same as the first sentence. Use the words given, without changing them. Use no more than five words. You will get two marks for each correct answer.
- We're thinking of asking a professional decorator to do our new house. **having**
We're thinking of
by a professional decorator.
 - 'Why don't you get somebody to clean your car before you sell it?' said Mike. **cleaned**
Mike suggested
before I sold it.
 - You can't read that sign? You should ask the optician to test your eyes! **get**
You should
if you can't read that sign.
 - The dentist had removed a tooth, which meant Megan couldn't speak properly. **had**
Megan couldn't speak properly because she removed.
 - I am going to the hairdresser's tomorrow morning, so I can't meet you at nine. **cut**
I tomorrow morning, so I can't meet you at nine.
 - I suggest you ask someone to fix your bike so we can go for a ride. **fixed**
Why don't you so we can go for a ride?

3 Circle the correct option in each sentence.

- 1 Our teacher made us *write/to write* four tests last week!
- 2 Police say the young woman *which/who* disappeared has been found.
- 3 I hope *that/so that* Jack asks me to go out with him!
- 4 It's about time you *learned/have learned* to be a little more polite.
- 5 I'll meet you at the pool and we'll go *swimming/for swimming*.

4 Complete the sentences using the verbs in brackets.

- 1 Is this Sally's bag? She (must/forget) it when she left.
- 2 Pete's very sensitive. You really (should not/say) those things to him last night.
- 3 The evidence showed that the accused man (could not/kill) the victim.
- 4 I'm sorry. I think we (might/meet) before. At Bill's party?
- 5 You (can't/clean) your room. Just look at it!
- 6 My dad thinks I (ought to/call) to tell them I was going to be late.

5 Complete the sentences using very or absolutely.

- 1 I thought the concert was wonderful.
- 2 When you stand next to an elephant you realise that they are huge.
- 3 Theresa is a(an) difficult person to get on with.
- 4 Craig David's latest CD is terrible.
- 5 Try this soup. It's delicious!
- 6 It's tiring spending hours in the art gallery.
- 7 This knife is useless! It won't cut anything.

6 Read this text. For questions 1-10, use the word given at the end of each line to form a word that fills the gap. There is an example (0). You will get two marks for each correct answer.

The key to being a (0) professional artist is to understand what the art world wants and then produce it. The (1) artist needs to have a (2) style and to make works of art that other people find (3) It takes an artist (4) practice to develop their own style but the (5) rewards can be amazing. People don't just want art. They want (6) art because they think that the more (7) a painting is, the better it is. Often, that is true, but sometimes bad art sells for an (8) price. Many (9) artists made very little money from their art, but now we can see how important their (10) really are.

- PROFESSION
- SUCCESS
- RECOGNISE
- DESIRE
- END
- FINANCE
- EXPENSE
- VALUE
- BELIEVE
- FAME
- CREATE

51-60 Well done! You really know your stuff!
 41-50 That's great! Keep it up!
 0-20 What? Are you sure?

Score: _____ / 60



15

Up in Smoke



look ahead

In this unit, we are going to **read** about the Amazon rainforest, **listen** to people talking about environmental problems, **speak** about our local environment, **write** a formal letter and **study** ways of talking about the future.

Start thinking!

What are the main threats to the environment today?

How can ordinary people help protect the environment?

Do you do anything to protect the environment?



Reading

Quickly read the article. Ignore the gaps for now. Why should we care about the Amazon rainforest?



Welcome to the Amazon rainforest!

Do you know how big the Amazon rainforest is? It's big! It covers 5.5 million square kilometres. That's about ten times the size of France. It's the largest tropical rainforest in the world. Approximately 60% of the rainforest is in Brazil, the rest being in Bolivia, Columbia, Ecuador, French Guiana, Guyana, Peru, Suriname and Venezuela.

The Amazon rainforest is home to more than a third of all the world's species of plants, birds and animals. Twenty per cent of all the birds in the world live in the rainforest. Scientists have discovered thousands of types of plant and animal that can only be found there.

1 There are at least 2.5 million species of insect there. Imagine what would happen if they all lost their home. It couldn't happen, could it? Unfortunately, it's happening right now.

Yes, the rainforest is big. But it's getting smaller. Every day. The problem is that people are

cutting down the trees, mainly to make room for cows.

2 This process of cutting down trees is called 'deforestation'.

The good news is that it is slowing down. In 2004, for example, more than 27,000 square kilometres were cut down. That's an area bigger than Wales. In 2006, because of all the campaigns to save the rainforest, it had dropped to just over 13,000 square kilometres. 3



Scientists predict that by 2030, the rainforest will have become smaller by 40%. It's possible that, by the end of the 21st century, the rainforest will have completely disappeared.

With deforestation, thousands

2 Find the words in bold in the article. What do they refer to?

- 1 It (paragraph 2)
- 2 it (paragraph 4)
- 3 their (paragraph 5)
- 4 more (paragraph 5)
- 5 That (paragraph 5)
- 6 them (paragraph 6)

Think about words like *that*, *this* and *these* to help you with exercise 3.

of the animals, birds, fish and plants that live in the Amazon rainforest lose their home, **their** natural habitat. **4** Many species have already become extinct, and many **more** will if deforestation continues. **That** will change the balance of life in the rainforest and could cause enormous problems to the region's ecosystem.

There's another problem too. Trees and plants are a vital source of oxygen. If we cut **them** down, we lose that oxygen. But it's worse than just that. With deforestation, the trees and plants are burnt.

5 That then leads to the temperature here on the ground going up. This increase in the world's temperature is called 'global warming', and most scientists believe it's a very serious issue. If they stopped deforestation, it might help prevent global warming.

A number of environmental organisations are campaigning to get the deforestation stopped.

6 The deforestation has decreased. But it's still happening. If we want to save the Amazon rainforest, and all the creatures and plants that live in it, the deforestation has to stop completely – now! So if you want to help save the largest rainforest on Earth, do some research on the internet. Find an environmental organisation that's working to save the region, and see what you can do to help.



Focus on FCE: Reading Part 2

3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A The bad news is that it's not enough.
- B These provide meat and make money for their owners.
- C This sends gases into the Earth's atmosphere, which stop some of the Earth's heat escaping.
- D As we've seen, they have been partly successful.
- E Some of them move to other areas, but most of them die.
- F How many new medicines are actually found in the rainforest each year?
- G There are thousands – probably millions – more that we haven't discovered yet.

Word BOX

4 Use words and phrases from the article to complete the sentences. You've been given the first letter to help you.

- 1 How many s..... of insect live in the rainforest?
- 2 I'd love to go on holiday to a t..... country to see what it's like during the rainy season.
- 3 A tiger's natural h..... is the jungle.
- 4 Every animal is a v..... part of its environment and its disappearance could be an environmental disaster.
- 5 G..... w..... is a real problem and it could lead to changes in the weather all over the world.

Did you enjoy reading this article?
Did you learn anything? Why? / Why not?

Grammar clinic



The future (2)

▶ Look at *Grammar database* page 188 before you do the exercises.

- 1 Read this sentence from the article on pages 132 and 133 and answer the question.

... by the end of the 21st century, the rainforest will have completely disappeared.

Which of these is the correct order of events?

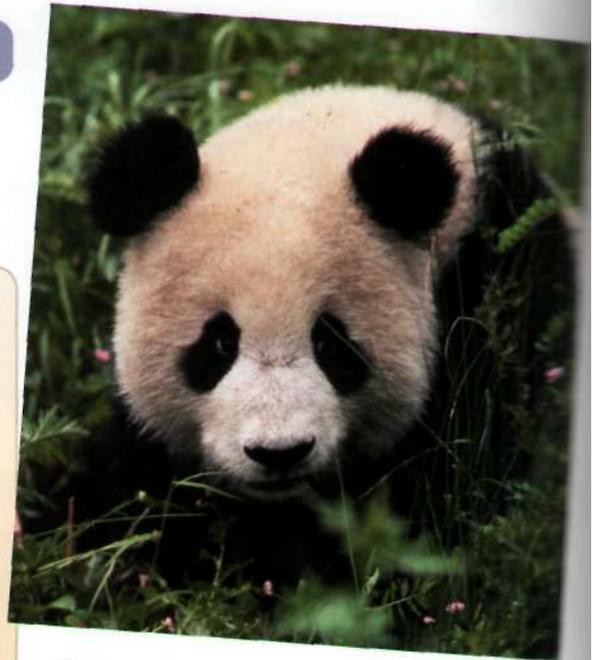
- a now → the 21st century ends → the rainforest completely disappears
 b now → the rainforest completely disappears → the 21st century ends

Find another example of *will + have + past participle* in the article and underline the sentence. Write the events the sentence refers to in the correct order.

now → →

- 2 Decide on the correct order of events in the sentences.

- 1 By the year 2100, many animals will have become extinct.
 a now → 2100 → many animals become extinct
 b now → many animals become extinct → 2100
- 2 We will have collected about €1,000 by the end of the week.
 a now → we collect €1,000 → the end of the week
 b now → the end of the week → we collect €1,000
- 3 By the time you read this, I will have arrived in the Amazon.
 a now → you read this → I arrive in the Amazon
 b now → I arrive in the Amazon → you read this
- 4 We will have solved our pollution problems by the year 2200.
 a now → we solve our pollution problems → 2200
 b now → 2200 → we solve our pollution problems



- 3 Make sentences using the future perfect. There is an example to help you.

- 1 now → I finish my biology homework → 7pm
I will have finished my biology homework by 7pm.
- 2 now → half the rainforest disappears → 2150
- 3 now → our teacher marks our exercises → this time tomorrow
- 4 now → the government introduces a new law on pollution → the end of the year
- 5 now → the giant panda becomes extinct → the end of the century
- 4 Correct the sentences that have mistakes in them. One has no mistakes. Which one?
- 1 At 12 o'clock, I'll be seen Mr Giles about my nature project.
- 2 This time tomorrow, we've be having a lesson about the environment.
- 3 I'll be helping to clean the beach tomorrow afternoon.
- 4 Don't call me between 2pm and 3pm because I'll have been sleeping.

Vocabulary builder



The environment

1 Complete the definitions using the words in the box.

survive • extinct • green • countryside • litter
endangered • fumes • pollution • farmland

- If you _____, you continue to exist in spite of difficulties.
- If a species is _____, there is a possibility that it could disappear.
- The _____ is made up of the natural areas outside towns and cities.
- Cars produce _____, which are gases that damage the environment.
- If you are _____, you care about the environment and try to help protect it.
- The areas where plants are grown and animals are raised for food are known as _____.
- If an animal becomes _____, it disappears forever from the world.
- Chemicals that damage the environment are known generally as _____.
- Rubbish that people drop in the streets is called _____.

2 Complete the phrases with a word from the box.

friendly • lover • bank • bin • species • acid

- a place to leave your bottles to be recycled: **bottle** _____
- a kind of animal that is threatened with extinction: **endangered** _____
- not damaging the environment: **environmentally** _____
- someone who cares about the natural world: **nature** _____
- a kind of rain that carries harmful chemicals: _____ **rain**
- a small container in the street for people to put rubbish in: **litter** _____

Confusable words

- Circle the correct word in each sentence.
 - You can't wear your favourite sweater because it isn't *clear/clean*.
 - We could see for miles because it was such a *clear/clean* day.
 - Do you think you could *bring/take* me to the bottle bank?
 - Could you *bring/take* my books with you when you come to my house?
 - My cousin is *giving/taking* a biology exam this afternoon.
 - I hope I *pass/take* First Certificate with a good grade.

Magic Metaphors



4 When we talk about *ideas*, we sometimes use words or phrases that have a connection with *plants*. Complete the sentences with words from the box.

grow • grow on • roots • fruitful

- I didn't really like the idea of recycling plastic at first, but it's beginning to _____ me.
- The idea of writing protest letters had its _____ in a discussion we had in class.
- We had a very _____ discussion about the local environmental problems and we came up with a lot of ideas.
- Lisa suggested recycling everything we use at home and the idea seemed to just _____ from there, really!

Listening

1 You are going to listen to five people talking about different aspects of the environment. Decide what each speaker's purpose is.

Speaker 1 is *explaining/denying* something.

Speaker 2 wants to *persuade/entertain* people.

Speaker 3 is *denying/complaining about* something.

Speaker 4 is trying to *persuade/entertain* people.

Speaker 5 wants to *explain/deny* something.

Focus on FCE: Listening Part 3

2 Listen to the speakers again, in a different order. For questions 1-5, choose from the list (A-F) what each person says about the environment. Use the letters only once. There is one extra letter you do not need to use.

- | | |
|--|-----------------|
| A The destruction of different habitats is increasing. | Speaker 1 |
| B Some people's appearance was surprising. | Speaker 2 |
| C Changes in the law are to blame for causing the problem. | Speaker 3 |
| D There are things ordinary people might do. | Speaker 4 |
| E There are problems we can't see. | Speaker 5 |
| F There is a lack of facilities. | |

Speaking

1 Match to make ways of expressing your opinion.

Useful Phrases

- | | |
|---------------|----------------------|
| 1 I believe | a my opinion, ... |
| 2 In | b my mind, ... |
| 3 As far as | c that ... |
| 4 My personal | d view is that ... |
| 5 I tend | e I'm concerned, ... |
| 6 To | f to think that ... |

Focus on FCE: Speaking Part 3

2 In pairs, do the task. Use the phrases from exercise 1 to help you express your opinions.

- How much of a threat are these things in the area where you live?
- Which two are the biggest threats to your local environment?



Here are some things that threaten our natural environment. I'd like you to talk about how much of a threat you think these things are in the area where you live. Then, I'd like you to choose which two you think are the biggest threats to your local environment.

SOUND bite /ɒ/ and /əʊ/

Look at the words. The vowel in each underlined syllable is pronounced /ɒ/ (like *hot*) or /əʊ/ (like *hope*). Put the words into the correct boxes. Listen and check.

- | | | | |
|----------|-------------|-------------|------------------|
| hotel | <u>not</u> | <u>woke</u> | <u>forgotten</u> |
| shopping | <u>lock</u> | <u>boat</u> | <u>wrote</u> |
| stop | <u>hole</u> | <u>bomb</u> | <u>comb</u> |

like 'hot'

like 'hope'

See Speaking database on page 158.

Use of English

Transferred negation

▶ Look at *Grammar database* page 189 before you do the exercises.

- 1 Use the notes to make complete sentences about each person. There is an example to help you.
- 1 Hanna (think): 'The rainforests won't survive another fifty years.'
Hanna doesn't think the rainforests will survive another fifty years.
- 2 Jacob (think): 'I'm not going to join Greenpeace.'
- 3 Mr Hussain (believe): 'The rainforests are not my problem.'
- 4 I (imagine): 'Environmental problems won't be solved easily.'
- 5 My parents (think): 'Recycling isn't such a good idea.'
- 6 People in the Amazon (hope): 'The rainforest won't be completely destroyed.'
- 7 Local people (believe): 'The council won't solve the litter problem.'

Word formation

2 Make people nouns derived from each of the words. Be careful with your spelling. Where there is a second gap, write another noun.

- direct director / direction
- inspect /
- create /
- protect /
- science
- biology
- environmental
- campaign
- protest
- vote
- visit
- politics
- survive /

Focus on FCE: Use of English Part 3

3 For questions 1-10, read the text below. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

MASS PROTEST IN CITY CENTRE

Many (0) VISITORS to the city yesterday were surprised to find the roads blocked by (1)

Around ten thousand people took to the streets to try to persuade (2) to take seriously recent warnings from (3)

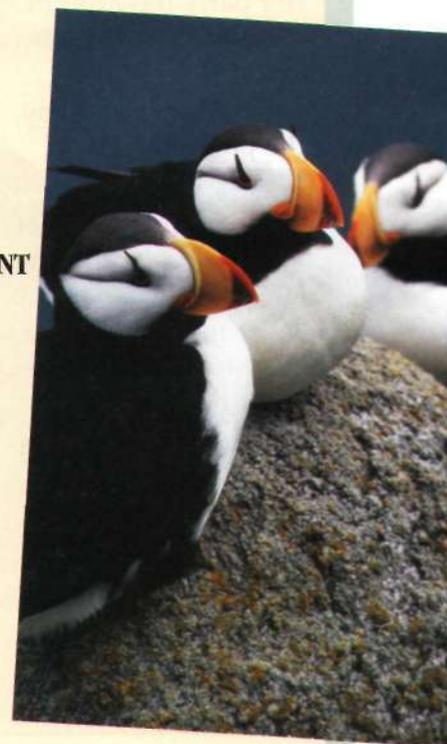
The protestors claim that unless something is done urgently about the (4) of our coastline, it is highly likely that many (5) species of bird will disappear.

Among those facing (6) is the rare puffin, which has seen its numbers reduced enormously over the past fifty years.

Some (7) say that unfortunately it may already be too late for this bird, but immediate action is needed to ensure the (8) of other rare birds.

The (9) of habitats all along our shores and the effects of (10) warming have been blamed.

- VISIT
- PROTEST
- POLITICS
- ENVIRONMENT
- PROTECT
- DANGER
- EXTINCT
- SCIENCE
- SURVIVE
- DESTROY
- GLOBE



Writing



Focus on FCE: A formal letter/email

▶ Read about formal letters/emails in the *Writer's database* on page 150 before you do the exercises on this page.

didn't help Greenpeace with advertising costs

tourism still falling - sea dirty!

- 1 Read this writing task. How formal should your letter be? Why?

You have read an article in your local newspaper in which your local MP talks about environmental problems. Read the extract from the article, on which you have made some notes. Then write a letter to the editor of the newspaper, using all your notes.

I then asked Mrs Collins about the environmental problems in her local area.

'We have made a lot of progress recently,' she replied. 'Our local river, for example, is now much cleaner than it was two years ago. We have made a real effort to support local environmental groups, and we help them in whatever way we can. Our beach-cleaning scheme has also been a great success, with local young people helping to attract tourism. My party is proud of our record on these problems in my area.'

Write a **letter** in **120-150** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Do not write any addresses.

- 2 Decide whether the points are necessary, not necessary but relevant, or irrelevant.

- 1 Mrs Collins' party didn't help Greenpeace with their advertising costs.
- 2 Her party has around five million members across the country.
- 3 Tourists are put off by the pollution of the sea.
- 4 The river is no cleaner than it was two years ago.
- 5 Tourism has not increased due to pollution of the sea.
- 6 The local park is often full of litter.

Working model

- 3 Read the answer to the writing task. Put the parts in the correct order.

A Finally, I would like to point out that the local council has not always supported environmental groups. When Greenpeace requested help with advertising costs, the request was turned down.

B Yours faithfully,

C George Lennon

D Could I suggest you interview local people to discover the truth about the environmental problems facing our area?

E Firstly, it is not true that the river is cleaner than it was two years ago. Local factories are still polluting the river.

G Dear Sir/Madam,

F I am writing in response to an article in your newspaper on 25th February, in which my local MP, Patricia Collins, was interviewed. She made a number of statements which I would like to disagree with.

H Secondly, the sea is also badly polluted. Contrary to what Mrs Collins claims, tourism is falling because of this problem. Tourists and local people have also complained about the park, which is often full of litter.

Correct order: 1 2 3 4 5 6 7 8

4 Find formal phrases in the letter on page 138 that mean the same as these informal phrases.

- 1 to reply to
- 2 She said many things ...
- 3 ... I think are wrong.
- 4 Disagreeing with what Mrs Collins says ...
- 5 Why don't you ...?
- 6 Lots of love

→ **Ready to write!**

5 You are going to write a similar letter. You have seen this interview with a local businessman in your local paper. What information do you have to include?

Mr Frank Yates, a local businessman, agrees. 'The local council have done a lot in our area. They've done a very good job of cleaning up the city centre. They've also done all the work they promised to do on the local park, including building a new basketball court. I'm sure young people will welcome that. They have also worked very closely with local people to plan for the future.'

not true – still lots of litter!

they promised a new youth club but didn't build it

they only organised one meeting!

→ **Now write!**

7 You are now ready to write your letter to the editor of the newspaper. Use formal language. Include all the information you have to. Use the model to guide you.

→ **Check it out!**

8 Check your work. Tick what you have done.

I have started and ended the letter in an appropriate way.

I have used formal language.

I have included all the information I had to.

I haven't written any addresses.

I have used paragraphs.

I have checked my spelling, grammar and punctuation.

My letter is between 120 and 150 words long.

6 Make a plan of your answer. Use your imagination.

- How are you going to start your letter?
- When did you see the article?
- Which point are you going to talk about first? What are you going to say about it?
- Which point are you going to talk about second? What are you going to say about it?
- Which point are you going to talk about third? What are you going to say about it?
- Are there any other relevant points to add?
- How are you going to close your letter?
- What will be the final thing you write?

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 Which country is most of the Amazon rainforest in?
- 2 Where do we put bottles that we want to recycle?
- 3 What does a species of animal or plant become when it dies out completely?

16

On the Run

look ahead

In this unit, we are going to **read** about a crime, **listen** to a police officer talking about crime, **speak** about crime, **write** a letter of application and **study** conditional sentences about the past.



The many sides of a crime

Start thinking!



How many different kinds of crime can you name?

Have you or anyone you know ever been the victim of a crime?

What do you think would be the worst thing about being in prison?

Reading



- 1 Read this magazine article about a crime. Do you feel any sympathy for the criminal?

When a crime is committed, many people are involved. We took one crime and spoke to everybody it affected to see what really happens when somebody breaks the law.

A The Criminal

Carl Maxwell is currently in prison, serving a six-month sentence. In July of last year, he was arrested and a TV, a video recorder and a DVD player were found in his car. He admits now that he stole them, although at the time he claimed that he was innocent. He says he has no regrets about the burglary.

'I come from a very poor family. We never had anything. We couldn't afford much and we never went on holiday when I was a child. If my childhood had been different, I would have got a proper job. But as I grew up, I realised that I could get things easily just by stealing them. Well, if people are so stupid that they leave their windows unlocked, it's not my fault. I've never hurt anyone, so I think it's unfair that I'm in here. Still, I'll be out in another four months.'

B The Victim

Olivia Norton lives in a quiet suburb, alone apart from her two cats. She says that what happened that night in July has had a long-lasting effect on her.

'You can always replace the things you own, and I had insurance, but it takes a long time to feel safe in your own home again. If I'd known what was going to happen, I'd have been more careful, but you never know, do you? The crime rate around here is increasing and there just aren't enough police officers. Their failure to prevent crime means that many people are afraid to leave their own homes.'

Olivia believes that poverty can push people into crime but that it isn't an excuse. 'My parents never had much money, either. But they worked hard and saved what they could. If I'd decided to turn to crime, I could have got lots of things for free. I didn't, though, because I believe that honesty is important.'

C The Police Officer

'It wasn't the first time I'd stopped Maxwell,' says Wendy Holmes, the police officer who made the arrest. 'I recognised him as soon as I saw him and I knew he'd been in prison before.'

2 Find the answers to the questions. Do not read the article in detail.

- 1 How long is Carl Maxwell's sentence?
- 2 When did the crime take place?
- 3 How much of his sentence is left?
- 4 Who does Mrs Norton live with?
- 5 What made Officer Holmes suspicious?
- 6 How long has George Blackwell been a judge?

Even if I hadn't known who he was, I would have searched his car because he looked very suspicious. He had a mask and a torch on the seat beside him. When I opened the boot of the car, it was obvious that he'd been on a burglary. When Mrs Norton reported the crime, we knew that Maxwell was guilty, and we soon got a few fingerprints from the house to prove it.'

Officer Holmes has some good advice for people who are afraid of this sort of crime. 'Make sure you lock all your doors and windows at night. Most burglars are just out looking for an opportunity. Don't give it to them. If Mrs Norton had locked all her windows, Maxwell would have found another house. If we are going to lower the crime rate in this area, people have to start being more careful.'

D The Judge

George Blackwell, QC, has seen all kinds of criminal pass through his court in his ten years as a judge. He says that Carl Maxwell is no different from hundreds of young men he sees every year.

'Maxwell is quite typical. Most burglars are young men, often unemployed, who think that it's an easy route to the lifestyle that other people work hard for. It isn't. Crime destroys people's lives. Like so many others, Maxwell pleaded not guilty at the trial, but the police evidence was very clear. It only took the jury a few minutes to decide he was guilty, and, in my opinion, it was clearly the correct verdict. It wasn't his first offence, and I sentenced him to six months inside. Prison isn't a perfect solution, but at least it keeps people like him off the streets.'

Focus on FCE: Reading Part 3

3 Read the article again. For questions 1-11, choose from the people (A-D). The people may be chosen more than once.

Which person(s) makes the following points?

- Putting people in prison doesn't solve everything. 1
- Burglars try to find houses that are unlocked. 2
- Criminals who aren't violent shouldn't be in prison. 3
- The victims of crime are to blame for their situation. 4
- Losing your things is not the worst effect of a crime. 5
- The police were told about the crime by the victim. 6
- People who turn to crime are frequently out of work. 7
- It wasn't Maxwell's first crime. 8 9 10
- There are more crimes in this area than in the past. 11

Word BOX

4 Use words or phrases from the article to complete the definitions. You've been given the first letter to help you.

- 1 s..... the punishment given to a criminal, usually time in prison
- 2 i..... not having committed a crime
- 3 b..... the crime of stealing things from a house
- 4 c..... r..... a measure of how much crime is committed
- 5 g..... having committed a crime
- 6 f..... marks we leave behind when we touch something
- 7 c..... the place where decisions are made about who committed a crime

Did you enjoy reading this article? Did you learn anything? Why? / Why not?

Grammar clinic



Conditionals

▶ Look at *Grammar database* page 189 before you do the exercises.

1 Look at this sentence from the article and decide if the statements are true (T) or false (F).

If my childhood had been different, I would have got a proper job.

condition

result

- | | |
|-------------------------------------|--------------------------|
| 1 This sentence refers to the past. | <input type="checkbox"/> |
| 2 The condition is impossible. | <input type="checkbox"/> |
| 3 The result actually happened. | <input type="checkbox"/> |

Look through the article again and find other examples of sentences like the one above. Underline them.

2 Choose the sentence which expresses the same idea.

- If I hadn't been caught, I wouldn't have been sentenced to prison.
 - I wasn't caught and I wasn't sentenced to prison.
 - I was caught and I was sentenced to prison.
- The burglar wouldn't have got in if I had locked the windows.
 - I didn't lock the windows and the burglar got in.
 - I locked the windows and the burglar didn't get in.
- If the police hadn't found fingerprints, they wouldn't have had enough evidence.
 - The police found fingerprints and they had enough evidence.
 - The police didn't find fingerprints and they didn't have enough evidence.
- If I hadn't had a mask in the car, the police officer wouldn't have been suspicious.
 - I had a mask in the car and the police officer was suspicious.
 - I didn't have a mask in the car and the police officer wasn't suspicious.

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- I would have escaped if I hadn't had a faster car.
- I hadn't been sent to prison if I had committed a burglary.
- He wouldn't have become a thief if he has had more money when he was a child.
- If there would be more police officers, the crime rate wouldn't have been so high.
- If I hadn't noticed the unlocked window, I would have tried to find another house.

4 Decide what the people would / wouldn't have done if the past had been different.

- Barbara stole a diamond ring so she was arrested.
- Joe ended up in prison because he attacked someone in the street.
- The criminal was guilty so I sentenced him to six months in prison.
- The evidence was very clear so the jury took only a few minutes to decide.
- Your car was stolen because you didn't lock it.
- My father was a police officer so I became one.

5 Make true sentences about your past. Compare your sentences with other students.

If I had worked harder I would have passed the test.



Vocabulary builder

Crime and punishment



1 Complete the definitions with words from the box.

shoplifting • murder • assault • robbery • blackmail • arson

- 1 If you kill somebody illegally, you are guilty of
- 2 If you deliberately start a fire, you are guilty of
- 3 If you steal items from shops, you are guilty of
- 4 If you attack someone physically, you are guilty of
- 5 If you steal things, eg money from a bank, you are guilty of
- 6 If you make somebody give you money so that you don't tell people their secrets, you are guilty of



2 Match each punishment to the description.

- 1 When you are given this sentence, you don't go to prison. If, however, you commit another crime in the near future, you will be sent to prison.
- 2 When you are given this sentence, you have to pay some money to the court.
- 3 When you are given this sentence, you have to do something for your local area. The work you are given might be connected to the crime you committed.
- 4 When you are given this sentence, you are sent to prison for a very long time for committing a serious crime.
 - a a life sentence
 - b a fine
 - c community service
 - d a suspended sentence

Word formation: irregular forms

3 Complete the sentences with the correct form of the word in bold.

- 1 Most are eventually caught by the police. **crime**
- 2 There was an investigation into the of the police to catch the robbers. **fail**
- 3 The woman was able to give a very detailed of her attacker to the police. **describe**
- 4 I accept that is connected to crime, but not all poor people become criminals. **poor**
- 5 The accused man walked free from the court because there was no that he had committed the crime. **prove**
- 6 The government are trying to the age at which young people can be sent to prison. **low**

Word patterns

4 Complete the word patterns with words from the box.

accuse • charge • suspect • apologise
get away • let off • sentence • blame

- 1 somebody with a crime
- 2 somebody with a warning
- 3 somebody of (doing) something
- 4 somebody of (doing) something
- 5 with a crime
- 6 somebody for a crime
- 7 somebody to time in prison
- 8 for (doing) something

Listening

1 You are going to listen to a man being interviewed about crime. Answer the questions.

- 1 Why has Robert White been invited onto the show?
- 2 What scheme is he on the show to talk about?

Focus on FCE: Listening Part 2

2 Listen to the interview again. For questions 1-6, complete the sentences.

Local crime is increasing because crime is increasing in 1

Many young people have time to get involved in crime because of 2

People don't know 3 because they travel to see friends or to work.

The crime that causes most problems in the area is 4

Fewer cars are stolen because of improved 5

People should visit their 6 for further information about Neighbour Power.



weak forms (2)

Listen to how we say the underlined words in the sentences.

Do you always lock your doors and windows at night?

My purse has been stolen from my bag!

I think we need some advice about crime prevention.

The crime rate has increased by more than ten per cent.

Now try saying the sentences in the same way.

Speaking

Useful Phrases

1 Look at the different ways of asking people to make something clear. Cross out the ones that are not polite.

I'm not sure I completely understand.

Repeat, please.

What?

Could you ask me that again, please?

Would you mind repeating the question?

Could you explain what X means?

Tell me what that means.

Do you think you could explain that again, please?

Focus on FCE: Speaking Part 4

2 In pairs, choose four or more of the questions to talk about. Use the phrases from exercise 1 to check anything you don't understand.

- Do you think prison helps to prevent crime?
- Why do people become criminals?
- What problems of crime does your local area face?
- Would you like to work as a police officer? Why? / Why not?
- Apart from prison, what other ways of dealing with crime are there?

Useful Phrases

Yes, to a certain extent. However, ...

Well, around here crime isn't such a problem but ...

No, I don't think I'd like that at all. I imagine ...



See Speaking database on page 158.

Use of English

Wishes and regrets

→ Look at *Grammar database* pages 189-190 before you do the exercises.

1 Correct the sentences.

- I wish my new watch hasn't been stolen from my bag yesterday.
- Don't you wish now you locked your windows last night?
- I'm sure everybody wishes they can prevent crime in their area.
- I wish we didn't get burgled when we go on holiday this summer.
- I wish I didn't mention the fact that Kelly's dad's in prison when I saw her last week.

2 Write what the people might say in each situation. Use *wish* or *if only*.

- Emily wants to become a police officer. She isn't tall enough.
'I
to become a police officer!'
- I stole sweets from my local shop. I regret doing it now.
'If
sweets from my local shop!'
- The thief wasn't careful enough and he got caught.
'If
I wouldn't have got caught.'
- I'm taking a law exam next week. I don't want to do it.
'I a
law exam next week.'
- There's a crime thriller on at the cinema but I can't afford to go.
'If
to the cinema to see the crime thriller!'

Parts of speech

- 3 Complete the phrases on the right so that they mean the same as those on the left using the verbs in the box. Use some of the verbs more than once.

pay • make • have • find

- | | | |
|---------------------------|-------|---------------------|
| 1 find it difficult to do | ..... | difficulty in doing |
| 2 be worried | ..... | something |
| about something | | worrying |
| 3 not regret | ..... | no regrets about |
| 4 complain | ..... | a complaint about |
| 5 visit someone | ..... | someone a visit |
| 6 suggest | ..... | a suggestion |

Focus on FCE: Use of English Part 4

- 4 For questions 1-5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- 'I'm sorry I didn't let the police know about it sooner,' said Larry.
wished
Larry the police about it sooner.
- My neighbours make so much noise that I complained to the police.
complaint
I my noisy neighbours to the police.
- 'I regret starting the fire deliberately,' said Alex.
wished
Alex arson.
- Mack doesn't regret robbing the bank.
regrets
Mack robbing the bank.
- 'Why don't we visit your uncle in prison tomorrow?' said Mum.
paying
Mum suggested in prison the following day.

Writing



Focus on FCE: A letter of application

▶ Read about letters of application in the *Writer's database* on page 154 before you do the exercises on this page.

- 1 Read this writing task. What kind of person would be good at the job advertised?

You have seen the following advertisement:

Your Police Force Needs You!

Trainee Police Officers Wanted



The police force is now inviting applications from young people interested in a challenging career. We expect you to be physically fit, willing to learn and able to keep calm in difficult situations. You should also never have been in trouble with the police. You can expect us to provide you with all the training you need and the chance to develop your skills. If you are aged between 17 and 21, write to us, telling us why we should make you into a police officer we can be proud of.

All applications should be sent to
Police Recruits, 10 Letsby Avenue, London S3

Write a **letter of application** of between **120** and **180** words. Do not write any addresses.

- 2 Decide which of these people would not be suitable for this job. Why not?

- 1 a young woman who is 20 years old and has a bad temper
- 2 a young man who is 16 years old and hates studying
- 3 a young woman who is out of shape and is 23 years old
- 4 a young woman who is a karate teacher and is 19 years old
- 5 a young man who was once arrested for burglary
- 6 a young man who works out, is 17 years old, and is quite good at school

Working model

- 3 Read the answer to the writing task.

Dear Sir/Madam, I am writing in response to your advertisement in the 'Daily Mirror' inviting applications for the position of trainee police officer. I am eighteen years old and I am very interested in following a career in the police force. I believe I have the personal qualities necessary to become a police officer. I do karate three times a week and play football every weekend, so I am in good physical condition. I believe that these sports have also taught me how to deal calmly with stressful situations. I enjoy studying and would be willing to learn all areas of police work. Your advertisement also mentions that the successful applicants should not have a police record. I would like to state that I have never committed a crime of any kind and I have never been arrested. I am available for interview at any time and would be happy to provide you with any further information you require. I look forward to hearing from you.

Yours faithfully,

Robert Peel

- 4 The writer has not used paragraphs at all. Divide the letter into four main paragraphs. What does the writer say in each paragraph?

Ready to write!

- 5 Imagine a person who would be perfect for the job advertised. Complete the information about this person. Use your imagination.

Name of your character:

Male or female?

Age:

Personal qualities:

Ambitions?

Why would he/she be good at this job?

- 6 You are going to write a letter from this person applying for the position of trainee police officer. First, make a plan of your answer. Use your imagination.

- How are you going to start the letter?

Paragraph 1

- Where did your character see the advertisement for the job?
- How old is your character?
- What is your character's ambition?

Paragraph 2

- What relevant personal qualities does your character have?
- What relevant interests or hobbies does your character have?

Paragraph 3

- Has your character been in trouble with the police? Would you like to add anything here?

Paragraph 4

- How can you say in a formal way that they can interview you when they want?
- How are you going to close your letter?

Now write!

- 7 You are now ready to write a letter from your character applying for the job of trainee police officer. Use the set phrases you have learned. Use formal language and divide your letter into appropriate paragraphs.

Check it out!

- 8 Check your work. Tick what you have done.

I have started and ended the letter in an appropriate way.

I have used formal language.

I have mentioned relevant personal qualities.

I have explained that I have never been in trouble.

I have used paragraphs.

I have checked my spelling and my grammar.

I have written between 120 and 180 words.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What is the opposite of 'innocent'?
- 2 What is the third conditional used to talk about? *the present the past the future*
- 3 Which of these is a kind of stealing? *arson blackmail shoplifting*
- 4 Write a noun that comes from 'poor'.
- 5 What can you say if you don't understand someone's question?

Show you know!

1 Choose the correct option.

- Many people feel that warming is a major problem.
A global B earth C world D worldwide
- The criminal's were all over the stolen money.
A fingermarks B fingertips
C fingerprints D fingernails
- The twelve members of the reached agreement after a long discussion.
A court B jury C judge D verdict
- I'm a real nature and I enjoy long walks in the countryside.
A carer B follower C lover D friend
- The Prime Minister announced new laws to deal with the rising crime
- Don't just drop your rubbish! Put it in the litter
- I wonder why all the dinosaurs extinct at the same time.
- The giant panda faces extinction due to the destruction of its
- The accused man shouted, 'I am! I didn't do it!'
- The woman was with murder and placed in a police cell.

2 Write one word to answer these questions.

What crime have you committed if you ...

- steal things from a shop?
- deliberately set fire to things?
- kill somebody on purpose?
- steal money from a bank?
- attack someone physically?
- steal things from a house?
- threaten to reveal a secret unless someone gives you money?

3 Choose the correct option.

- I wish I with you to the zoo tomorrow.
A came B will come C could come
- Don't you wish you Ed to your wedding?
A invited B had invited
C would invite
- Look what the dog's done! If only I him outside when I went out earlier!
A put B would put C had put
- Mary told me she wishes you about her all the time.
A gossip B wouldn't gossip
C won't gossip
- I wish we pizza for lunch instead of beans – again!
A were having B are having C have
- If only I the bill, they wouldn't have cut the phone off!
A was paying B can pay C had paid
- Jackie hopes that she to university next year.
A went B will go C was going

Write a report

4 Complete the patterns with the correct prepositions.

- 1 sentence somebody time in prison
- 2 accuse somebody committing a crime
- 3 charge somebody a crime
- 4 blame somebody something
- 5 suspect somebody doing something
- 6 apologise something
- 7 get away committing a crime

5 Complete the sentences using the correct form of the words in brackets. You will get 2 marks for each correct answer.

- 1 My father says that you should never trust (POLITICS)
- 2 Apparently, have discovered a new species of ape in Africa. (SCIENCE)
- 3 Thousands of filled the city centre today and demanded new laws to control pollution. (PROTEST)
- 4 The shouted 'Action!' and the actor started running towards the burning house. (DIRECT)
- 5 Rescue teams searched the area of the plane crash but there were no (SURVIVE)
- 6 Government checked the factory and decided that levels of pollution were unacceptable. (INSPECT)

7 Match to make complete sentences.

- 1 If I had known there was a problem,
- 2 If you had invited Neil,
- 3 If we'd seen the weather forecast,
- 4 If the weather had been bad,
- 5 If we hadn't discovered America,
- 6 If you had told me you needed money,
- 7 If Lisa had said that to you,

- a we would have known it was going to rain.
- b we wouldn't have started eating potatoes.
- c I would have given you some.
- d the concert in the park would have been cancelled.
- e you would have been annoyed with her, too!
- f I would have done something about it.
- g he would have really enjoyed the party.

6 Complete each sentence so that it means the same as the first sentence. Use the words given, without changing them. Use no more than five words. You will get 2 marks for each correct answer.

1 I've got your school report here and I'm a little worried about it, George.

find

I've got your school report here and I, George.

2 We could go and visit Hilary this weekend, if you like.

pay

We could go and this weekend, if you like.

3 I'd like to suggest something, if you'd let me.

make

I'd like to, if you'd let me.

4 My dad gave up his career to look after us kids, but he says he doesn't regret it at all.

regrets

My dad says he giving up his career to look after us kids.

5 As I left, two hotel guests who wanted to complain were demanding to see the manager.

make

As I left, two hotel guests who were demanding to see the manager.

51-60 Well done! You really know your stuff!
 21-40 Maybe it's time for another look!
 41-50 That's great! Keep it up!
 0-20 What? Are you sure?

Score: _____ / 60





Writer's database

Each piece of writing you do is different, but there are a few general pieces of advice you should remember every time you write something.

First of all, you have to know who your reader is. This tells you how formal your writing should be. In general, use formal language with strangers and people who are in authority (managers, teachers, etc). Use informal language with people you know personally (family members, friends, pen-friends, etc).

Secondly, you have to know why you are writing. Your purpose affects what you write. Read the question carefully and make sure you understand *why* you are writing.

Thirdly, you have to know what type of text you are writing. Look at the following descriptions of each text type. Follow this guide when you write. Your writing should look like the examples here. An article should look like an article, a letter should look like a letter, etc. Make sure you have everything in the right place.

This is what a formal letter/email should look like.

Dear Ms Lawson,

Thank you for agreeing to be interviewed. I am writing to give you further information and to arrange the time and date of the interview.

Firstly, I would like to suggest we hold the interview at five o'clock on either the 11th or 12th. Since you are staying at the Hotel Rex, it might be best if we met there.

The interview should last half an hour, and I am planning to ask you for a description of your tour. Our readers will also be interested in why you came on the tour and whether you have met any interesting people or other travellers.

I wonder if you could bring any photos you have of places you have visited. We would also like to take photographs during the interview, so I hope you do not mind if I arrange that.

I look forward to hearing from you soon.

Yours sincerely,

Jan Merton

formal letters/emails

Formal letters/emails are letters/emails you write to someone you do not know well. You might write one to make a complaint, make arrangements, give or request information, etc. When you are asked to write one, you will be given a situation and some information which you have to include. You should use formal language and start and end the letter/email in an appropriate way.

Key things to remember:

- make sure you understand the situation
- make sure you understand who you are writing to
- decide whether your letter should be formal or informal
- start and end your letter in an appropriate way
- use paragraphs to separate key points
- include all the information you are given
- use indirect questions

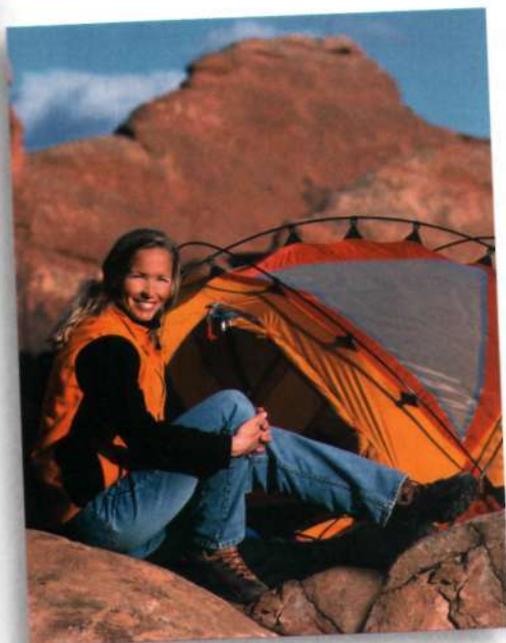


reports

A report is a way of giving information to somebody clearly. They are usually formal and consist of separate paragraphs. It is a good idea to give your paragraphs headings to make your information clear. You are given a situation and asked to write a report for your employer, your manager, etc. You are often asked to give your opinion/suggestions/recommendations.

Key things to remember:

- make sure you understand the situation
- make sure you know who you are writing the report for
- start your report with
To: (the name of the person the report is for)
From: (your name)
Subject: (what your report is about)
- use separate paragraphs for each main point
- use clear headings for your paragraphs
- use reported speech for things people said
- use formal language



This is what a report should look like.

*To: Thomas Edwards
From: Claire Eliot
Subject: Camping in this area*

Introduction

As requested, I have researched camping facilities in the local area to help the group of students who intend to visit. The results are presented below, together with my recommendations.

Campsites

There are two main campsites locally, Camping World and Sunshine Campsite. While Camping World is cheaper, the facilities are also more basic. Sunshine Camping is slightly more expensive, but it does have excellent shower and cooking facilities.

Time of year

Both campsites are open all year round. Prices are lower during the winter, but the weather in this part of the world can get very cold. The campsites can be very busy during July and August.

Clothing

This depends on the time of year. However, even in summer the evenings and nights can be quite cold, so warm clothing is needed, particularly when camping.

Recommendations

I would recommend staying at Sunshine Campsite because of the excellent facilities. In my opinion, the best time to visit would be September, when the weather is still good but the campsites are not as busy as they are earlier in the summer.



stories

Stories are meant to be entertaining and you need to use good descriptive language. A simple plot with few characters is usually better than a complicated plot with lots of characters. You are often given a sentence that you should start or end your story with.

Key things to remember:

- give your story a title
- if you are given a sentence, use it in the right place without changing it
- have a clear beginning, middle and end to your story
- keep your plot simple
- don't have too many characters
- use good adjectives and adverbs
- use direct speech for what your characters say

This is what a story should look like.

The Message

Suddenly, a message appeared on the computer screen. I had been surfing the internet and was surprised to be interrupted. I looked around the room but everybody was working.

'Hello. How are you, Greg?' Who could it be? I started typing.

'Hello. Who are you?' I waited for the answer, which appeared a few seconds later.

'A friend. Be careful. You are in great danger.' I felt cold. I asked the mysterious stranger what kind of danger I was in.

'Somebody is planning something.' Nervously, I tried to remember if I had upset anyone recently. As I sat there, wondering what to do next, another message appeared.

'Look out! Behind you!' I turned, my heart beating quickly.

Standing there was a ghost! I jumped up, closed my eyes and screamed!

Then, I heard laughter. I opened my eyes and standing in front of me was my friend, Michael, with a white sheet. On the other side of the room another friend, Simon, was typing and laughing. I looked at the computer screen and another message appeared.

'April Fool! Ha, ha!'

reviews

In a review, you give your opinion of something you have seen (a play, a TV programme, etc) or read (a book, a story, etc) or a place you have visited (a restaurant, a hotel, etc). You should describe the most important features, explaining why you think they are positive or negative things. A review often ends with a suggestion or recommendation. The formality depends on who your readers are, but usually you should use a neutral style (neither too formal nor too informal).

Key things to remember:

- give your review a title
- explain what you are reviewing
- decide what key features your readers are interested in
- describe the key features in separate paragraphs
- give your opinions and the reasons for them
- make relevant suggestions/recommendations

This is what a review should look like.

'The Perfect Crime' by Alison Greene

'The Perfect Crime' is Alison Greene's second novel. In it, she describes what happens when a work of art is stolen from a museum. The police have no luck finding the criminal until Detective Paul Milligan solves the crime.

Although Detective Milligan is a strong character, many of the others are very similar to each other. Greene is a good descriptive writer, but the dialogues between her characters seem unnatural and old-fashioned. It's not always easy to remember who is speaking and I often had to go back a few pages to check.

The plot's quite complicated, which is not surprising for such a long thriller. When Detective Milligan finally solves the crime, it's a complete surprise to learn that the thief was the museum director. However, he seems to solve it by luck instead of skill, which spoils the ending of the book.

I would recommend this book for fans of crime fiction, who will find that there's lots of action to keep them interested. However, many people will find the book too long and difficult to follow.



articles

You are often asked to write articles for magazines. Make sure you know who you are writing for because that tells you how formal your article should be. An article for other students should be lively, interesting and not too formal. You can use questions to interest your readers.

Key things to remember:

- give your article a title
- make sure you know who your readers are
- use questions to interest your readers
- use the right level of formality
- use exclamation marks to give a lively feel
- use direct speech for things people said

This is what an article should look like.

A Magical World

Have you ever watched a video and thought it was disappointing? Some films just don't seem to work on the small screen, do they? For today's action films, there's only one way to see them: in a modern cinema.

Everything about most films, from the picture to the sound, is designed for the big screen. Special effects that look ordinary on a TV screen suddenly come to life in the cinema. There's nothing like the excitement of watching a scene, hearing the sound all around you and really feeling like you're there, in the middle of the action.

Apart from that, going to the cinema is a special occasion. The smell of the popcorn, the feel of the seats and the excitement in the voices of the audience all make a visit to the cinema feel like entering a magical world.

A video is something you watch to pass the time. A film at the cinema is an escape into a dream. So, for me, it's the cinema every time!

essays

Essays are formal and usually written for your teacher. You usually have to explain whether you agree or disagree with a statement, what the advantages and disadvantages of something are, etc. You should use a new paragraph for each main point and use good connectors to link your sentences together.

Key things to remember:

- use formal language
- use good connecting words and phrases
- present your argument clearly
- use a new paragraph for each main point
- only make points that are relevant to the question
- make sure you do what the question asks you to do

This is what an essay should look like.

It has often been suggested that only someone who makes music can enjoy other people's music. While all of us can enjoy music in our own way, it is true that playing a musical instrument helps you to understand a piece of music.

To begin with, it takes long hours of practice to become a musician. If you play an instrument, you understand how much hard work it has taken for the musician to become so good. You enjoy the music more because you know how difficult it is to produce. You also recognise the ability of a talented musician.

Secondly, music expresses emotions. If you have tried to express yourself through music, you have a better idea of what a musician is trying to do. You understand the meaning of the music and that increases your enjoyment.

To sum up, I would argue that the ability to play an instrument helps you to appreciate music in many ways. Understanding the effort and the emotion behind the music makes listening to it more enjoyable.



informal letters/emails

Informal letters/emails are written to a friend or to a member of your family. You should use informal language and be friendly. Even though the letter/email is informal, you still need to use paragraphs and include whatever information the questions asks you to.

Key things to remember:

- use informal language
- start and end your letter/email in an appropriate way
- ask about a piece of news in the first paragraph
- use exclamation marks to give a friendly feel
- use separate paragraphs for each main point
- use direct questions

This is what an informal letter/email should look like.

Dear Sanjay,

Hi! How are you? I hope everything is okay. How were your exams? I bet you passed them all!

Thanks for your letter. I can't believe you've been offered two summer jobs at the same time! You said that one of them was in a restaurant and the other in a museum. If I were you, I would definitely take the one in the restaurant.

The first thing is that you'll be there in the summer. The last thing you want to do is spend the summer in a museum! Imagine how boring that would be! In a restaurant, you'll meet people. It might be hard work, but it'll be worth it. I've got a cousin who works in a restaurant and he says it's quite tiring, but he really enjoys it.

The second thing is that you can probably eat at the restaurant. You said the pay was the same, but you might save money by eating there, so you'll be better off!

Good luck with it, and I hope you make the right decision.

Write soon,

Love,

Elaine

letters of application

Letters of application are letters you write applying for a job. You need to use formal language and good connecting words and phrases. You should give information about your experience, qualifications and personal qualities clearly in separate paragraphs. It's a good idea to imagine that you are somebody completely different, somebody who is perfect for the job.

Key things to remember:

- make sure you understand what the job is
- use set phrases for letters of application
- use formal language
- imagine you are the perfect person for the job
- start and end the letter in an appropriate way
- use separate paragraphs for the main points
- use indirect questions

This is what a letter of application should look like.

Dear Sir/Madam,

I am writing in response to your advertisement for tour guides, which I saw in a local newspaper. I would like to apply for one of the positions.

I believe I have the necessary personal qualities. I enjoy meeting people and helping them understand my country and my culture. My knowledge of the local area is very good because I have lived here all my life and I have visited most of the local tourist attractions

As for formal qualifications, I passed Cambridge First Certificate in English with an A. I also speak some French and German and I am planning to take exams in both those languages this summer

Although I do not have experience of this work, I have worked in my family's restaurant, where I have had the chance to meet many tourists and explain a number of things to them about the local area.

If you require any further information, please do not hesitate to contact me. I am available for interview at your convenience.

I look forward to hearing from you,

Yours faithfully,

Lena Cosmides



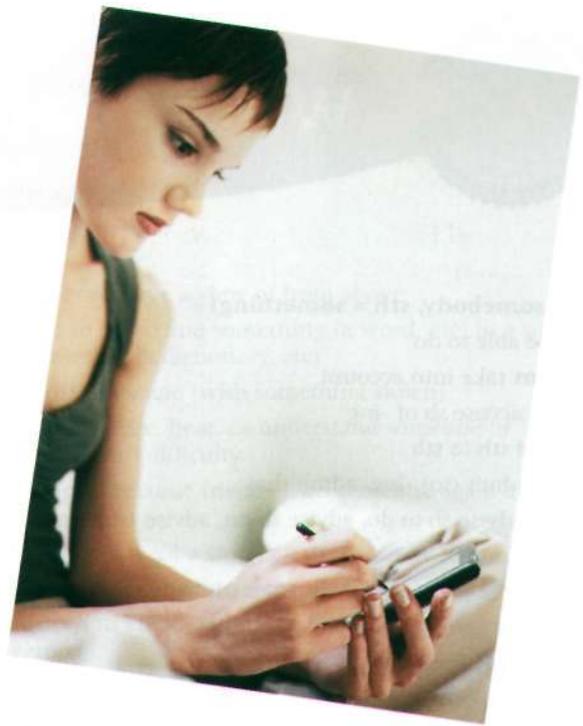
Formal and informal language

Once you have decided how formal your writing should be, you need to decide what language you can use. Here are a few things you should remember about formal and informal language.

formal language

- We don't use contractions (*I've, it's*, etc) in formal writing.
Most people do not agree with this position.
- We start and end letters in a formal way.
Dear Sir,
Dear Madam,
Dear Sir/Madam,
Dear Mr Smith,
Dear Mrs Jones,

Yours sincerely, (after Dear + surname)
Yours faithfully, (after Dear Sir, etc)
(+ your full name)
- We always write in complete sentences.
I hope that you will be able to come to speak to the students on the 14th December.
- We use formal vocabulary.
accommodation instead of *a place to stay*
- We use indirect questions.
I would be grateful if you could provide further information about the salary.
- We use the passive voice more.
A new law has been introduced to reduce crime.
- We use formal connecting words and phrases.
Moreover, it is clear from statistics that more people are getting divorced than ever before.
- We don't use exclamation marks in formal writing.



informal language

- We use contractions (*I've, it's*, etc) in informal writing.
I've just seen the film you mentioned. It's great!
- We start and end letters in an informal way.
Dear + first name

Lots of love,
Take care,
(+ your first name)
- We don't always write in complete sentences.
Sorry to hear about your dog.
- We use informal vocabulary.
cool instead of *impressive*
- We use direct questions.
Did you pass your Spanish exam?
- We use the active voice more.
They're pulling down the old theatre across the road.
- We use informal connecting words and phrases.
Anyway, what I wanted to tell you about was the party last night.
- We use exclamation marks.
I can't wait to see you!



Word pattern database

(sb = somebody, sth = something)

able be able to do

account take into account

accuse accuse sb of -ing

add add sth to sth

admit admit (to) -ing, admit that ...

advise advise sb to do, advise sb on, advise (sb) against sth

afraid afraid of

agree agree with sth/sb, agree on sth, agree to do

apologise apologise for sth

apply apply for, apply in writing

approve approve of

argue argue about sth, argue with sb

ask ask sb sth, ask sb to do sth, ask sb about sth

bad bad at sth, bad for sb

believe believe sth/sb, believe in sth/sb (God)

blame blame sb for sth

capable capable of doing

care care about, care for

claim claim to be, claim that ...

complain complain about

congratulate congratulate sb on

continue continue doing, continue to do

deal deal with

decide decide on, decide to do, decide that ...

demand demand that ..., demand sth, a demand for sth

deny deny -ing, deny that ...

depend depend on sth/sb

despite despite sth/-ing, despite the fact that ...

difference make a difference

difficulty have difficulty in doing

do do your best/homework/the ironing/the housework/the cooking/an experiment/research/do you good

dream dream of -ing

encourage encourage sb to do sth

enjoy enjoy yourself, enjoy sth/-ing

exam take/do/have/fail/pass an exam, sit (for) an exam

explain explain sth to sb, explain that ...

fond be fond of sth/-ing

forget forget (about) sth, forget to do, forget doing

fun be/have fun, make fun of

good good at sth, good for sb

have have a party/a good time/a meal/a bath/a plan/an

idea/an argument/a family

help help sb (to) do, help sb with sth

homework do your homework, have homework to do

insist insist on

in spite of in spite of sth/-ing, in spite of the fact that ...

insist insist on sth/-ing, insist that ...

interest have/take/express an interest in sth

interested interested in

keen keen to do, keen on -ing

know know about sth, know how to, be known as

let let sb do sth

listen listen to (music)

look look after, look for, look at, look forward to -ing

make make sb do, make the beds/a mess/a decision/a difference/a complaint/a fortune/a mistake/a noise/a phone call/a suggestion/friends/make fun of

manage manage to do

object object to

occasion on this occasion

part take part in, be a part of sth

pay pay for sth, pay sb

persuade persuade sb to do, persuade sb that ...

prefer prefer to do sth rather than (to) do sth else, prefer sth/-ing to/rather than sth/-ing

prevent prevent from -ing

protect protect from

recommend recommend (that) sb do

refer refer to sth/sb

refuse refuse to do

regret regret (not) -ing, regret sth, regret to inform you ...

rely rely on

remind remind sb of sth/sb, remind sb about sth

say say sth (to sb), say that ...

sentence sentence sb to

share share sth with sb

stop stop to do, stop -ing, stop sb from -ing

succeed succeed in

suggest suggest sth/-ing (to sb), suggest that ...

suspect suspect sb of, suspect that ...

think think about, think of

time spend time -ing, spend time on sth, in time, on time, it's (about/high) time

touch in touch with sb

work work as/on/in sth



Phrasal verb database

bring up to care for a child until they become an adult

bring up to mention or start discussing a subject

call off to decide to stop something that is planned to happen

carry on to continue doing something

come across to find something or meet someone unexpectedly

come down with to become ill, usually with an illness that is not serious

come on start to be shown on television

come up (of problems, difficulties) appear suddenly

come up with to think of something such as an idea or a plan

cut out to remove or not include

fall out to stop being friends because you have had an argument

find out to discover, to learn

get away to escape

get down to make someone feel sad or depressed

get on if people get on, they like each other and are friendly to each other

get on if you get on with something, you continue working on it

get over to recover from an illness, a shock, etc

give up to stop doing something you do regularly

go about to do something, particularly something difficult

go off to explode

go off to stop liking something or somebody you used to like

go on to continue happening or continue doing something

grow on if something or someone grows on you, you start to like them after some time

grow up to become older and bigger, to become an adult

hurry up to go somewhere or do something more quickly

keep on to continue doing something

let down to disappoint by not doing what you are expected to do

let off to give someone little or no punishment for something they did wrong

let off to make something (such as a bomb) explode

look after to take care of somebody

look after to keep something in good condition

look down on to consider someone to be of less value than you

look into to investigate, to try to discover the facts about something

look over to have a view of from above

look up to try to find something (a word, etc) in a source of information (a dictionary, etc)

make off to escape (with something stolen)

make out to see, hear, or understand someone or something with difficulty

make up to become friends with someone again after an argument

make up to invent a story, an excuse, a lie, etc

pick on to keep treating someone badly or unfairly

put down to kill an animal because it is very old, ill, or dangerous

put off to delay doing something

put on to start showing a programme on television

put out to make something (a fire, etc) stop burning

put through connect on the telephone

run out of to use all of something and not have any left

run over to hit someone or something with a car

stand out to be easy to see or notice

take after to be or behave like an older relative

take off to remove something you are wearing

take off (of a plane, etc) to leave the ground

take over to replace someone in a position (of authority)

take up to fill a particular amount of space or time

take up to start doing something regularly as a habit, etc

think up to invent, to have the idea for the first time

throw away to get rid of something that you don't want

turn down to refuse to accept an offer or request

turn into to become

turn off to stop a machine, eg a television

turn on to start a machine, eg a television

turn out to develop in a particular way or have a particular result

turn over to change to another channel on television

turn over to turn something so that the other side shows

turn up to appear unexpectedly



Speaking database

Greetings and farewells

Hello.

Good morning/afternoon.

How do you do?

Pleased to meet you.

Nice to have met you.

Goodbye.

Giving personal information

My name is ...

I'm ... years old.

I'm still at school and I go to ...

I come from a big/small family. There are ... of us.

I'm the eldest / youngest / second eldest / etc.

I've got ... brothers and sisters.

My dad's a ... and my mum's a ...

I enjoy ...-ing and ...

When I have free time, I like ...-ing and ...

Comparing

A is good, whereas/while B isn't.

A is much better/etc than B.

A is far better/etc than B.

A is not as good as B.

A is not nearly as good as B.

A is almost as good as B.

On the one hand, ...

On the other hand, ...

Expressing preferences

I prefer ...-ing to ...-ing because ...

I would rather ... than ...

I find ... more interesting than ... because ...

Agreeing/Disagreeing

I completely/totally agree.

Yes, you're right.

I agree with you up to a point.

That's true, but ...

I'm not sure I agree with you.

I'm afraid I disagree with you.

I completely/totally disagree.

Giving / Asking for opinion

In my opinion, ...

As far as I'm concerned, ...

If you ask me, ...

My view is that ...

What do you think?

Do you agree?

We should ... , shouldn't we?

What do you think of ... ?

How/What about ... ?

Asking for clarification

Could you say that again, please?

Could you explain it again, please?

Could you say that again more slowly, please?

I'm sorry. Would you mind repeating that?

Do you mean ... ?



Grammar database

Unit 1

Present simple and present continuous

Present simple:

'to be'

positive			negative			questions		
I	am ('m)		I	am not ('m not)		Am	I	
You	are ('re)	late.	You	are not ('re not)	late.	Are	you	late?
We			We	('re not)			we	
They			They	(aren 't)			they	
He	is ('s)		He	is not		Is	he	
She			She	('s not)			she	
It			It	(isn 't)			it	

regular verbs

positive			negative			questions		
I			I				I	
You	work.		You	do not (don 't)	work.	Do	you	work?
We			We				we	
They			They				they	
He	works.		He	does not		Does	he	
She			She	(doesn 't)			she	
It			It				it	

note

I have – he/she/it **has**

I go – he/she/it **goes**

I do – he/she/it **does**

The *present simple* is used to talk about ...

- habits
My father **drives** to work.
- how often things happen
It **rains** almost every day in the rainforest.
(or don't happen)
It never **snows** in the Sahara desert.

- permanent situations
I **live** in North London.
- general truths and facts
Water **boils** at 100° C.
- general abilities
I **play** the piano.
- states
I **know** him and his brother.
- the future in timetables
My train **leaves** in an hour. (see page 172)
- the future in time clauses
I'll tell Carrie when I **see** her. (see page 172)



note

When we want to emphasise an action or situation in the present, particularly to emphasise that it actually happens, or that it's different to what someone else thinks, we can use the *emphatic present simple*, with *do* or *does*.

'Your brother plays the piano, doesn't he?'
'No, but **he does play** the guitar.'
'I know you don't like peanut butter.'
'No, you're wrong. **I do like** peanut butter.'
(We don't use the *emphatic present simple* with the verb *to be*.)

Present continuous:

positive			negative			questions		
I	am	working.	I	am not	working.	Am	I	working?
	('m)			('m not)				
You			You	are not			you	
We	are		We	('re not)			we	
They	('re)	They	(aren't)		they			
He		He	is not		he			
She	is	She	('s not)		she			
It	('s)	It	(isn't)		it			

The *present continuous* is used to talk about ...

- actions in progress at the moment of speaking
Come inside – it's **raining**.
- temporary series of actions
I **am learning** to drive.
- temporary situations
We **are staying** at the Grand Hotel.
- changing situations
This city **is getting** bigger every year.
- annoying habits (usually with *always*)
Oh! You **are** always **losing** your keys!
- definite arrangements and plans for the future (see page 172)
We **are having** a test tomorrow.

note

Some people use the term *present progressive* instead of *present continuous*. They mean the same thing.

Check your understanding!

- 1 Which tense do we use to talk about scientific facts?
- 2 Which tense do we use with phrases like 'once a month'?
- 3 Which tense do we use to talk about temporary situations?

Stative verbs

Some verbs are not normally used in continuous tenses because they don't describe actions. These are called 'stative verbs'. For example, we say 'I love you', **not** 'I am loving you'. Some of these verbs **can** be used in continuous tenses, but the meaning changes.

Stative verbs often refer to ...

- thinking
eg believe, imagine, understand, know
- emotions
eg love, hate, like, prefer, want, satisfy
- the human senses
eg hear, see, smell, taste, sound
- appearance
eg seem, resemble, appear, look
- relationships between things
eg belong to, own, consist of, include, involve

Look at how the meaning changes when we use some of these verbs in the continuous form.

The milk **smells/tastes** funny.
I **am smelling/tasting** the milk to see if it is okay.
I **see** much better with my new glasses.
I **am seeing** Debbie tomorrow about the car.
But Elvis Presley is dead! I must **be seeing/hearing/imagining** things!



I **think** you're wrong. (That is my opinion.)

I **am thinking** of a famous person. Guess who! (I have a picture in my mind.)

He **looks** just like his father. (He resembles his father.)

He **is looking** at me in a funny way.

note

With *hear*, *see* and *smell*, we often use *can* to describe what is happening now. For example:
I **can hear** a strange noise coming from the kitchen.

Check your understanding!

- 1 Which of these is a stative verb? *play/hate/come*
- 2 Which is correct? *You seem worried./You are seeming worried.*
- 3 Which of these is **not** a stative verb? *understand/prefer/leave*

Unit 2**Past simple and past continuous****Past simple:****'to be'**

positive			negative			questions		
I			I				I	
He			He	was not			he	
She	was		She	(wasn't)		Was	she	
It		late.	It		late.		it	late?
You			You	were not			you	
We	were		We	(weren't)		Were	we	
They			They				they	

regular verbs

positive			negative			questions		
I			I				I	
You			You				you	
We			We	did not			we	
They	worked.		They	(didn't)	work.	Did	they	work?
He			He				he	
She			She				she	
It			It				it	

note

A number of verbs form their past tense in an irregular way.

The *past simple* is used to talk about ...

- single completed actions
I **walked** to school yesterday morning.



- repeated actions which don't happen now
My father **walked** to school every day when he was a boy.
- past states
I **knew** her when we were at primary school.

When we want to emphasise an action or situation in the past, particularly to emphasise that it actually happened, or that it was different to what someone else thinks, we can use the *emphatic past simple*, with *did*.

'You lived in Oxford, didn't you?'

'No, but I **did stay** there once.'

'I bet you didn't ask Mary to go out.'

'No, you're wrong. I **did ask** her and she said yes.'

(We don't use the *emphatic past simple* with the verb *to be*.)

note

The *past simple* can also refer to the present in conditional sentences (If I **had** more money, ...) and after certain phrases (It's high time we **left**/I'd rather you **came** at five o'clock). This is called the *unreal past* because it refers to now, not the past. (see page 187)

Past continuous:

positive			negative			questions		
I			I				I	
He			He	was not			he	
She	was		She	(wasn't)		Was	she	
It		working.	It		working.		it	working?
You			You	were not			you	
We	were		We	(weren't)		Were	we	
They			They				they	

Most uses of the *past continuous* are like the uses of the *present continuous*, but in the past.

For example, the *past continuous* is used to talk about ...

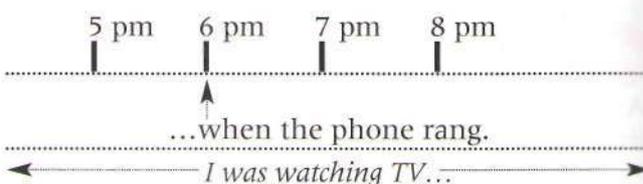
- actions in progress at a point in the past
I **was reading** a book at ten o'clock yesterday morning.
- temporary situations in the past
I **was staying** in a hotel until my flat was ready.
- changing situations in the past
At that time, unemployment **was getting** worse.
- annoying past habits
When I was a child, my parents **were** always **criticising** me.
- arrangements and plans for the future in the past
I was worried on Monday night because we **were having** a test the next day.

We also use the *past continuous* to talk about ...

- actions in progress over a period of time
I **was reading** a book all morning.
- two actions in progress at the same time
Mum **was washing** up while I **was doing** my homework.
- background information in a story
The sun **was shining**. The birds **were singing**. Suddenly, a bomb exploded.

The *past simple* and the *past continuous* are often used together to show that one action happened (*past simple*) during the time defined by another action (*past continuous*). For example, imagine I started watching TV at 5 pm and the phone rang at 6 pm. I can say:

'I **was watching** TV when the phone **rang**.'





Sometimes this means the action in progress is interrupted or stopped.

I **was reading** when suddenly all the lights **went** out.

note

Some people use the term *past progressive* instead of *past continuous*. They mean the same thing.

Compare the uses of the *past continuous* with those of the *present continuous* (page 160). Often, it is used in the same way, but in the past.

Check your understanding!

- 1 Which tense do we use for a single completed action?
- 2 Which tense do we use for background information in a story?
- 3 *It's time you went to bed.* Does this refer to the present or the past?

Would, used to, be used to

Would and *used to* can be used to talk about past habits, especially for the distant past. *Would* can be used like this:

When I was a child, my grandma **would** read to me every night.

Used to can be used in the same way:

When I was a child, my grandma **used to** read to me every night.

The difference between them is that *used to* can be used to talk about **states** in the past, but *would* can't.

I **used to** like tomato soup, but now I hate it. (✓)

~~I **would** like tomato soup, but now I hate it. (X)~~

We don't use *would* or *used to* in the negative or in questions very often. The negative of *would* is *would never* or *would not*. The most common negative form of *used to* is *never used to*.

I **never used to** be very good at languages.

You might also see these negative forms.

I **didn't use to** be very good at languages.

I **used not to** be very good at languages.
(this is quite formal)

Used to has this question form.

Did you use to live abroad?

Be used to is used to talk about something that is familiar to you, or that isn't strange to you any more. It is followed by a noun or an *-ing* form.

I didn't like this town at first, but now I **am used to** it.

I'm **used to** studying every day, but I found it hard at first.

Be used to can be used to talk about the past like this:

I found studying every day hard at first because I **wasn't used to** it.

When we want to talk about the process of becoming familiar with something, we use *get used to*.

It's hard at first, but you'll soon **get used to** it.

note

Used to and *be used to* are pronounced differently from the verb *use*.

I **used** an opener to open the bottle. (/ju:zd/)

I **used to** live around here. (/ju:stə/)

I **am used to** working hard. (/æmjʊ:stə/)

Check your understanding!

- 1 Which of these is **not** used for past habits? *would/used to/be used to*
- 2 What is the most common negative form of *used to*?
- 3 Which of these can be used to talk about past states? *would/used to*



Unit 3

Present perfect and present perfect continuous

Present perfect:

positive			negative			questions		
I			I			I		
You	have		You	have not		you		
We	('ve)	been ...	We	(haven't)	been ...	Have	we	been ...?
They		done ...	They		done ...		they	worked ...?
He		worked ...	He	has not	worked ...		he	done ...?
She	has		She	(hasn't)		Has	she	
It	('s)		It				it	

In general, present perfect tenses are used to connect the past with the present.

The *present perfect* is used to talk about ...

- actions and situations continuing up to now
I've **known** him for about ten years.
- a series of actions continuing up to now
I've **played** chess every Friday for two years now.
- completed actions at a time in the past
We've **seen** that film before.
- completed actions where the important thing is the present result
Julian **has broken** his arm.

note

A number of verbs form their past participle in an irregular way.

The *present perfect* is used with words and expressions like: *just, yet, already, This is the first time ..., ever, never, for, since, so far, up to now, etc.*

Rachel **has just** left.

Have you seen the new James Bond film **yet**?

I've **already** told you once that you can't go to the party!

This is the first time I've used a computer.

Have you **ever** met a famous person?

John has **never** eaten Indian food.

I've known Michael **for** seven years.

I've been at this school **since** 2002.

We've received over a hundred applications **so far / up to now**.

note

We don't say: ~~I have six months to see Tara.~~ (X)

Instead, we say: I haven't seen Tara for six months. (✓)

The *present perfect* can also be used to refer to the future in time clauses after *when, as soon as, etc.*

I'll call you when I've **finished** my homework.

When you want to say exactly when something happened, you should use the *past simple*.

I **saw** that film last week at the cinema. (✓)

~~I have seen that film last week at the cinema.~~ (X)

note

With the verb *go*, we sometimes use *been* as the past participle. Compare:

John's **gone** to Paris. (He's there or on his way there.)

John's **been** to Paris. (He went there and now he is back.)



Present perfect continuous:

positive			negative			questions		
I			I				I	
You	have		You	have not			you	
We	('ve)		We	(haven't)		Have	we	
They		been -ing ...	They	('ve not)	been -ing ...		they	been -ing ...?
He			He	has not			he	
She	has		She	(hasn't)		Has	she	
It	('s)		It	('s not)			it	

The *present perfect continuous* is used to talk about ...

- (temporary) actions and situations continuing up to now
I've **been working** here for six months.
- (temporary) actions over a period of time that has recently ended
I'm out of breath because I've **been running**.

The *present perfect continuous* is often used with words and phrases like *all morning/day/week/etc*, *just*, *for*, *since*, etc. It can often mean that the action is not complete.

I've **been reading** a great book about dinosaurs. (I haven't finished it.)

Sometimes, you have to look at the context to decide:

I've been working all morning and now I'm going to watch TV. (I finished recently.)

I've been working all morning and I've only done half of it. (I haven't finished.)

note

We don't normally use *ever* or *never* with the *present perfect continuous*.

~~I've **never** been reading any of his books. (X)~~

I've **never** read any of his books. (✓)

note

Some people use the term *present perfect progressive* instead of *present perfect continuous*. They mean the same thing.

Check your understanding!

- 1 Which auxiliary verb is used to make the present perfect?
..... + *past participle*
- 2 Which is correct? *I did it yesterday./I have done it yesterday.*
- 3 Which word is missing? *Have you cooking all morning?*

Articles

There are three articles in English: *a*, *an* and *the*. *A* and *an* are called 'indefinite articles' and both mean the same thing. *An* is used with words which begin with a vowel sound: an umbrella, an orange, an hour. Notice that we say 'a uniform' and 'a US citizen' because these begin with a 'y' sound. *The* is called the 'definite article'.

We use the indefinite article (*a*, *an*) to talk about ...

- single countable nouns (not particular ones)
I saw **an** accident yesterday.

We use the definite article (*the*) to talk about ...

- single countable nouns (particular ones)
There's **the** man I mentioned yesterday.
- single countable nouns (in general)
The lion is a very fierce animal.
- plural countable nouns
Where are **the** children?
- uncountable nouns
The weather is quite warm.

We don't use an article when we are talking about ...



- plural countable nouns in general
Lions are very fierce animals.
- uncountable nouns in general
Coffee is generally bitter.

Notice how we use articles in the following phrases:

- entertainment, media and sport
 - ⇒ 'the television' = the piece of equipment
 - ⇒ Turn on **the** TV.
 - ⇒ watch television, on television
 - ⇒ but: listen to **the** radio, on **the** radio
 - ⇒ go to **the** cinema/**the** theatre
 - ⇒ listen to music
- no article for games and sports
 - ⇒ I love tennis.
- for years, usually no article
 - ⇒ in 2002
 - ⇒ but: in **the** 1990s, in **the** 20th century, etc
- for seasons, with 'in' and 'during' the meaning is usually the same either with or without article
 - ⇒ in winter or in the winter
- for months and days, no article
 - ⇒ in March, on Friday, on Sunday morning
 - ⇒ in **the** morning/**the** afternoon/**the** evening
 - ⇒ at night
- geographical areas use *the* with: seas, mountain groups, rivers, island groups, regions
 - ⇒ **the** Mediterranean, **the** Alps, **the** Thames, **the** Bahamas, **the** Arctic
- don't use *the* with: planets, continents, countries, towns/cities, streets, lakes, most mountains, individual islands
 - ⇒ eg Mars, Europe, Germany, London, Carnaby Street, Lake Superior, (Mount) Everest, Crete
 - ⇒ but: **the** Earth, **the** world, **the** Moon, **the** Sun, **the** UK, **the** USA
- jobs usually with *a* or *an*
 - ⇒ She is **an** engineer.
- use *the* with positions of authority
 - ⇒ **the** Mayor
- organisations usually use *the*
 - ⇒ **the** army, **the** navy, **the** police, etc

- public buildings usually use *the*
 - ⇒ **the** bank, **the** post office, **the** Theatre Royal, etc
 - ⇒ but: go to prison/hospital, be in prison/hospital

note

He's gone to **the** prison/**the** hospital is possible when the person is only visiting.

- nationalities, no article for particular people
 - ⇒ She's Nigerian.
- but: use *the* when talking about nationalities in general
 - ⇒ **The** French drink a lot of wine.
- travel
 - ⇒ go home
 - ⇒ on **the** bus, in **the** car, etc
 - ⇒ but: go by car/bus/bike/plane, etc
- education
 - ⇒ go to school/university, etc, be at school/university, etc
 - ⇒ be in Class 5

note

He's gone to **the** school is possible when the person is only visiting.

- for subjects, usually no article
 - ⇒ I love chemistry.

note

We put *an* before singular countable nouns with a vowel sound. It doesn't depend on spelling. So, we say '**an** umbrella' but '**a** university', '**an** hour' but '**a** holiday', etc.

Check your understanding!

- 1 Which is incorrect? *an umbrella/an uncle/an uniform*
- 2 Which of these is correct? *the Britain/the USA/the China*
- 3 Which is incorrect? *in the morning/at the night/on Tuesday morning*



Unit 4

Past perfect and past perfect continuous

Past perfect:

positive			negative			questions		
I			I			I		
You			You			you		
We		been ...	We		been ...	we		been ...?
They	had	done ...	They	had not	done ...	Had	they	done ...?
He	('d)	worked ...	He	(hadn't)	worked ...		he	worked ...?
She			She				she	
It			It				it	

When we are talking about the past and we want to talk about something earlier in the past, we can use the *past perfect*.

The *past perfect* is used to talk about ...

- actions and states before the main time in the past we are interested in
I **had heard** about Alicia before I met her.
- what somebody said in reported speech (see pages 173-174)
Emma said she **had never been** to Morocco.
- a hypothetical past in conditional sentences (see page 189)
If I'd **known** you were coming, I would have bought a cake.
- wishes about the past (see pages 189-190)
I wish I **had studied** harder for the test.

note

The *past perfect* is used with words and expressions like: *before, after, when, already, as soon as, It was the first time ...*, etc. A number of verbs form their past participle in an irregular way.

note

The *past perfect* can sometimes be used with *before* to talk about an action which didn't happen or wasn't completed in time.

Joel called before I **had finished** my homework.

(= I **hadn't finished** my homework when Joel called.)

Past perfect continuous:

positive			negative			questions		
I			I			I		
You			You			you		
We			We			we		
They	had	been -ing ...	They	had not	been -ing ...	Had	they	been -ing ...?
He	('d)		He	(hadn't)			he	
She			She				she	
It			It				it	



The *past perfect continuous* is used to talk about:

- longer actions which continued up to the main time in the past we are interested in
I **had been running** so I was out of breath when I got home.
- what somebody said in reported speech (see pages 173-174)
Mrs Collins said she **had been doing** the garden.

The *past perfect continuous* is often used with words and phrases like *all morning/day/week/etc., just, for, since*, etc. It can often mean that the action was not complete.

note

We don't normally use *ever* or *never* with the *past perfect continuous*.

~~I'd never been thinking of doing French until my mum suggested it. (X)~~

I'd never thought of doing French until my mum suggested it. (✓)

note

Some people use the term *past perfect progressive* instead of *past perfect continuous*. They mean the same thing.

Compare the uses of the *past perfect continuous* with those of the *present perfect continuous* (see page 165). Often, it is used in the same way, but *in the past*.

note

We can often use the *past (simple or continuous)* instead of the *past perfect (simple or continuous)*, particularly if *after* or *before* make the order of the actions clear:

I ate my lunch after my friend **left**. = I ate my lunch after my friend **had left**.

Check your understanding!

- 1 Which tense do we use after *It was the first time ...?*
- 2 *I wish I hadn't spent my money.* Does this refer to the past or the present?
- 3 Which word is missing? *Lena been working all morning and was very tired.*

Comparatives and superlatives

When we want to compare two or more things, we can use the *comparative* and *superlative* forms of adjectives and adverbs. We use the *comparative* to compare things or people that are different and separate from each other:

The blue book is **bigger** than all the red ones.

We use the *superlative* to compare one member of a group with the whole group:

This book is the **biggest** one on the shelf.

one-syllable adjectives

- With most one-syllable adjectives, add *-er, -est*.
black – blacker – blackest, young – younger – youngest
- If the adjective ends in *-e*, add *-r, -st*.
late – later – latest, brave – braver – bravest
- If the adjective has one vowel followed by one consonant, double the final consonant, then add *-er, -est*.
big – bigger – biggest, thin – thinner – thinnest

two-syllable adjectives

- If the adjective ends in *-y*, replace the *-y* with *-ier, -iest*.
happy – happier – happiest, lovely – lovelier – loveliest
- Otherwise, use *more* and *the most* (or *less* and *the least*)
boring – more boring – the most boring

note

With some two-syllable adjectives, there is a choice: *clever – cleverer – cleverest* or *clever – more clever – the most clever*. We usually use the forms with *more* and *the most*.

adjectives with three or more syllables

- Use *more* and *the most* (or *less* and *the least*)
interesting – more interesting – the most interesting
- If the adjective is formed from a two-syllable adjective ending in *-y*, then use either *more – the most* or *-ier – -iest*.
unhappy – more unhappy – the most unhappy or
unhappy – unhappier – unhappiest

adverbs

- Use *more* and *the most* (or *less* and *the least*)
quickly – more quickly – the most quickly
(superlative adverbs like this are not used in English very much)



A number of adjectives and adverbs, and one or two other words, form the *comparative* and the *superlative* in an irregular way:

irregular adjectives

- *good* – *better* – *best*
- *bad* – *worse* – *worst*

irregular adverbs

- The adverbs *early*, *late*, *fast*, *hard* and *often* follow the rules for adjectives.
- *early* – *earlier* – *earliest*
- *often* – *more often* – *the most often*
- *far* – *farther/further* – *farthest/furthest*
- *badly* – *worse* – *worst*

irregular determiners

- *little* – *less* – *the least*
- *much/many* – *more* – *the most*

With the *comparative*, we usually use *than*:

Rachel is older **than** all her cousins.

When you want to emphasise the difference, you can use *much*:

My dad is **much** older than yours.

When you want to say that two things are or aren't the same, you can use *as ... as*:

My computer is **as fast as** yours. (= My computer is the same speed as yours.)

My computer isn't **as fast as** yours. (= My computer is slower.)

note

When we want to talk about the result of something increasing, we can use *the + comparative*, *the + comparative*:

The older my grandfather becomes, **the slower** he gets.

The more you exercise, **the fitter** you become.

Check your understanding!

- 1 What is the comparative form of *bright*?
- 2 What is the comparative form of *comfortable*?
- 3 Which word is missing? *My bag isn't as big yours.*

Unit 5

The passive

We make the passive by using an appropriate form of the verb *to be* and the past participle of the main verb:

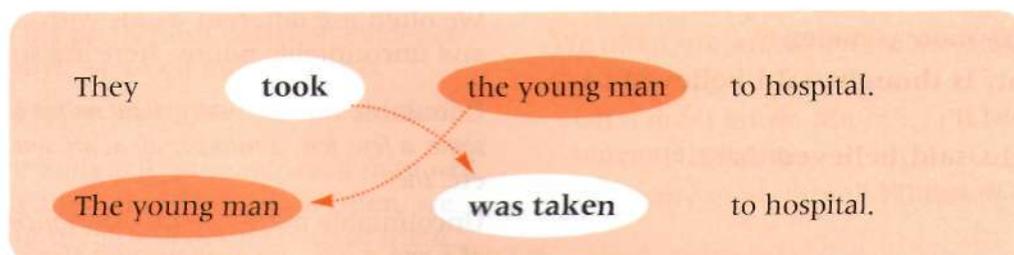
This castle **was built** in 1450.

Your papers **will be collected** at the end of the exam.

A good way to think about the passive is to start with an ordinary active sentence:

They **took** the young man to hospital.

This sentence is in the *past simple*, with 'They' as the subject and 'the young man' as the object. To make it passive, we put the object first, then the verb *to be* in the right tense (here, *past simple*), then the past participle of 'take':





Notice that the verb 'was' is in the same tense as 'took' in the first sentence (*past simple*). Also notice that we do not need to say who did the action. When we do want to say who did it, we normally use *by*. We normally only do this when it is important information. For example:

Gunpowder was invented **by the Chinese**.

When we want to say that the action was done using something, such as a tool, we use *with*:

The dead man had been shot **with a pistol**.

We use the passive ...

- when we don't know who does/did something
The bank **has been robbed!**
- when we aren't interested in who does/did something, or it's obvious
A man **was arrested** at the airport as he got off the plane.
- for emphasis
The radio **was invented** by Marconi. (We are mainly interested in the radio, not Marconi.)

Some verbs are not normally used in the passive. They include intransitive verbs (without objects) and verbs such as *have, let, lack, seem, appear, resemble, fit* and *suit*.

Some verbs can take two objects: a direct object and an indirect object. For example:

Our teacher gave us some photographs.

There are two possibilities in the passive. The first is probably more common.

We were given some photographs (by our teacher).

Some photographs were given to us (by our teacher).

Some sentences have a clause as the object.

People think/say/believe *that the economy is in trouble*.

There are two possibilities in the passive. The first is probably more common.

The economy **is thought/said/believed to be** in trouble.

It is thought/said/believed that the economy is in trouble.

Check your understanding!

- 1 Which word is missing? *The lottery won by a man from London.*
- 2 Which of these is not normally used in the passive? *appear/break/make*
- 3 Write one reason for using the passive voice.

Countable and uncountable nouns

There are different kinds of nouns: those we can count (*a book, two books*) and those that we can't count (*information, advice*).

Please pass me those **pencils**, would you?
(countable)

The **news** was a bit of a shock. (uncountable)

Uncountable nouns often refer to collections of things, materials and other things we think of as 'masses' rather than individual objects. You have to be careful because nouns that are countable in your language might be uncountable in English. Here are some common uncountable nouns.

information, advice, luggage, baggage, knowledge, money, news, travel, furniture

We use a singular verb with these nouns.

Your advice **was** really useful.

Some nouns can be countable with one meaning and uncountable with another (*coffee, a coffee*). This often happens when we talk about a material or substance and a thing made out of it. For example:

Chocolate is made using cocoa beans.
(uncountable, refers to the substance)

Would you like **a chocolate**? (countable, refers to one from a box of chocolates)

You really should get your **hair** cut.
(uncountable)

There's **a hair** in my soup! (countable)

We often use different words with countable and uncountable nouns. Here are some.

Countable nouns: *many, how many, a lot of, lots of, some, a few, few, a number of, a, an, one, two, three, etc, the*

Uncountable nouns: *much, how much, a lot of, lots of, some, a little, little, an amount of, a piece of, the*

**note**

Use *many* and *much* before a noun in negative statements and in questions. In positive statements (and also in negative statements and questions) use *a lot of*, *lots of*, or *a large number/amount of*. (You can use *much* or *many* in positive statements, but it's very formal.)

Few/little and *a few/a little* mean different things.
few (countable nouns)

I have **few** friends. / = not many/

a few (countable nouns)

I have **a few** days off work. / = some/

little (uncountable nouns)

They gave us **little** information. / = not much/

a little (uncountable nouns)

Let me give you **a little** advice. / = some/

The phrase *only a few ...* means 'not many' and *only a little ...* means 'not much'.

Sometimes, you might want to use a countable noun instead of an uncountable noun. With many of them, you can do that by using the phrase *a piece of ...*, eg Let me give you **a piece of** advice.

There are some uncountable nouns which are plural and which take a plural verb. They do not have a singular form. These include: *jeans*, *trousers*, *spectacles*, *scissors*, *groceries*, etc.

~~We need a new scissors.~~ (X)

We need some new scissors. (✓)

We need a new pair of scissors. (✓)

Check your understanding!

1 Which of these is countable?

money/advice/question

2 Which is correct? *The news was shocking./The news were shocking.*

3 Which is incorrect? *informations/trousers/jeans*

Unit 6**The future (I)**

There are a number of different ways of talking about the future in English. It can be confusing because often more than one of them could be correct. Sometimes you have to think about which is more natural. It helps if you think about what you want to express.

making predictions

When we make predictions that we are sure of based on our own judgement or knowledge, we often use *will*.

I think United **will** win the Championship this year.

When we make predictions based on evidence we can see now, we often use *be going to*.

Look out! You're **going to** drop the drinks!

In general, *be going to* is more informal than *will* and is mainly used in conversation. Often, we can talk about predictions using both of them with no difference in meaning.

Do you think we'll see Tom at the party?

Do you think we're **going to** see Tom at the party?

When we predict the future but we are not so sure of our predictions, we can use other modal verbs (see pages 179-181).

Be careful! You **might** have an accident.

Do you think we **might** see Tom at the party?

I think United **could** win the Championship this year.

making decisions

We often use *will* when we are making a decision.

Oh, I don't know. Mmm ... I'll have an omelette, please.

I'm really tired. I think I'll stay in tonight.

But we can also use *be going to* if we want to emphasise the intention.

I'm really tired. I think **I'm going to** stay in tonight.

talking about plans, intentions and arrangements

When we want to tell somebody about our plans or intentions, we often use *be going to*.

I'm going to apply for a job at that new factory.

I'm going to be a teacher when I finish university. (**Not: I'm being a teacher...**)

When we have made some arrangements (bought a ticket, agreed to meet, etc), we often use the *present continuous*.

I'm meeting Helen tomorrow outside the library.

We're flying to Paris and then **staying** in a great hotel.

We don't normally use the *present continuous* for talking about intentions. However, the difference between an intention and an arrangement can be quite small, so you could use *be going to* in both of these situations. It depends on what you want to emphasise.

I'm going to meet Helen tomorrow outside the library.

We're going to fly to Paris and then stay in a great hotel.

making offers, promises, suggestions, refusals

When we make offers, promises or suggestions, we generally use *will* or *shall*. In modern English, *shall* is quite rare and is usually used in questions. When we refuse to do something, we can use *won't*, the *present continuous* or *be going to*.

- offers

I'll help you, if you like.

Shall I open the window for you?

(**Not: Will I...**)

- promises

I'll return your book as soon as I've read it.

- suggestions

Shall we try that new Chinese restaurant?

- refusals

No, I **won't** do your homework for you.

No, **I'm not doing** your homework for you.
No, **I'm not going to** do your homework for you.

talking about timetabled future events

The time or date when some things happen is decided in advance, usually by something like a timetable or the calendar. When we want to talk about things like this, we can use the *present simple*.

Our plane **leaves** at four in the morning.

Our exams **start** on 20th May.

Next year, my parents **celebrate** their 50th wedding anniversary.

Christmas Day **falls** on a Friday this year.

These ideas can often be expressed using either the *present continuous* (for arrangements), *be going to* (for intentions and predictions) or *will* (for predictions).

Our plane **is leaving** at four in the morning.

Our exams **are going to** start on 20th May.

Next year, my parents **are celebrating** their 50th wedding anniversary.

Christmas Day **will fall** on a Friday this year.

Christmas Day **is going to** fall on a Friday this year.

note

The *present simple* is also used to talk about the future in clauses after words like *when*, *until*, *if*, *what*, etc, as well as in conditional sentences (see page 178).

I hope we see Mike when we **are** in York.

(**Not: ... when we will be in York.**)

I can't call Mary until she **gets** home from school.

If I **go** to university, I'll probably study maths.

Check your understanding!

- 1 Which is more informal? *will/be going to*
- 2 Which tense do we use to talk about future arrangements?
- 3 Which word is missing? *we go to the cinema this evening?*



Question tags

In sentences with the verb *be* as a main verb, we make question tags using *be*. We usually make the question tag positive if the verb is negative and negative if the verb is positive.

It's warm, **isn't** it?

You're **not** nervous, **are** you?

In sentences with an auxiliary verb, we make question tags using the auxiliary.

You're going to Greg's party, **aren't** you?

You **haven't** forgotten, **have** you?

I'm meeting you tomorrow, **aren't** I?

(Not: ..., ~~amn't~~ I?)

Emily **can** play the piano, **can't** she?

When the sentence doesn't have an auxiliary verb, we use the verb *do*.

You **live** in the town centre, **don't** you?

Phil **plays** football on Saturdays, **doesn't** he?

Colin **has** a very big house, **doesn't** he?

We use question tags when we want to ...

- ask someone to agree with us
It's a nice day, **isn't** it?
- check whether something is true
You've been to Paris, Sue, **haven't** you?

When we are asking someone to agree with us our voice goes down at the end of the sentence. When we are checking whether something is true our voice goes up at the end.

note

We also use tags when we want somebody to do something, either using *let's* or an imperative.

When we want to add a question tag with *let's*, we use *shall we*?

Let's order a pizza, **shall we**?

After a positive imperative, we use *will/would/could you?* and after a negative imperative, we use *will you?*.

Pass me the salt, **will/would/could** you?

Don't go out with Sandra, **will** you?

In sentences with a negative word like *never*, *little*, *no*, *hardly*, *nobody*, etc, we use a positive tag.

You never turn up on time, **do** you?

Nobody called while I was out, **did** they?

There's no reason to leave now, **is** there?

In tag questions where the subject is 'there', we repeat 'there' in the tag.

There's a lot of vocabulary to learn, isn't **there**?

Check your understanding!

- 1 You've met Paul, you? What is missing? *didn't/haven't/aren't*
- 2 What question tag do we use after *Let's ...? do we/will we/shall we*
- 3 Write one reason we use question tags.

Unit 7

Reported speech

We use reported speech when we want to tell someone what someone else said. We usually have to change the tense if the reporting verb is in the past. We sometimes have to change other words as well, such as pronouns (*we*, *you*, etc) or

words that refer to time and place (*now*, *here*, etc.). We also have to decide which reporting verb to use, for example, *said*, *admitted*, *suggested*, etc.

This is how the tenses change ...

Direct speech

Present simple

'I **am** hungry,' said Tim.

Present continuous

'I **am writing** a letter,' said Alice.

Past simple

'We **had** an ice-cream on the beach,' said Colin.

Past continuous

'We **were talking** about football,' she said.

Present perfect simple

'I **have had** a great idea!' Simon said.

Present perfect continuous

'Georgia **has been waiting** all day,' my mum said.

➔ Reported speech

➔ *Past simple*

Tim said (that) he **was** hungry.

➔ *Past continuous*

Alice said (that) she **was writing** a letter.

➔ *Past perfect simple*

Colin said that they **had had** an ice-cream on the beach.

➔ *Past perfect continuous*

She said that they **had been talking** about football.

➔ *Past perfect simple*

Simon said (that) he **had had** a great idea.

➔ *Past perfect continuous*

My mum said (that) Georgia **had been waiting** all day.

(The *past perfect simple* and *past perfect continuous* tenses stay the same.)

Some modal verbs change ...

'I **can** speak three languages,' said Jerry.

Jerry said (that) he **could** speak three languages.

'Ben **will** be at the party,' she said.

She said (that) Ben **would** be at the party.

'All students **must** be on time,' said the head teacher.

The head teacher said (that) all students **had to** be on time.

With reported questions, we use *if* or *whether* and change the tense and the word order.

'**Have** you **finished**?' Sarah asked me.

Sarah asked me **if/whether I had finished**.

With *wh-* questions (*what, who, etc*), we repeat the question word and change the tense and the word order.

'**Who left** the fridge open?' asked Mrs Harris.

Mrs Harris asked **who had left** the fridge open.

We also often have to change words that refer to time and place:

- *here* becomes *there*
- *today* becomes *that day*
- *now* becomes *then* or *at that moment*
- *tomorrow* becomes *the following day* or *the next day*
- *yesterday* becomes *the day before* or *the previous day*
- *ago* becomes *before*

The words *this, that, these* and *those* change as follows:

- *this/that* + noun become *the/that*
- *these/those* + noun become *the/those*
- *this/that* (as subject or object) become *it*
- *these/those* (as subject) become *they*
- *these/those* (as object) become *them*

'I hate **this** film,' said Alice.

Alice said she hated **the/that** film.

'I want **these** books,' Tony said.

Tony said he wanted **the/those** books.

'**This** is a great show,' Dad said.

Dad said **it** was a great show.

'**These** are nice candles,' said Mary.

Mary said **they** were nice candles.



'I bought **these** in town,' said John.
John said he had bought **them** in town.
'I **left** my purse **here** five minutes **ago**,' said Donna.
Donna said (that) she had left her purse **there** five minutes **before**.
'We **can** finish **these** exercises **tomorrow morning**,' our teacher said.
Our teacher said we **could** finish **the** exercises **the following morning**.

We can also report what someone said using different verbs, each with their own grammar.

'I didn't steal your money!' Peter said.
Peter **denied** stealing/having stolen my money.
'No, I won't let you go,' my mother said.
My mother **refused** to let me go.
'What about an ice cream?' my dad said.
My dad **suggested** an ice cream.
My dad **suggested** (our) having an ice cream.
My dad **suggested** (that) we (should) have an ice-cream.
'I'm a great chess player,' said Will.
Will **claimed** to be a great chess player.

With imperative statements, we use a reporting verb such as *told, ordered, commanded*, etc.

'Sit still!' said the hairdresser.
The hairdresser **told** me to sit still
'Don't say a word,' said Carol.
Carol **told** me not to say a word.
'Form a line,' said the officer.
The officer **ordered** them to form a line.

We often don't make any changes to the verb when we are reporting what somebody said very soon after they said it, when we are reporting a scientific fact or when something is still true.

'It's quite cold,' said Harry.
Harry just said (that) **it's quite cold**.
'Light from the Sun takes eight minutes to reach us,' the professor said.
The professor said (that) **light from the Sun takes eight minutes to reach us**.
'I have a niece in America,' Mr Wood said.
Mr Wood said (that) **he has a niece in America**.

We also don't make changes to the verb when we use a reporting verb in the present tense.

Mark says that he **is** staying in tonight.

Check your understanding!

- 1 What do we use reported speech for?
- 2 What do we change *ago* to in reported speech?
- 3 Write three reporting verbs.

Indirect questions

We use indirect questions when we want to ask questions politely. We use an introductory phrase (*Could you tell me where ...*) followed by the normal word order (*... the bank is?*). We **don't** use question word order in the second part. Some indirect questions need a question mark at the end and some don't. Look at the list below.

Some introductory phrases ...

with a final question mark

Can/Could you tell me ...?

Could you let me know ...?

Do you know ...?

Do you think you could tell me ...?

without a final question mark

I wonder if you can/could tell me ...

I wonder if you could let me know ...

I wonder if you know ...

I would like to know ...

Here are some example sentences. Notice the word order ...

Do you know **who that man is**?

(**Not:** ~~Do you know who is that man?~~)

Could you let me know where **the meeting is**?

I wonder if you know where **I can find** a chemist's.

I would like to know when **I will receive** my refund.

Do you think you could tell me how **this works**?



When the direct question is a 'yes/no' question, we use *if* or *whether*.

Direct question:

Are you going to John's dinner party?

Indirect question:

Could you let me know **if/whether** you are going to John's dinner party?

If the relative pronoun (*who*, *which*, etc) is the subject of the relative clause and there is no other noun or pronoun, we just add an introductory phrase:

direct question

Who is responsible?
Which is better?

indirect question

I wonder if you could tell me **who is responsible**.
Do you know **which is better**?

Check your understanding!

- 1 Why do we use indirect questions?
- 2 Which word is missing? *you tell me what time it is, please?*
- 3 Do all indirect questions need a question mark at the end? *yes/no*

Unit 8

Infinitives and -ing forms after verbs

Some verbs are followed by the full infinitive and some by the *-ing* form. Some verbs can be followed by both, sometimes with a change in meaning.

Here are some common verbs that are followed by ...

the infinitive	the -ing form	both, with no (or very little) change in meaning
<i>afford, agree, appear, arrange, ask, attempt, be pleased/able, etc, choose, decide, expect, fail, happen, help, hope, intend, learn, manage, offer, plan, prepare, pretend, promise, refuse, seem, tend, want, wish, would like</i>	<i>admit, appreciate, avoid, be capable of, good/bad at, be interested in, can't help, can't stand, consider, delay, deny, discuss, dislike, enjoy, feel, like, finish, give up, imagine, involve, look forward to, mention, mind, miss, practise, succeed in, suggest, talk about, think of</i>	<i>begin, continue, hate, be intend, love, prefer, start</i>

These verbs mean different things when they are followed by the full infinitive or the *-ing* form.

remember

- have a picture in your mind of a past event

Do you remember **visiting** Germany when you were two?

- do something you are/were planning to do
Did you remember **to call** Diane this morning?



forget

- not be able to remember a past event (usually *I'll never forget ...*)
I'll never forget **meeting** Paula for the first time.
- not do something you are/were planning to do
Oh, I forgot **to ask** Donna about this evening.

try

- do something as an experiment to solve a problem
It's hot in here! Let's try **opening** a window.
- make an effort to achieve something
I've been trying **to open** this jar for ten minutes!

stop

- stop an activity
I stopped **smoking** ten years ago.
- pause and do something else in the middle of an activity
I was studying all evening, but I stopped **to have** a snack at seven.

go on

- continue
After the break, our teacher went on **explaining** the grammar to us.
- stop one activity and start a new one
After **explaining** the grammar, our teacher went on **to tell** us what the homework was.

regret

- be sorry about what has happened
You'll regret **speaking** to me like that!
- be sorry about giving somebody bad news
We regret **to inform** you that the flight to Berlin has been cancelled.

like

- enjoy
I'm sure we all like **receiving** presents.
- choose to/be in the habit of/think it is a good idea
I like **to leave** home at seven so that I get to work on time.

note

When we want to use *would like/prefer* for a particular occasion, we use the *full infinitive*.

- ~~I would like going to the cinema this evening.~~ (X)
- I would like to go to the cinema this evening. (✓)
- I would prefer to meet on Saturday, if possible. (✓)

Check your understanding!

- 1 Which of these is followed by the *-ing* form?
afford/suggest/refuse
- 2 Which of these is followed by the full infinitive?
deny/consider/plan
- 3 Which of these is correct?
I remember to go/going to school for the first time.

Prefer, would rather, had better

Prefer and *would rather* are both used to express preferences. *Had better* is used for saying what someone should do. Try not to confuse them. We don't say ~~would better~~. They are used like this ...

prefer

- I prefer basketball to football. (generally)
- I prefer playing basketball, rather than football. (generally)
- I prefer playing basketball to (playing) football. (generally)
- I prefer to play basketball, rather than (play) football. (generally, or on this occasion)
- I prefer not to play basketball during the week. (generally, or on this occasion)
- I would prefer to play basketball this weekend rather than football. (on this occasion)

note

We don't normally say ~~I don't prefer ...~~

would rather

- I would rather play basketball than (play) football. (generally, or on this occasion)
- I'd rather not play basketball. (on this occasion)

had better

- You'd better see a doctor.
- You'd better do your homework, rather than sit and watch TV.



You'd better do your homework, instead of sitting and watching TV.

You'd better not fail the test.

Check your understanding!

- 1 Which is correct? *I would rather stay/to stay here.*
- 2 You better see a doctor. Which word is missing? *would/had/should*
- 3 Which is correct? *I wouldn't rather .../I don't rather .../I would rather not ...*

Unit 9

Conditionals (I): zero, first, second

There are many different kinds of sentence using *if*, and it can be a little confusing. You have to decide whether you're talking about the past, the present or the future. You also have to decide whether you're talking about a real possibility or an unreal possibility (unlikely, impossible or hypothetical).

Real possibility, present and future

Zero conditional: *if ... present tense ... present tense*

This is used to talk about general truths and scientific facts.

If you **read** a lot, you **learn** lots of vocabulary.

If you **are making** a cake, you **need** to use fresh eggs.

You can also write all conditional sentences the other way round, with the *if* clause second.

You **learn** lots of vocabulary if you **read** a lot.

You **need** to use fresh eggs if you **are making** a cake.

First conditional: *if ... present tense ... will ... bare infinitive*

This is used to talk about real possibilities in the present, in the future, or generally.

If you **read** a lot, you will **learn** lots of vocabulary.

You **will need** a good dictionary if you **are learning** English.

If you **have studied**, you'll **do** well in today's test.

Instead of *will*, we can also use these other modals or the imperative.

If you are going to the party, you **can** take this cake I made.

If it's too late, we **should** call them tomorrow.

I **might/may** take up French if I pass my English exam.

If you've finished, **do** the next exercise.

note

When we are talking about the future, we use *if ... present tense, not if ... will ...*

~~If you will see Tina tomorrow, tell her I'm sorry. (X)~~

If you see Tina tomorrow, tell her I'm sorry. (✓)

note

We can use *would like* (= want) in first conditional sentences like this.

I **would like** to study French if I pass my English exam.

Check your understanding!

- 1 Which kind of conditional do we use to talk about real possibilities?
- 2 Which of these is used for an unreal possibility? *If ... present tense .../ If ... past tense ...*
- 3 In conditionals, can you use other modals, apart from *would*? *yes/no*



Unreal possibility, present and future

Second conditional: if ... past tense ... would ... bare infinitive

This is used to talk about unreal possibilities (things that are unlikely, impossible or hypothetical) in the present and in the future.

If I **won** the lottery, I **would move** to Hawaii.

I **d get** a new car if I **had** enough money.

If you **weren't having** a lesson now, what **would** you **be doing**?

The use of the past here is called the *unreal past*, because it refers to the present or the future, **not** the past.

Instead of *would*, we can also use these other modals.

If I won the lottery, I **could** leave my job.

I **might** feel happier if I went to another school.

Instead of *If I was ...* we can also say *If I were...*, especially in formal English.

If I **were** Prime Minister, I would introduce new laws against pollution.

For information on talking about *unreal possibilities* in the past (third conditional), see page 189.

Unless, in case, as long as

unless

Unless means 'except if'. We can use it to replace *if ... not* in some sentences. When it refers to the future, it is followed by the present tense (like *if*).

I'll be there **unless** it rains.

/= I'll be there, except if it rains./

/= I won't be there if it rains./

We can't use *unless* to replace *if not* when *if not* **doesn't** mean *except if*.

If I wasn't ill, I'd play tomorrow. (✓)

(*if not* doesn't mean *except if* here because you are actually ill)

so we **can't** say:

~~Unless I was ill, I'd play tomorrow. (X)~~

in case

In case means 'because it might'. We use it to talk about things we do to prevent an unwanted result. When it refers to the future, it is followed by the present tense (like *if*).

Write down the address **in case** you forget it.

(= Write down the address because you might forget it.)

as long as

As long as means the same as *only if*. When it refers to the future, it is followed by the present tense (like *if*). You can also use *so long as* with the same meaning.

You can borrow my pen, **as/so long as** you give it back to me at the end of the lesson.

(= You can borrow my pen only if you give it back to me at the end of the lesson.)

Check your understanding!

- 1 What does *unless* mean?
- 2 Which phrase means 'because it might'?
- 3 What does *as long as* mean?

Unit 10

Modals (1)

Modal verbs are auxiliary verbs which express things like possibility, obligation, etc.

Modal verbs ...

- don't change for person or tense.
He **might** go to the cinema tonight.
(**Not:** ~~He mights go to the cinema tonight.~~)

- don't use *do* in questions.
Can you play the guitar?
(**Not:** ~~Do you can play the guitar?~~)
- are followed by the bare infinitive (without *to*).
I think I **will call** John.
(**Not:** ~~I think I will to call John.~~)



- can be made negative using *not* or *-n't*.
You **shouldn't** speak to your mother like that.
(**Not:** ~~You don't should speak to your mother like that.~~)
- don't have an infinitive. You have to use another word or phrase.
I hope to **be able to** attend the meeting.
(**Not:** ~~I hope to can attend the meeting.~~)

The modal verbs include *will, would, can, could, may, should, must, might, shall* and *ought to*. We also use the phrase *have (got) to* like a modal, although it changes like an ordinary verb.

- He **has** to go to work. (✓)
 He's **got** to go to work. (✓)
 Does he **have to** go to work? (✓)
 Has he **got to** go to work? (✓)
~~Does he have got to go to work. (X)~~

Have got to is generally more informal than *have to*.

expressing ability: *can, could*

- Can** you open this jar? It's stuck. (present ability)
 My cousin **can** play ten different musical instruments. (general ability)
 I **could** walk when I was just six months old. (general ability in the past)
 I wish I **could** play the violin. (hypothetical ability)

note

Like other modal verbs, *can* doesn't have an infinitive, so after other modals and when we need a full infinitive we use *(to) be able to*.

- I'll **be able to** get a better job after I finish university.
 I might **be able to** see you tomorrow at six.
 I pretended **to be able to** speak Japanese.

expressing obligation: *must, have to*

Must is generally used for personal obligation (feelings of the speaker and hearer, etc) and *have (got) to* for external obligation (rules, laws, what other people tell you to do, etc). They are both used to talk about the present, the future and general obligation.

- I **must** stop eating so much fast food. (personal obligation)
 You **must** make more of an effort in class. (personal obligation)
 I **have to** be at work at nine tomorrow. (external obligation)
 Do you **have to** wear a uniform at your school? (external obligation)
Have you **got to** wear a uniform at your school? (external obligation)

note

To talk about the past we use *had to*.

- We all **had to** leave the building when the alarm went off.

Like other modal verbs, *must* doesn't have an infinitive, so after other modals and when we need a full infinitive we use *(to) have to*.

- If I'm late, I'll **have to** apologise to the boss again.
 I'm sorry to **have to** tell you this, but you've failed the exam.
Mustn't does **not** mean the same as *don't have to*.
 You **mustn't** speak while the teacher is speaking. (Don't do it.)
 You **don't have to** get me a birthday present. (It isn't necessary, but you can if you want to.)

Although you can form questions beginning with *must*, it's very unusual and formal.

- Must** we argue about this all the time?

It's more common to form questions using *have to*.

- Do we **have to** argue about this all the time?

asking for and giving permission: *can, could, may*

We use *can, could* and *may* to ask for and give permission now, in the future and generally. *May* is more polite than *could* and *can*, and *could* is more polite than *can*.

- Can** I stay at Anna's this weekend, Mum?
 Excuse me. **Could** I borrow your pen for a second?
May I speak to you for a moment, Mr Connors?



When talking about the past, we normally use *could*.

My parents said I **could** go to the party so I started getting ready.

(see pages 173-175 for more about reported speech)

asking for and giving advice: *should, ought to*

We use **should** and **ought to** to ask for and give advice about now, the future, or generally.

You **should** tell your teacher about your problems.

We **ought to** call if we're going to be late.

Shouldn't we start getting ready for the party?

(For criticising past actions, see pages 189-190)

expressing possibility: *may, might, could, can*

We use **can** to talk about general possibilities.

In Russia, it **can** be quite hot in the summer.

We use *may, might* and *could* to talk about possibilities in the present, the future and generally. We sometimes use *may* to show that something is more likely to happen.

I **may** be a bit late for Friday's lesson.

Peter **might** have the right answer for number ten.

There **could** be some easy questions on the exam.

With non-stative verbs, we often use the continuous infinitive (*be -ing*) to talk about actions happening now or about possible future arrangements:

Ian **may be doing** his homework right now.

Sophia **might be playing** tennis at the moment.

I **could be going** to London this weekend.

(For deductions about past possibility, see pages 186-187)

expressing probability: *should, ought to*

We use *should* and *ought to* to say that something is probably true or will probably happen.

Mr Davies **should** have the report by now.
(= Mr Davies probably has the report by now.)

The exam results **ought to** be on the website by now.

(= The exam results are probably on the website by now.)

With non-stative verbs, we often use the continuous infinitive (*be -ing*) to talk about actions happening now or about probable future arrangements.

They **should/ought to be having** their dinner now.

Ben **should/ought to be arriving** at about seven o'clock.

expressing certainty: *must, can't*

We use *must* when we are (almost) sure about something now, in the future or generally, often because we have seen some evidence.

Your father's late. He **must** be stuck in traffic on his way home.

Hi! You **must** be Mrs Johnson.

When we are (almost) sure that something isn't true, often because we have seen some evidence, we use *can't*.

That **can't** be the postman at the door. He's already been today.

With non-stative verbs, we often use the continuous infinitive (*be -ing*) to talk about actions happening now or about probable future arrangements.

They **must/can't be having** their dinner now.

Kelly **must/can't be going** to Athens this weekend.

(For the modal perfect, see pages 186-187. For *will* and *shall* referring to the future, see pages 171-172. For *would* in conditional sentences, see pages 179 and 189)

Check your understanding!

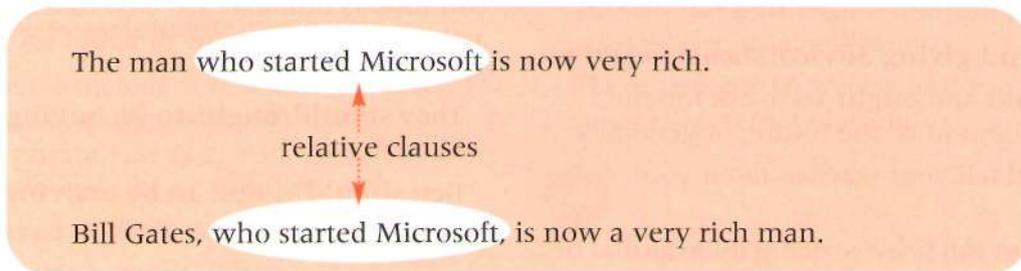
- 1 What follows a modal verb? *the infinitive without 'to'/the infinitive with 'to'*
- 2 Do modal verbs have an infinitive? *yes/no*
- 3 Which modals do we often use for giving advice?



Unit 11

Relative clauses

Relative clauses tell us more about people and things.



In the first sentence, the relative clause identifies the man we are talking about. It is called a *defining* (or *identifying*) *relative clause*. The sentence does not make complete sense without the *relative clause*.

The man is now very rich. (Which man? We don't know.)

In the second sentence, the relative clause just gives us extra information. It is called a *non-defining relative clause*. The sentence makes complete sense without it.

Bill Gates is now a very rich man.

Relative clauses are often introduced by relative pronouns. We use ...

which ➔ for things

Have you got the book **which** I lent you?

who ➔ for people

There's the man **who** stole my bag!

that ➔ for people, things, times and places

This is the bike **that** I got for Christmas.

whose ➔ for possession

Tony, **whose** father is a lawyer, is in trouble with the police.

when ➔ for times

I still remember the moment **when** I saw her for the first time.

where ➔ for places

England, **where** football began, has strong sporting traditions.

why ➔ for reasons

That's the reason **why** he's always late.

whom ➔ for people as the object of the relative clause (in very formal English) and after prepositions

All students **whom** the head teacher has invited to dinner must reply before 5pm.

That's the man **to whom** I gave the money.

In defining relative clauses, we ...

- don't use commas.
Those are the books **which** I told you about yesterday.
- can use *that* instead of *who* or *which* (*that* is more informal).
Those are the books **that** I told you about yesterday.
- often leave out the relative pronoun when it is the object of the clause.
Those are the books I told you about yesterday.

In non-defining relative clauses, we ...

- separate the relative clause with commas.
Ronald Reagan, **who** was the President of the United States, is ill.
- can't use *that* as a relative pronoun.
~~Ronald Reagan, **that** was the President of the United States, is ill. (X)~~
- can't leave out the relative pronoun.
~~Ronald Reagan, **was** the President of the United States, is ill. (X)~~

note

When the relative pronoun (*which, who, etc*) is the subject of the relative clause, you do **not** need another subject.

- That's the girl who is going out with John. (✓)
~~That's the girl who she is going out with John. (X)~~

Which can also be used to refer to the rest of the sentence:
 He got an A in his exam, **which** impressed everybody.

(This doesn't mean his exam impressed everybody. It means the fact that he got an A impressed everybody.)

Check your understanding!

- Which relative pronoun do we use for things? **who/which/whom**
- Here's the book *which* I borrowed from John. Does this need any commas? **yes/no**
- Do we use *that* as a relative pronoun in non-defining relative clauses? **yes/no**

Relative pronouns and prepositions

Where can be replaced by *preposition + which*.

The resort **where** we spent our holiday was very quiet.
 (= The resort **in which** we spent our holiday was very quiet.)

Less formally, we can put the preposition at the end of the clause. When the preposition is at the end of the clause, we can also use *that*.

The resort **which** we spent our holiday **in** was very quiet.

The resort **that** we spent our holiday **in** was very quiet.

We can use other prepositions apart from *in*. The one we choose depends on the normal meaning of the preposition.

The school **that/which** my mum went to was very traditional.

The restaurant **at which** we met was closed.

We can do the same thing with *when*.

The day **when** I won the lottery started badly.

(= The day **on which** I won the lottery started badly.)

(= The day **that/which** I won the lottery **on** started badly.)

When we use *where* and *when*, however, we don't need a preposition.

I will always love New York, the city **where** I was born. (✓)

I will always love New York, the city **which/that** I was born *in*. (✓)

I will always love New York, the city **in which** I was born. (✓)

~~I will always love New York, the city **where** I was born **in**. (X)~~

Check your understanding!

- Write the missing preposition. *This is the town which my mother was born.*
- This is the school to that my dad went.* Is this correct? **yes/no**
- Here's the house in where my grandma lives.* Is this correct? **yes/no**

Unit 12

Result clauses: so, such, too, enough

So, such, too and *enough* can be used to talk about results.

so

...so... { adjective
 adverb
 many/much + noun } ...that...

My brother's **so handsome that** he's thinking of becoming a model.

We drove to the station **so slowly that** we missed our train.

I have to do **so much homework that** I don't have time for hobbies.

note

When *so* is used to mean *as a result*, it isn't followed by *that*.

It was very late **so** I decided to leave. (✓)

~~It was very late so **that** I decided to leave. (X)~~

such

...*such*... $\left\{ \begin{array}{l} a/an + \text{adjective} + \text{singular noun} \\ \text{adjective} + \text{plural noun} \\ a \text{ lot of} + \text{noun} \end{array} \right\}$...*that*...

It was **such a boring lesson that** I fell asleep.

My cousins tell **such funny jokes that** I can't help laughing.

We've got **such a lot of homework that** I don't think I can do it all.

note

In all the above examples, the word *that* is optional.

My brother's so handsome he's thinking of becoming a model.

I have to do so much homework I don't have time for hobbies.

My cousins tell such funny jokes I can't help laughing.

Both *so* and *such* can be used without a *that* clause as an emphatic way of saying 'very' or 'really'.

You're **so** stupid!

It was **such** a great film!

too

...*too*... $\left\{ \begin{array}{l} \text{adjective} \\ \text{adverb} \\ \text{many/much} + \text{noun} \end{array} \right\}$ $\left(\begin{array}{l} + \text{for and/or} \\ \text{full infinitive} \end{array} \right)$

They told my dad he's **too old**.

They told my dad he's **too old for the job**.

They told my dad he's **too old to do the job**.

You're driving **too slowly**.

I can't come out tonight because I've got **too much work to do**.

It's **too difficult for me to do**.

note

Too is used to refer to something that is bad or negative or that prevents us from doing something.

It's **too** cold to play outside. (✓)

~~Don't worry! You are **too** popular. (X)~~

When the meaning is positive, use other words and phrases, such as *really*, *extremely* (with adjectives or adverbs) or *lots of* (with nouns).

Don't worry! You are **really** popular.

enough

... (not) *enough* + noun (+ *for* and/or + *full infinitive*)

Yes, I've got **enough time**.

Yes, I've got **enough time** to help you.

No, I don't have **enough time** to help you.

No, there isn't **enough time for us to go** shopping.

...(not) $\left\{ \begin{array}{l} \text{adjective} \\ \text{adverb} \end{array} \right\}$ $\left(\begin{array}{l} \text{enough} + \text{for and/or} \\ \text{full infinitive} \end{array} \right)$

You're **old enough to go** to school on your own now.

It's not warm **enough for us to go** swimming.

I didn't learn the vocabulary **well enough to pass** the test.

note

Too and *enough* are not followed by a *that* clause.

~~The coffee was **too** hot **that** I couldn't drink it. (X)~~

~~The coffee was not cold **enough** **that** I could drink it. (X)~~



Check your understanding!

- 1 What do we use *too* to refer to? **something positive/something negative**
- 2 *It was so hot that I got a headache.* Is this correct? **yes/no**
- 3 *He's old enough that he can drive a car.* Is this correct? **yes/no**

Infinitives of purpose

We can use a full infinitive to refer to someone's purpose.

I rang **to speak** to George.

We left early **to get** to the station on time.

~~I rang for to speak~~ to George. (X)

~~We left early for getting~~ to the station on time. (X)

We can also use the phrase *in order* before the full infinitive. In general, *in order* is more formal than the full infinitive alone.

I am writing **in order to request** further information.

In formal contexts, we can use the phrase *so as* before the full infinitive. *So as* isn't very common in conversation.

The Prime Minister today met MPs **so as to inform** them of his decision.

With a negative infinitive and with stative verbs, we normally use *in order not* or *so as not*. We don't normally use the full infinitive on its own.

We left early in **order/so as not** to be late.

I studied hard in **order/so as to** be ready for the test.

Check your understanding!

- 1 *I went home for to get my keys.* Is this correct? **yes/no**
- 2 Which phrase means the same as *in order*? **so that/as for/so as**
- 3 Which is correct? ***I studied not to fail the test./I studied in order not to fail the test.***

Unit 13

The causative

I'm **having my hair cut** tomorrow.

We **got our garden done** last week.

William should **have his car** cleaned. It's a mess!

We use the causative when somebody else does something for us. We often use it for things we pay other people to do. Like the passive (see pages 169-170), we use the causative when the person who does the action is unimportant or obvious or for emphasis. We form the causative using ...

- *have* in the right form + *object* + *past participle*

We can also use the verb *get* instead of *have*. *Get* is less formal. As with the passive voice, we can use *by* when we want to say who does the action.

You should have your arm looked at **by a doctor**.

- and *with* when we want to refer to the tool or equipment.
You look like you've had your hair cut **with a knife and fork!**

note

This structure can also be used to refer to things that other people did/have done to us but which we didn't ask them to do, for example, stealing something of ours.

I've had my bag stolen. (= My bag has been stolen.)

Check your understanding!

- 1 When do we use the causative?
- 2 Which verb can be used to form the causative, apart from *have*?
- 3 Which is correct? ***Get your hair cut./Get cut your hair.***



Gradable and ungradable adjectives and adverbs

There are two different kinds of adjective and adverb. Words like *happy*, *big*, *angry*, *slowly*, *quickly*, etc. are *gradable*. This means we think of these ideas as a scale.

big very big extremely big incredibly big

Words like *wonderful*, *impossible*, *perfect*, etc. are *ungradable*. We think of these as things you either are, or aren't. In other words you are either perfect or you aren't. We don't think of these ideas as being on a scale.

We use different words with gradable and ungradable adjectives and adverbs.

gradable adjectives and adverbs

James is tall.

In this sentence, we can use words that refer to degree or amount.

very
a little
a bit
rather

James is **quite** tall.
really
extremely
incredibly

ungradable adjectives and adverbs

The match was amazing.

In this sentence, we can use words that mean 'completely'.

absolutely

The match was **completely** amazing.

totally

note

Quite with a gradable adjective means 'fairly'.
Quite with an ungradable adjective means 'completely'.

Check your understanding!

- Which of these is gradable?
perfect/cool/wonderful
- Which of these is ungradable?
beautiful/impossible/tall
- Which of these do we use with ungradable adjectives? *really/absolutely/very*

Unit 14

Modals (2): modal perfect

Modal + perfect infinitive (have + past participle)

You **must have felt** great when you got your exam results.

You **shouldn't have spoken** to her like that.

You drove without a licence? You **might have killed** someone!

Paul **might have forgotten** our date.

Could you **have left** your keys at the hotel?

must, can't, couldn't

We use *must/can't + perfect infinitive* to talk about guesses about the past that we are (almost) sure of. Often, we are (almost) sure because we have some evidence.

There's John's coat. He **must have forgotten it**.

Angie hates sweet things. She **couldn't/can't have eaten** the cake that was in the fridge.

should, ought to

We use *should/ought to + perfect infinitive* to



criticise people (or ourselves) for things they did/didn't do.

Oh, no! I **should have called** Tony at six and I forgot! (I didn't call him.)

We **shouldn't have left** the dog at home on its own. (But we did.)

You really **ought to have invited** Maria to your wedding. (But you didn't.)

You **ought not to have copied** Rita's homework. (But you did.)

may, might, could

We use *may/might/could + perfect infinitive* to talk about things that possibly happened/didn't happen in the past.

How does Lisa know about the party? I suppose Jane **may/might/could have told** her.

The thieves **might have escaped** through the window.

Peter **might not have known** about the meeting.

note

Might/could + perfect infinitive can also be used to talk about an unreal (hypothetical) possibility, something that was a possibility in the past but which we know didn't happen.

You **might have hurt** yourself jumping off the wall like that!

Don't run across the road again! You **could have been killed!**

The *modal perfect continuous* can be formed using *modal + have + been + -ing* to refer to actions in progress at a point in the past or to emphasise the duration of an action.

You **can't have been doing** your homework all this time! I don't believe you!

Darren **must have been sleeping** when we called him yesterday.

Check your understanding!

- 1 When does the modal perfect refer to? *the past/the present/the future*
- 2 Which of these is used to criticise other people? *can't have done/should have done/must have done*
- 3 Which modal is missing? *There's John. He have got back from Canada.*

The unreal past

The *past simple* is not always used to refer to the past. It can be used to refer to the present, or even the future, when it is used after certain phrases or in certain types of sentence. This is called the *unreal past*.

We use the unreal past ...

- in hypothetical conditional sentences
If I **won** the lottery, I'd buy a new house. (see page 179)
- to talk about unlikely hypothetical situations using *suppose* or *imagine*
Imagine you **got** an A in the exam. How would you feel?
- to talk about present wishes
I wish I **had** more money. (see pages 189-190)
- after *would rather* when we are talking about things we want/don't want other people to do
I'd rather you **came** at six tomorrow.
- after *it's (high or about) time*
Don't you think it's about time we **left**?
- in polite requests and questions
I'm sorry, Sir. **Did** you want something?

Check your understanding!

- 1 Does the *past simple* always refer to the past? *yes/no*
- 2 Which is correct? *I'd rather you don't do that./I'd rather you didn't do that.*
- 3 *Imagine you won the lottery.* Does the speaker think this is likely or unlikely? *likely/unlikely*

Unit 15

The future (2)

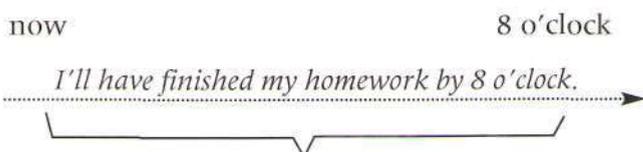
We have already looked at some ways of talking about the future in Unit 6 (see pages 171-172). Here are some other ways.

Future perfect: will + have + past participle

I'll **have finished** my homework by 8 o'clock.

I **won't have spoken** to John by the time I see you.

We use the *future perfect* to show that an action will happen at some point between now and a time in the future.



I finish my homework at some point between these times.

This means that at 8 o'clock I can say: *I have finished my homework.*

So, now I can say: *I will have finished my homework by 8 o'clock.*

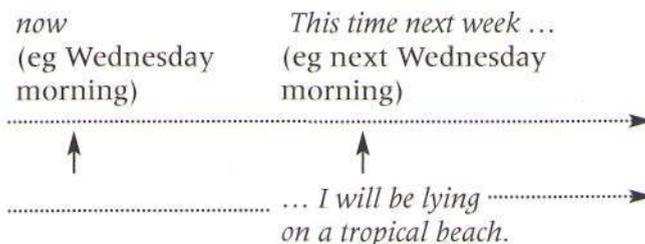
We can also use other modals (*might, may, should*) to talk about actions that will possibly or probably happen between now and a point in the future.

Call me on my mobile because we **may/might have left** by midnight. (possibly)

I **should have finished** my homework by six, so give me a ring then. (probably)

Future continuous: will + be + -ing

This time next week, I **will be lying** on a tropical beach.



We use the *future continuous* to talk about an action happening at a point in the future. (Compare this with the *present continuous* and the *past continuous*.)

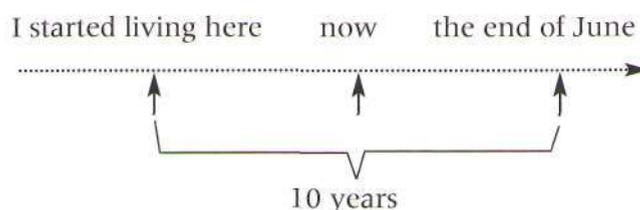
We can also use *may* and *might* to talk about actions possibly happening at a point in the future.

Don't call at one o'clock tomorrow because I **may/might** be having my lunch. (possibly)

Future perfect continuous: will + have been + -ing

We use the *future perfect continuous* to talk about actions that are in progress up to a point in the future.

I'll **have been living** here for ten years at the end of June.



At the end of June, I can say: *I have been living here for ten years.*

So, now I can say: *I will have been living here for ten years at the end of June.*



Check your understanding!

- 1 *I'll have finished by 6 o'clock.* When will I finish? **before 6/after 6**
- 2 Can we use other modals instead of *will* in the *future perfect*? **yes/no**
- 3 What tense is used to talk about an action happening at a point in the future?

Transferred negation

I **don't think** Laura is coming to the party.
I **don't suppose** we'll have the picnic because it's raining.

When we want to express a negative idea using *think*, *suppose*, *believe* or *imagine*, we normally make these verbs negative and not the second verb.

~~I think I can't come on Saturday.~~ (X) (not natural)

I **don't think** I can come on Saturday. (✓) (more natural)

~~Sam says she thinks she doesn't have your book.~~ (X) (not natural)

Sam says she **doesn't think** she has your book. (✓) (more natural)

We don't do this with the verb *hope*.

~~I don't hope we lose the match tomorrow.~~ (X)

I hope we **don't** lose the match tomorrow. (✓)

Check your understanding!

- 1 Which is better? *I think he's not coming./I don't think he's coming.*
- 2 *I don't hope my mum has forgotten my birthday!* Is this correct? **yes/no**

Unit 16

Conditionals (2): the third conditional

We can't change the past. When we want to **imagine** the past being different, we can talk about it using the *third conditional*.

hypothetical (unreal) possibility, past

Third conditional: *if ... past perfect ... would have ... past participle*

If I **had known** about the party, I **would have gone**.

(I didn't know about the party. I didn't go.)

We **wouldn't have been** on time if we **hadn't run**.

(We ran. We were on time.)

Instead of *would*, we can also use these other modals.

If I had known about the party, I **might** have gone. (I'm not sure.)

If we had had enough money last night, we **could** have gone to the cinema. (It would have been possible.)

Check your understanding!

- 1 Does the third conditional refer to a real possibility? **yes/no**
- 2 What does the third conditional refer to? **the past/the present/the future**
- 3 Can we use other modals, apart from *would*? **yes/no**

Wishes and regrets

The tenses we use with *wish* are like the tenses we use in hypothetical conditional sentences (*past* to talk about the present, *past perfect* to talk



about the past). You can see this because we can use *If only ...* as an emphatic form of *I wish ...*

Wishes about the present/future: *wish* + past (simple or continuous) (or past modal)

I wish I **was/were** taller. (If only I **was/were** taller!)

Don't you wish you **knew** more languages?

I wish I **was having** German lessons.

I wish I **could** come with you next week.

Wishes about the past (regrets): *wish* + past perfect

We wish we **had seen** that film when we had the chance.

I wish I **hadn't told** Hannah all my secrets.

Wishes about other people's behaviour: *wish* + *would*

We can use *wish* to talk about things that other people do that annoy or irritate us.

I wish you **wouldn't** speak when I'm speaking.

I wish you **would** stop making that noise.

note

We don't say: ~~*I wish I would ...*~~ (X)

We only use *wish* to talk about **hypothetical** situations. When we want to talk about **real** possibilities in the past, present or future, we usually use *hope*.

I **hope** we have a good time next Saturday.

I **hope** you enjoyed the party last night.

Check your understanding!

- 1 *I wish I was still in bed!* What does this refer to?
the past/the present/the future
- 2 *I wish I would stop smoking.* Is this correct?
yes/no
- 3 *I wish I pass the exam next week.* Is this correct?
yes/no

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