

FORWARD

ENGLISH Workbook



10

Maria Verbitskaya
Lindsay White
Rod Fricker
Olga Mindrul



PEARSON



ВЕХТАНА
граф

Алгоритм успеха

FORWARD



Ифос

10

класс

АНГЛИЙСКИЙ ЯЗЫК

Базовый уровень

**Рабочая тетрадь
для учащихся общеобразовательных
организаций**

Под редакцией доктора филологических наук,
профессора М.В. Вербицкой

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Авторы: доктор филол. наук, профессор М.В. Вербицкая,
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Рабочая тетрадь входит в состав учебно-методического
комплекта «Forward» для 10 класса и дополняет учебник
системой заданий, обеспечивающих комплексное развитие
умений и навыков в аудировании, говорении, чтении и пись-
ме. В тетрадь включены тесты для самооценки с ответами.
В комплекте с рабочей тетрадью предлагается компакт-диск с
аудиоприложением. Задания на аудирование отмечены спе-
циальным знаком.

УМК «Forward» для 10 класса входит в систему учебно-
методических комплектов «Алгоритм успеха».

Соответствует федеральному государственному образова-
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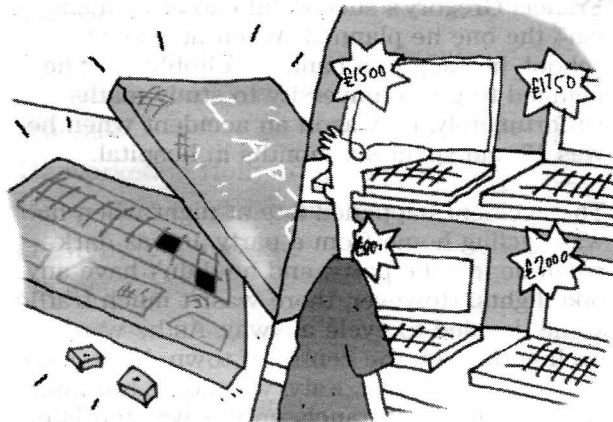
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2 Look at the pairs of pictures and write sentences.

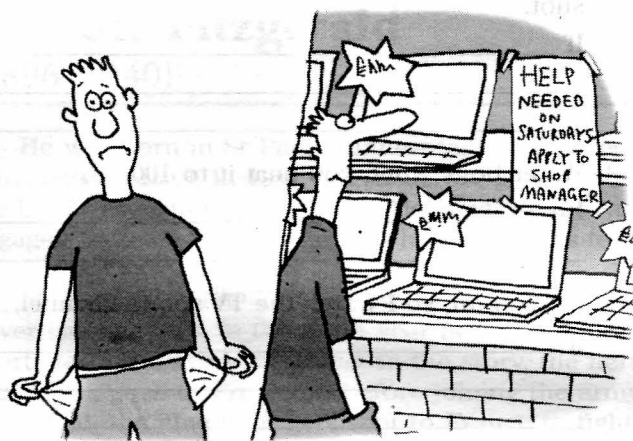


1 borrow laptop/drop it

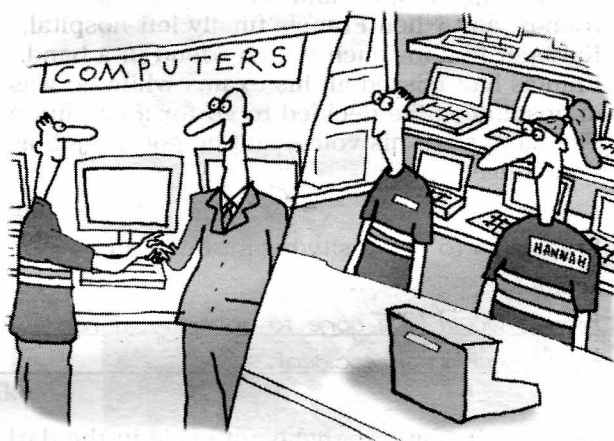
If he hadn't borrowed the laptop, he
wouldn't have dropped it.



2 break laptop/need to buy a new



3 have money/get a job



4 get job/meet Hannah



5 work in the shop/get a cheap computer



6 invite to the cinema/get married

***3 Read the story. Complete the Third Conditional sentences.**

Francis Gregory's successful career as a singer isn't the one he planned. When he was at school, he sang in a band as a hobby, but he planned to go to university to study maths. Unfortunately, he was in an accident when he was 17 and spent six months in hospital.

The accident happened late at night when he was cycling home from a party. It was dark when he left the party, and he didn't have any bike lights. However, there wasn't much traffic, so he decided to cycle anyway. As he was cycling through the centre of town, he was hit by a car. The driver, Katy, was going too fast, so she didn't see Francis until it was too late.

Luckily, Katy stopped and took him to hospital. Francis was very badly injured, and the doctor said that he could have died, if the driver hadn't helped him. Katy felt very guilty, so she visited him frequently while he was in hospital. Surprisingly, Francis and Katy became good friends, and when Francis finally left hospital, Katy put him in touch with a friend in a band. Francis had missed all his exams while he was in hospital, so he decided to go for an audition. The band liked his voice, and he got the job as their singer.

- 1 Francis/go to university/he/not be in an accident
Francis would have gone to university, if he hadn't been in an accident.
- 2 he/leave the party early/he/not cycle in the dark without lights

- 3 be a lot of traffic/he/not cycle in the dark

- 4 the driver/may see him/she not drive fast

- 5 the driver/not take/Francis/to hospital/he/die

- 6 Katy/not feel guilty/she/not visit him

***4 Write two more Third Conditional sentences about the text.**

- 1 _____
- 2 _____

***5 Rewrite the sentences using the Zero, First, Second or Third Conditional. The second sentence must have the same meaning as the first.**

- 1 You put oil on water, the oil floats.
If you put oil on water, it floats.
- 2 Madonna's new record is coming out soon and I don't want to buy it.
When _____
- 3 President Kennedy went to Dallas and he was shot.
If _____
- 4 Water boils when you heat it to 100 °C.
If _____
- 5 I like sport, so I watch the TV sports channel.
If _____
- 6 Lennon and McCartney met, so the Beatles existed.
The Beatles _____
- 7 I wear boots when it's cold.
If _____
- 8 Karl Marx and Chairman Mao never met, so they didn't have an interesting conversation.

- 9 It doesn't usually snow in June in Europe, so I can't go skiing then.
If _____

READING

1 Quickly look at the text and circle the best alternatives.

1 The text is about F Scott Fitzgerald's ____ .
a work b life c wife

2 The text is to ____ .
a amuse you b advertise something
c inform you

2  Listen and read the text. Match sentences a-g with gaps 1-7. Listen and check.

- a American novelist and short story writer.
- b With their good looks and wild lifestyle
- c In the following years
- d Encouraged by the success of the story
- e By the mid 1930s, he and Zelda were living separately
- f After he left the army in 1919
- g After a turbulent romance

3 Read the list of events and put them in the correct order. There is one extra sentence.

- They moved to Europe.
- They lived in a rich neighbourhood.
- The Great Gatsby was published.
- She died.
- He worked in Hollywood.
- He worked in advertising.
- He went to university.
- He met Zelda.
- He lost his job.
- He joined the army.
- He fought in France.
- He died.

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F. Scott Fitzgerald

(1896-1940)

¹ a He was born in St Paul, Minnesota, and entered Princeton University in 1913. In 1917 he left before graduating to join the US Army. While stationed in Alabama, he met and became engaged to Zelda Sayre, who also had ambitions to be a writer.

² he he moved to New York and worked briefly for an advertising agency. In the same year he sold his first short story, *Babes in the Wood*. In the story, the hero, like Fitzgerald, goes to Princeton before joining the army (unlike Fitzgerald, the character gets sent to France to fight in the First World War) and then works in advertising. ³ he, Fitzgerald returned to St Paul and rewrote a novel he had started in the army, *This Side of Paradise*, which was published in 1920 and was an immediate success.

⁴ they, Fitzgerald and Zelda Sayre were married in 1920, and two years later they moved to Great Neck, New York. Living in this rich community gave Fitzgerald a lot of material for his 1925 novel *The Great Gatsby*. Although he was writing and publishing stories and novels, the couple needed to live more cheaply, so in 1924 they moved to Europe. While they were living there, Fitzgerald's greatest novel, *The Great Gatsby*, was published.

⁵ he, the Fitzgeralds travelled back and forth between Europe and the States several times. For a couple of periods he worked in Hollywood as a screenwriter, and he later returned to take up a well-paid contract with a film studio. Despite his talents as a writer, he only completed one film script before being sacked because of his problems with alcohol.

⁶ she because she was suffering from mental health problems and living in a hospital. Although they never got divorced, he started a relationship with a journalist, and it was in her apartment that he died of a heart attack in 1940. Zelda outlived him by eight years but died tragically in a fire in the mental hospital where she was living.

⁷ they, the Fitzgeralds represented the 1920s jazz age. They were both talented people, and F. Scott Fitzgerald is thought to be one of the USA's finest novelists. Sadly, they both had problems which some people think destroyed them and wasted their talents.



F. Scott Fitzgerald and his wife, Zelda

AMERICAN NOVELISTS

SPEAKING



1 Complete the phrases.

Sally I've got an interview for that summer job in Spain!

Scott Well done, sis! When is it?

Sally Thursday 10th. What shall I wear?

Scott You'd ¹ better not wear those jeans – they are too old and dirty!

Sally Shall I wear my new jeans?

Scott No. If ² _____, I'd wear something smart.

Sally That sounds boring.

Scott Yes, but you want the job, don't you? It's ³ _____ making a good impression. You ⁴ _____ take that horrible thing out of your lip too.

Sally Oh, Scott! Don't be so old-fashioned!

Scott Why ⁵ _____ get your hair cut? Does the letter say if the interview is in Spanish or English?

Sally I don't know – the person's name is Spanish so they might want to do the interview in Spanish.

Scott You might ⁶ _____ to listen to some Spanish CDs.

Sally Good idea.

GRAMMAR

I wish and If only

We use *I wish* and the stronger phrase *If only* to express

- regret: *I wish I hadn't been rude.*
- blame: *If only you had remembered the map.*
- criticism: *I wish you would get up earlier.*

To express present regret, blame and criticism:

| | Past Simple |
|---------|--|
| I wish | I was/were at the concert ('were' is more formal). |
| | I didn't have to wear glasses. |
| If only | he worked harder at school. |
| | you didn't live so far away. |

To express past regret, blame and criticism:

| | Past Perfect |
|---------|--|
| I wish | I'd learnt to swim when I was younger. |
| | we hadn't forgotten to bring a camera. |
| If only | I'd left home ten minutes later. |
| | we hadn't left the door unlocked. |

This special use of the past tenses shows that there is a gap between what we are saying and reality.

- *I wish I had a new pair of jeans for the party.* (I want some new jeans now, but I don't have any money, so it's impossible.)
- *If only I'd phoned him this morning.* (I didn't phone him and now it's too late.)

1 Read situations 1–11. Label them present or past.

- You want to have a quiet weekend at home. present
- You have to share a bedroom. _____
- You forgot to do your science homework. _____
- You can never remember people's names. _____
- You didn't go on holiday last year. _____
- You spent €100 on a pair of jeans. _____
- You didn't get good marks in your last test. _____
- You haven't got a car. _____
- You can't afford to go to the Critical Age concert. _____
- You couldn't go to the graduation party last weekend. _____
- You argue a lot with your sister. _____

2 Rewrite the sentences from Exercise 1 using *I wish* or *If only*.

1 I wish I could have a quiet weekend at home.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

3 Look at the pictures and write sentences 1-8.

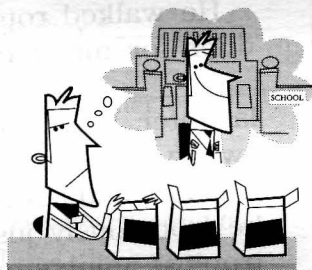


1 not accept the invitation

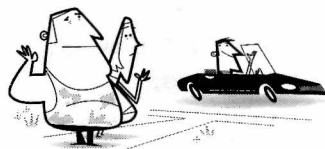
I wish I hadn't accepted the invitation.



2 not have to leave now

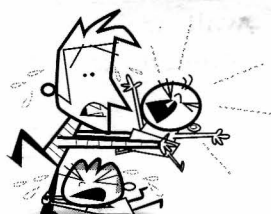


3 not leave school at fifteen



5 marry my brother-in-law

7 agree to babysit



*4 Use the words in brackets to rewrite the sentences.

1 I'm sorry that my best friend moved to another school. (stay)

I wish my best friend had stayed at my school.

2 I'm sorry that I don't see my cousins more often. (live closer)

If only _____.

3 I regret not learning to play the piano when I was a child. (have lessons)

I wish _____.

4 It's a pity my brothers argue. (get on)

I wish _____.

5 It would be great if I could drive. (learn)

If only _____.

5 Write sentences that are true for you.

Three things you regret about your life now:

1 I wish I wasn't doing this exercise.

2 _____

3 _____

4 _____

Three more things you regret about your country/the world now (use a more formal style):

1 If only it weren't so expensive to go to university.

2 _____

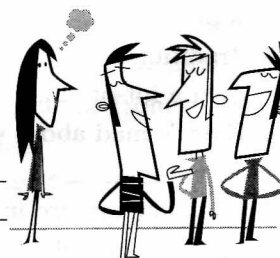
3 _____

4 _____



4 have a mobile phone

6 he is talking to me



8 swim



WORD LIST

| | | | |
|--------------------------|-------------------------|-------------------|-------------|
| accent (n) | comedian | fulfil | opportunity |
| acquaintance | compliment (n) | general (n) | overcome |
| addicted | confident | giggle | patience |
| ambition (n) | consultation | graduate (n) | phobia |
| appointment | courage | graduate (v) | Pope |
| aristocrat | destination | impression | predict |
| Asian | determination | infantry | prejudice |
| attend | diploma | influence | pressure |
| audition | division (n) (a unit of | inherit | privacy |
| autograph | men in the army) | instructor | quality (n) |
| battalion (n) (a unit of | dozen | lively | revise |
| men in the army) | encourage | lonely | scene |
| be up to the task | enthusiasm | medal | spy (n) |
| bodyguard | exclusive | memorise | supper |
| bravery | familiar | mess up (an exam) | suspicious |
| champagne | fan (n) (as in follower | millionaire | talented |
| chance (n) | of a rock group/ | monk | tanned |
| chauffeur | movie star) | mysterious | |
| coach (n) (a sports | festival | obstacle | |
| trainer) | flunk (v) (an exam) | opera | |

VOCABULARY ACTIVATOR

1 Complete with words from the Word List.

Noun (person)

- 1 aristocrat
- 2 _____
- 3 consultant
- 4 enthusiast
- 5 _____
- 6 _____
- 7 phobic

Noun (thing)

- 1 aristocracy
- 2 coaching
- 3 _____
- 4 _____
- 5 graduation
- 6 instruction
- 7 _____

2 Complete sentences 1–7 with words from Exercise 1.

- 1 Bill has been the team's football coach for three years.
- 2 Usually, _____ get better jobs than people who don't go to university.
- 3 She won't get a plane because she has a _____ about flying.
- 4 I wish I could drive but I can't afford to pay a driving _____ for lessons.
- 5 Traditionally, _____ are rich and own a lot of land.
- 6 Harry's mad about sailing – he's a real _____.
- 7 The planners are in _____ with the residents about the new parking scheme.

3 Find words with similar meanings from the Word List. Use them to complete the first part of a mystery story.

- | | |
|-------------------------|---------------|
| driver <u>chauffeur</u> | known _____ |
| active _____ | strange _____ |
| sure _____ | brown _____ |
| laugh _____ | |

The ¹chauffeur stopped the car. He walked round and opened the car door for me. I could hear sounds of a ² _____ party – voices, music, laughter. When I knocked, the front door swung open and a man stood there. He was tall, and his face was ³ _____, he'd obviously just got back from some tropical holiday or other.

'I'm here to see Mr Charles,' I said.

Without a word, he led me into the house. I heard a woman ⁴ _____ as I followed him. Perhaps she thought my arrival was some sort of joke.

I waited alone in the small study. I'd been in it before, three weeks ago, so it was ⁵ _____. Everything looked the same. But no – the picture of the ⁶ _____ woman had gone. The wall was empty. How strange! At that moment the door opened, and a deep ⁷ _____ voice said, 'I've been expecting you.'

4 Complete the text with the correct alternatives.

Do you dream of being a ¹___ rock star with a ²___-driven Rolls Royce and dozens of ³___ chasing you for your ⁴___? Think carefully! Not everyone is ⁵___ the task. You need to be very determined and ⁶___. How would you feel if you went to ⁷___ and the judges said you had a terrible voice or you were too fat?

- 1 a comedian **b** millionaire c monk
d instructor
2 a bodyguard b graduate c pope
d chauffeur
3 a fans b spies c coaches d aristocrats
4 a consultation b courage c talent
d autograph
5 a up to b up on c over to d in with
6 a suspicious b confident c lonely
d addicted
7 a an opera b consultation c an audition
d an appointment

5 Complete the text with the correct form of the verbs from the box.

achieve attend fulfil make the most of
~~mess up~~ miss overcome

Some people suffer from phobias that rule their lives. For example, someone who has agoraphobia is too frightened to leave their home. However, people don't have to let phobias ¹ mess up their lives if they have enough determination to ² _____ success. Sometimes they decide to get help because they realise that they ³ _____ too many opportunities.

Last year, for example, my grandmother ⁴ _____ an ambition when she flew to Australia to visit my uncle. All her life, she has had a fear of heights so she never wanted to fly. However, she decided that she had to ⁵ _____ this obstacle because she wanted to ⁶ _____ her grandson's wedding. While she was in Australia, she ⁷ _____ her visit, and she travelled to Cairns, Perth, Sydney and Melbourne.



6 Complete the sentences with the correct alternatives.

- 1 I didn't go to the graduation party because I had *passed*/~~*flunked*~~ my exams.
2 I can't understand what she says because she has a strong *accent*/*influence*.
3 When we reached our *determination*/*destination*, we got off the bus.
4 The European Convention on Human Rights says that people have a right to *prejudice*/*privacy*.
5 Some rock singers have *battalions*/*bodyguards* to protect them.
6 She doesn't need to work because she *inherited*/*spent* a lot of money from her family.
7 My grandfather won a *medal*/*diploma* for bravery when he rescued someone from a fire.
8 My brother *fulfilled*/*encouraged* me to become a doctor.

Extend your vocabulary

*1 Study the phrasal verbs with *up* and complete sentences 1–8.

break up (1) to end a marriage or relationship,
(2) the separation of a group, organisation,
country into smaller parts

drink up to drink something quickly for a reason,
e.g. you have to leave

hang up to finish a phone call

line up to stand waiting one behind the other
in a queue or line

mess up to spoil or ruin something important

own up to admit that you have done something
wrong

pull up to stop (e.g. car/bus)

split up (1) to end a relationship (2) to divide
a group into smaller groups

turn up (1) to arrive somewhere when you aren't
expected (2) to look for something and find it

- 1 Their marriage broke up after twenty years.
2 The teacher _____ the two naughty boys in the class.
3 We _____ outside the concert for three hours because we wanted the best seats.
4 My uncle always _____ at the front door when it's time for a meal.
5 I arrived at the bus stop as the bus _____.
6 I _____ my driving test – I drove through a red light!
7 We all had to stay in the classroom until the thief _____.
8 The detectives _____ some interesting evidence when they searched the house.

GRAMMAR

The Passive Voice

| Tense | | to be | | Past participle |
|--------------------|--------------|--------------------------|-----------|-----------------------------|
| Present Simple | Dinner | is/isn't | served | on the terrace. |
| Present Continuous | Guests | are being/aren't being | driven | to the airport today. |
| Past Simple | The hotel | was/wasn't | built | in 2004. |
| Past Continuous | The rooms | were being/weren't being | cleaned | when the inspector arrived. |
| Present Perfect | The pool | has been/hasn't been | filled | this summer. |
| Future with will | Your luggage | will be/won't be | collected | before 9 a.m. |

We use the Passive when

- the action is more important than the person or thing which does the action:
*The ice hotel **is rebuilt** every year.*
- we don't know who does/did the action:
*A passport **has been taken** from the manager's office.*
- we need to describe a process:
*First, the blocks of ice **are cut** and then they **are used** to make the walls.*
- we want to be formal:
*You **will be met** at the airport by our representative.*

We use *by* to say who or what did the action, when this fact is important:

*Stansted Airport **was designed by** Norman Foster, one of Britain's top architects.*

Yes/No and Wh- questions

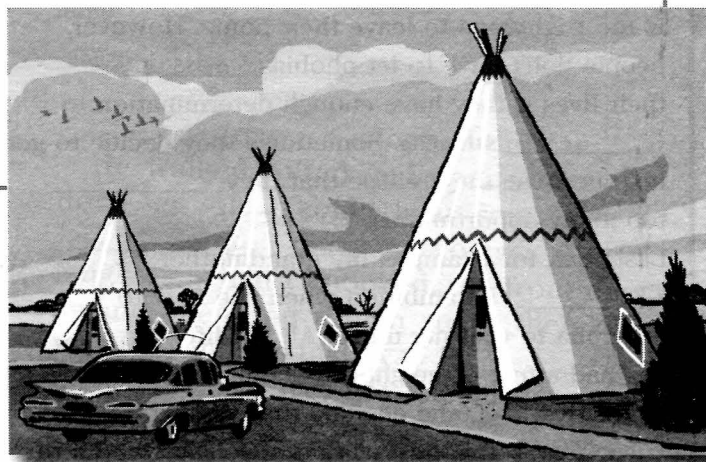
Is this hotel mentioned in any guidebooks? — Yes, it is.

Was the television in your room repaired? — No, it wasn't.

Why have all the kitchen staff been sacked? When will the first reservations be accepted?

1 Complete the sentences with the correct alternatives.

- The Wigwam Motel, Arizona ___ of Native American tents.
a is making **b is made** c were made
d has been made
- The motel ___ by the Lewis family in the 1950s.
a has been started b was started
c is being started d started
- Today, the motel ___ by members of the same family.
a is managed b was managed
c will be managed d has been managed
- The wigwams ___ from cloth or animal skins.
a aren't being made b hadn't been made
c isn't made d aren't made
- Between the 1930s and 50s, several wigwam motels ___ in the US.
a are being built b hadn't been built
c were built d will be built



2 Complete the sentences with the correct passive form of the verbs in brackets.

- The Tree House Hotel is being built (build) in a forest in Scotland.
- The hotel _____ (design) by a Brazilian architect.
- The rooms _____ (link) by 10 metre high walkways between the trees.
- The guests' meals _____ (deliver) in bags which they will pull into the tree.
- Reservations _____ (not accept) at the moment because the rooms won't be ready for two years.



- 3 There are four more mistakes in the text. Find and correct them.

The Igloo Village in Finland is ~~opens~~^{opened} each year from January to April. The igloos built like traditional houses, but they not make from ice, they are made from glass. The area around the Igloo Village is covering by snow so lots of winter sports be arranged for guests.

- 4 Write passive questions about the three hotels on page 14 in your Students' Book.

Ice Hotel

- 1 what/hotel/make from?
What is the hotel made from? _____
- 2 what temperature/rooms/keep at?

- 3 where/hotel/build each year?

Castle Stuart

- 4 how long ago/castle/build?

- 5 how many people/murder/while/castle/build?

- 6 when/castle/attack?

Poseidon Underwater Resort

- 7 where/resort/built?

- 8 when/resort/finish?

- 9 how/hotel/link/land?

- 5 Change the sentences from active to passive.

- 1 We take breakfast to the guests' rooms.
Breakfast is taken to the guests' rooms. _____
- 2 We aren't filling the pool until July.

- 3 We didn't clean the bedrooms yesterday.

- 4 No one carried the guest's bags to her room.

- 5 Someone saw a mouse in the kitchen.

- 6 The hotel doesn't accept credit cards.

- *6 Complete the paragraph with the correct passive form of the verbs in the box.

base film ~~make~~ manage not make
show use write (x 3)



Fawlty Towers is one of British TV's most famous comedies. The programme ¹was made in the 1970s and ²_____ by husband and wife team, John Cleese and Connie Booth. Although only twelve episodes ³_____ more than 40 years ago, many of the lines from the show ⁴_____ still _____ as part of everyday language.

More episodes ⁵_____ because the writers did not want the idea to get tired and boring.

The scripts for the programmes ⁶_____ on a real experience the couple had had when they stayed at a terrible hotel with a bad-tempered manager. They realised they had found a great situation for a comedy: the best hotel managers are friendly, patient and polite but their imaginary hotel ⁷_____ by an aggressive, impatient, rude man called Basil Fawlty.

The series ⁸_____ regularly on TV and despite being so old, it still attracts new fans. A lot of good comedies ⁹_____ since 1975 but some people believe that nothing as funny ¹⁰_____ ever _____ again.



LISTENING

- 1 Look at the picture. What tickets are the people buying?

a bus b plane c train

- 2 Read the conversation and circle what you think you will hear. Listen and check.

Ticket clerk ¹Can/Will I help you?

Traveller Yes, how much is a ²ticket/train to Oxford, please?

Ticket clerk One way is £17, twenty-four hour ³single/return is £18 and a three month ⁴return/journey is £20.

Traveller Sorry, what does 'one way' mean? Is it a ⁵return/single?

Ticket clerk Yes, it is. If you bought one, you'd have to buy another ticket to come back.

Traveller I see. Can we have two three-month ⁶returns/singles, please?

Ticket clerk Here you are, that's £40.00.

Traveller Thanks. When does the next ⁷coach/car leave?

Ticket clerk At 12.30 – you'll get it if you ⁸hurry/walk slowly.

Traveller Which ⁹platform/stop does it go from?

Ticket clerk ¹⁰Fourteen./I don't know.

Traveller Thanks, goodbye.

Ticket clerk You're welcome.

- 3 Listen and match announcements A–C with headings 1–3.

1 updated information announcement

2 security announcement

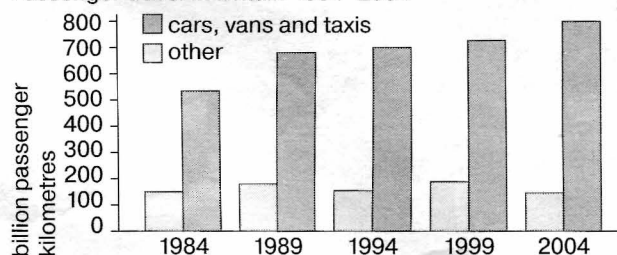
3 regular information announcement

☐
☐
☐

SPEAKING

- 1 Study the bar graph. Circle the best answers.

Passenger travel in Britain 1984–2004

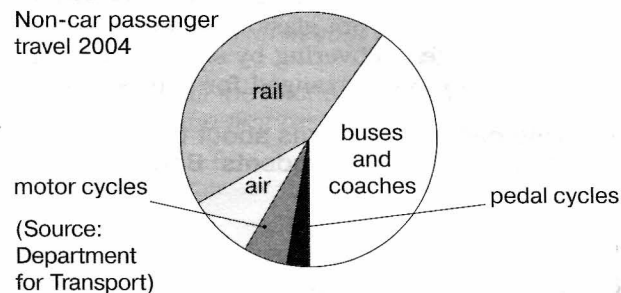


(Source: Department for Transport)

- 1 The total number of journeys is rising/falling.
 2 The percentage of journeys by car, van and taxi has gone up/down.
 3 The percentage of journeys on other forms of transport has/hasn't changed a lot.

- 2 Study the pie chart. Complete the sentences with the correct information in words or numbers.

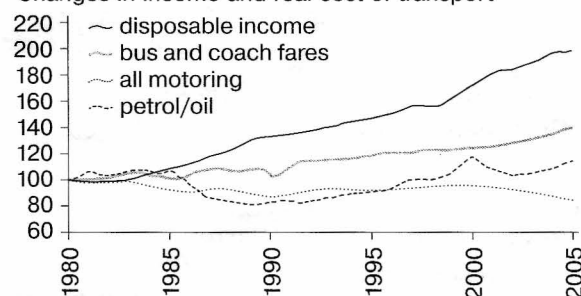
Non-car passenger travel 2004



- 1 About one half of journeys on public transport are on trains.
 2 Nearly _____ percent of journeys are by air.
 3 _____ journeys by public transport are on bus, coach or train.

- 3 Study the line graph. Complete the sentences.

Changes in income and real cost of transport



(Source: Office of National Statistics)

- 1 Disposable income has risen quickly.
 2 _____ has stayed about the same.
 3 _____ dropped in the 1980s but went up again.
 4 Look at the three graphs above. Write one more sentence about each graph.

1 _____
 2 _____
 3 _____

WRITING

- 1 Read the text and match notes A–F with paragraphs 1–5. There is one extra note.

- A Start with a little bit of history
 B Main problem is distance to countryside cars cars cars!
 C Sum up! repeat main points + why I love it
 D Where to go: cinema, nightlife, clubs etc.
 E The general context – where it is, what kind of place etc.
 F What to do and see: theatre, galleries, museums etc.

CAPITAL CITY TRAVEL GUIDES

SPOTLIGHT ON

LONDON

1 E London is a big, busy, cosmopolitan city on the River Thames in south-east England. It is the capital city and has more than twelve million inhabitants from all corners of the world.

2 The history of London goes back thousands of years to when the first inhabitants made their homes next to the river. After the Great Fire of London in 1666, most of the city had to be rebuilt, and a lot of famous buildings, for example, St Paul's Cathedral, date from that time.

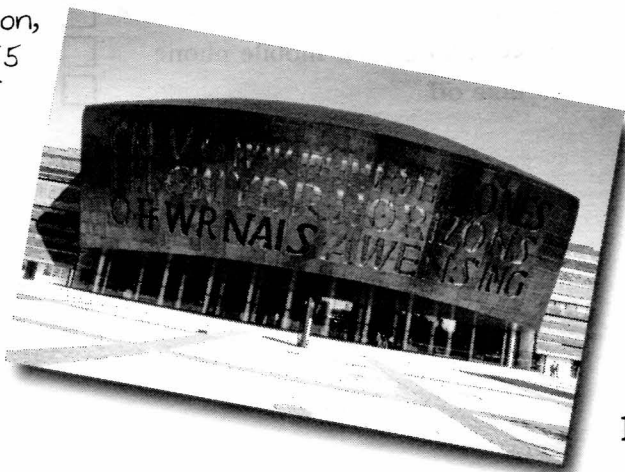
3 Like in many cities, transport is one of the biggest problems. There is a lot of traffic, so it is sometimes quicker to do short distances on foot. The underground railway is more than a hundred and fifty years old, so it is sometimes unreliable, but it covers a huge area and is usually the quickest way to get around. A few years ago, the city started making drivers pay to bring cars into the city. This has helped to reduce the traffic problems a bit.

4 In the 18th century, a famous writer said that 'if a man is tired of London, he is tired of life' and this is still true. There are so many things to do and see that a visitor can never be bored. For example, there are historical sites, internationally important museums and galleries, fascinating street markets and modern tourist attractions like the London Eye. From the top of the London Eye you can see along the Thames and across the whole of London. All year, excellent plays, concerts and musicals are on at the hundreds of theatres.

5 London is my favourite capital city. Although it is big and crowded, it is always fascinating. It is the perfect place to spend a few days visiting galleries, shopping, going to the theatre or just sitting in one of the thousands of international cafés watching the world walk by your table.

- 2 Read the notes about Cardiff, the capital city of Wales. Imagine you have been to stay with a Welsh penfriend in Cardiff. Use the notes to write about the city.

- BACKGROUND: south-east Wales, population more than 300,000
- HISTORY: small town until 19th century Industrial Revolution, coal exported from the port, became capital of Wales 1955
- SOME THINGS TO DO: National Gallery of Wales, Cardiff Castle, The Millennium Stadium – home to Welsh rugby and (rock) concerts
- BAD THINGS: used to have lots of heavy industry (coal, steel) – dirty and smelled bad > now clean, lots of modern buildings
- LIKE IT BECAUSE: had a good holiday there, quite small – easy to see everything and next to the sea



WORD LIST

| | | | |
|--------------------------|------------------|--|----------------|
| abandoned | dedicated | indicate | restored |
| acrylic | delayed | industry | seat belt |
| addicted | departure lounge | inflatable | security check |
| administrative | district | inhabitant | sensation |
| adopt (a technique/idea) | due in | inland | situated |
| adrenalin | duty-free shop | involve | skating |
| ancient | elbow pads | jet skiing | sleeping bag |
| announcement | encourage | kayaking | speed freaks |
| Arctic Circle | epilepsy | life jacket | sphere |
| aisle | extraordinary | link (v) | steep (adj) |
| board (v) (a boat/plane) | fantastic | luxury | steering |
| boarding card | fasten | outskirts | suburbs |
| book (v) (a ticket) | gallery | palace | surrounding |
| brakes | geographical | penalty (a penalty fare) | take off |
| chain store | go through | plastics | tartan |
| chamber | guarantee (v) | previous | technique |
| check in (at an airport) | guideline | regulation | the Bahamas |
| clan | hang gliding | reservation (reserve a hotel room/flight) | thrill |
| complex | haunt (v) | residential | thrilling |
| courtyard | haunted | resort (n) | transparent |
| decorated | hi-tech | | wet suit |

VOCABULARY ACTIVATOR

1 Circle the 'odd one out'.

- 1 sleeping bag seat belt helmet elbow pad
- 2 adrenalin thrill aisle excitement
- 3 ancient historic old steep
- 4 courtyard helmet chamber tower
- 5 fantastic thrilling transparent
extraordinary
- 6 gallery castle regulation palace
- 7 suburb inhabitant outskirts district

2 You are going on holiday. Put events a-i in order.

- | | |
|--|-------------------------------------|
| a arrive at your resort | <input type="checkbox"/> |
| b board your plane | <input type="checkbox"/> |
| c book a ticket | <input checked="" type="checkbox"/> |
| d check in at the airport | <input type="checkbox"/> |
| e fasten your seat belt | <input type="checkbox"/> |
| f go through passport control and security checks | <input type="checkbox"/> |
| g go to the departure lounge | <input type="checkbox"/> |
| h switch off your mobile phone | <input type="checkbox"/> |
| i take off | <input type="checkbox"/> |

3 Complete the definitions with words from the Word List.

- 1 acrylic (adj) made from chemicals, not natural materials e.g. some paints and materials
- 2 _____ (n) an important or official spoken statement
- 3 _____ (n) equipment that makes a vehicle go slowly or stop
- 4 _____ (adj) describes someone who works hard because they want to do their work well
- 5 _____ (v) to gently guide or persuade someone to do something
- 6 _____ (v) to join two sides of something so they are closed or held together
- 7 _____ (v) to promise that something will happen because you are sure about it
- 8 _____ (n) an instruction for the best way to do something
- 9 _____ (adj) to describe the use of modern machines and methods
- 10 _____ (n) an official rule or order
- 11 _____ (n) a ball shape

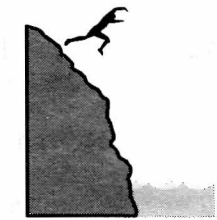
4 Complete the text with words from Exercise 3.

When you fly, there are lots of safety ¹ regulations that you must follow. At the beginning of the flight you should listen to the safety ² _____ which will tell you to ³ _____ your seat belt for take off and landing. You have to turn off your mobile phone as it could interfere with the plane's ⁴ _____ equipment. If you are going on a very long flight, there are some useful ⁵ _____ for staying comfortable and healthy. For example, airlines ⁶ _____ passengers to drink lots of water and to gently exercise their feet and legs while they are in their seats.

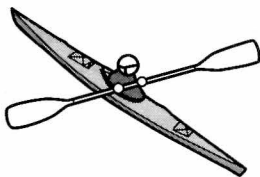
5 Complete the text. Form new words from the words in brackets.

White water ¹ rafting (raft) is very exciting but, like all ² _____ (thrill) sports, it can be dangerous. You need to learn how to ³ _____ (steering) the ⁴ _____ (inflate) raft through rocks hidden in fast moving water, so it is important to learn the proper ⁵ _____ (technical). ⁶ _____ (jet ski) is another sport that speed freaks who are ⁷ _____ (addict) to adrenalin enjoy. However, jets are noisy, so you need to check that there aren't any local ⁸ _____ (regulate) or you may get a ⁹ _____ (penalise) for using one in the wrong place.

6 Label the activities and safety equipment.



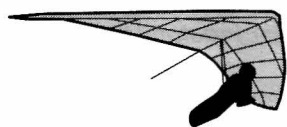
1 cliff jumping



2 _____



4 _____



6 _____



8 _____



3 _____



5 _____



7 _____

Extend your vocabulary

*1 Study the sports verbs. Use them in the correct form to complete sentences 1–8.

beat to get the most points in a game or race

draw to end a game without either side winning

lose to not win a game or race

miss (1) to not hit, catch or kick a ball close to you in a game, (2) to not hit a distant target in a game

pass to throw, kick or hit a ball to another member of your team

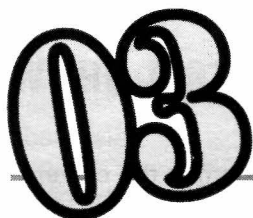
save to stop another team from scoring a goal in, for example, football

serve to start a game of tennis or volleyball by throwing the ball in the air and hitting it over the net

shoot to kick or throw a ball to the place where you get a point

tackle (1) to try to get the ball from a player in the other team, (2) to force another player to the ground in rugby

- 1 Italy won the World Cup when they beat France in the final.
- 2 I think the two teams will _____ 0–0.
- 3 The player was sent off when he _____ another player too aggressively.
- 4 You are playing in a team so you must _____ the ball to each other.
- 5 The goalkeeper went the wrong way so couldn't _____ the goal.
- 6 I'm very competitive so I hate _____ any game.
- 7 He _____ the ball because the sun was shining in his eyes.
- 8 Top tennis players can _____ at more than 200 kilometres an hour.



To err is human

GRAMMAR

Reported statements

| Direct speech | | Reported speech |
|--|---|--|
| Present Simple 'You need a dictionary.' | → | Past Simple She said (that) he needed a dictionary. |
| Present Continuous 'I'm talking on the phone.' | → | Past Continuous He said (that) he was talking on the phone. |
| Past Simple 'I crashed my car.' | → | Past Perfect He told me (that) he had crashed his car. |
| Present Perfect 'I survived!' | → | Past Perfect He said (that) he had survived. |
| can 'I can't spell "school".' | → | could He said (that) he couldn't spell 'school'. |
| must/have to 'We must tidy our rooms.' | → | had to They said they had to tidy their rooms. |
| will 'I'll write the report now.' | → | would She said (that) she would write the report then. |
| be going to 'I'm going away tomorrow.' | → | was/were going to He said that he was going away the next day. |

We can report or repeat someone's words with

- direct speech:
*He said, 'My spelling **isn't** very good.'*
- reported speech:
*He said (that) his spelling **wasn't** very good.*

In reported speech the main verb moves 'back' one tense.

We can leave out *that* in informal written language and speech.

Other changes

| | |
|-----------------------------------|--|
| Location | here → there this/these → that/those |
| Time references | last week → the week before tomorrow → the next/following day a week/month/year ago → a week/month/year before |
| Pronouns | I, we → he/she, they |
| Possessive pronouns | my, our → his/her, their |
| Possessive pronouns absolute form | mine, ours → his/hers, theirs |

Reporting verbs

Say, tell and reply are general reporting verbs. We can use different, more accurate reporting verbs:

*He **admitted** that he had crashed the car.*
*The salesman **claimed** that the coffee was the best in the world.*
*The customer **complained** that her new TV wasn't working.*
*The prisoner **insisted** that she was innocent.*
*I **pointed out** that I couldn't be in two places at once.*
*The students **protested** that the exam was too difficult.*

Sometimes we report the idea, not the exact words.

*I'll drive you home. → She **promised** to drive me home.*
*I can't help you. → She **refused** to help me.*

Mind the trap!

- 1 After *tell*, always use the name/pronoun of the person being spoken to:
Sergeant Johnson told Captain Preston (that) he was glad to be alive.
 NOT *Sergeant Johnson told (that) he was glad to be alive.*
- 2 After *said*, never use the name/pronoun of the person being spoken to:
Jeremy said (that) he had lost concentration.
 NOT *Jeremy said her (that) he had lost concentration.*

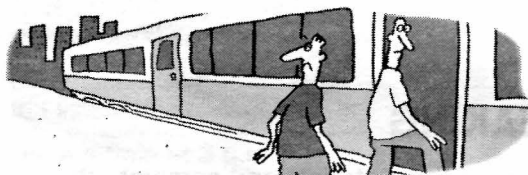
- 1 Complete the sentences with the best alternatives.



'Do you know, I haven't driven a car since 1990!'

- 1 She told me that she ____ a car since 1990.

a hadn't driven b wasn't driving
c didn't drive d wouldn't drive



'Typical. He's late for everything!'

- 2 Felix complained that his brother ____ late for everything.

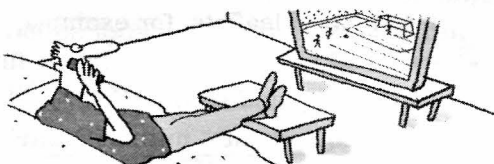
a is b was c would be d wasn't



'It's OK. We won't tell Mum.'

- 3 They promised that they ____ tell her about the party.

a couldn't b wouldn't c would d can't



'What am I doing? Studying, of course.'

- 4 He claimed that he ____ when I phoned him.

a could study b was studying
c wasn't studying d had studied



'No, I don't love him. Absolutely not!'

- 5 Sue protested that she ____ love Tony.

a did b doesn't c can't d didn't

- *2 Circle the best reporting verb and complete the reported speech.

- 1 'I haven't taken the money.'

She claimed/admitted that she hadn't
taken the money.

- 2 'I'll report the accident tomorrow.'

He complained/promised _____.

- 3 'We can't spell it because we haven't got a dictionary.'

She agreed/complained _____.

- 4 'A plane has crashed on my car!'

She replied/complained _____.

- 5 'And I think the inspector is going to the airfield later today.'

He admitted/added _____.

- 6 'It's not fair! Everyone makes mistakes.'

He claimed/protested _____
and added/said _____.

- 7 'I won't be here tomorrow because I'm going on a first aid course.'

She claimed/explained _____.

- 8 'Yes, I was the driver of the car in the accident.'

He admitted/claimed _____.

- 3 Read the telephone conversation and complete the report.

Train guard Hi, I've got something to report.
Police officer Tell me about it and I'll make some notes.
Train guard There's a woman on the train with a dead body. She got on the train with her father yesterday, and he died about an hour later. She's just told me about it.
Police officer This has never happened before. I'm not sure what to do.
Train guard I think you should come to the train and interview her.
Police officer You're right - I'll be there in ten minutes.

Transport police: Incident report

The train guard rang and told me

1 he had something to report. I told him to
2 _____ and added that I
3 _____. The guard
explained 4 _____.
5 _____. He added that
6 _____. I said
7 _____ and I admitted
8 _____. The guard
suggested 9 _____. I agreed
and promised 10 _____.

4 Read the rest of the police report and write the direct speech.

Ms Delardo spoke to the train guard at the end of the twenty-hour journey. She explained that the old man next to her was dead. The guard replied that he had thought the old man was asleep. The young woman explained that the man was her father and that he had died the day before at the beginning of the journey. The guard wanted to know why she hadn't reported it. She admitted that she hadn't told anyone because she hadn't wanted to leave the train. The guard pointed out that it was very strange that she hadn't told anyone. She added that she had bought the tickets for the journey and hadn't wanted to waste the money.

1 Ms Delardo I'm sorry, but the old man next to me is dead .

2 Train guard _____ .

3 Ms Delardo _____ .

4 Train guard _____ .

5 Ms Delardo _____ .

6 Train guard _____ .

7 Ms Delardo _____ .

5 Below are the final words said by some famous people before they died. Write the reported speech.

1 JM Barrie, British writer, 'I can't sleep.'
He complained that he couldn't sleep .

2 Captain Oates, British explorer to the South Pole, 'I'm just going outside. I may be some time.'
He told the others _____ .

3 Dominique Bouhours, French grammar expert, 'I'm dying or I'm going to die. Both are correct.'
He said _____ .
He pointed out _____ .

4 Sir Winston Churchill, British prime minister, 'I'm bored with it all.'
He said _____ .

5 Errol Flynn, Hollywood actor, 'I've had a lot of fun and I've enjoyed every minute of it.'
He told them _____ .

6 General Sedgwick, US army commander, 'They couldn't hit an elephant at this distance.'
He claimed _____ distance.

7 Nostradamus, French prophet and healer, 'Tomorrow, I will no longer be here.'
He predicted _____ .



SPEAKING

1 Look at the materials and complete the dialogue. Use words and phrases from the box.

I believe In my opinion It could be about
It looks like it comes from The photos show
What do you think The picture on the left
Where do you think the material has come from?
What can be done to avoid fires?

Examiner ¹ Where do you think the material has come from?

Student ² _____ websites about safety in the home.

Examiner What sort of information can you get from the material?

Student On this page there is a list of information leaflets, for example, you can read about electrical safety, fires, child safety and so on. ³ _____ safety equipment – in this picture there is a child behind a stair gate, and in this one there is a smoke alarm. ⁴ _____ is of a leaflet about avoiding fires in the summer. It doesn't say, but ⁵ _____ things like barbecues and camp fires.

Examiner ⁶ _____ are the three most important things people can do to avoid fires in their homes?

Student ⁷ _____ it should start with people being careful. Kitchens can be dangerous so people should take extra care when they are cooking and, ⁸ _____ they should be very careful if they are using hot oil or fat. However, accidents sometimes happen even when people are very careful so ⁹ _____ every home should get a free smoke alarm from the government.

GRAMMAR

Reported questions and imperatives

In reported questions, we change:

- tenses in the same way as for reported speech.
- location, pronouns, time references etc.

In reported questions, we don't use:

- question word order.
- the auxiliary *do* or a question mark.

Yes/No questions

We use *if* or *whether* to report Yes/No questions.

| Direct speech | | Reported speech |
|------------------------------------|---|---|
| Have you met your new teacher? | → | He asked me if I had met my new teacher. |
| Will you help me with my homework? | → | She asked whether I would help her with her homework. |
| Can I listen to your MP3 player? | → | He asked if he could listen to my MP3 player. |
| Is there a train at 3 p.m.? | → | He inquired whether there was a train at 3 p.m. |

The verb *inquire* is used in formal language and means to ask for information. It can be used to report both Yes/No and *Wh-* questions.

Wh- questions

| Direct speech | | Reported speech |
|---------------------------------|---|---------------------------------------|
| Where have you been? | → | She asked me where I had been. |
| When does your class finish? | → | She asked me when my class finished. |
| When does the next train leave? | → | He inquired when the next train left. |

Imperatives

To report an imperative:

- use the past tense of the reporting verb: *I told him ... She asked me ...*
- use *to* + infinitive for the reported imperative.
- change location, pronouns, time references etc.

| Direct speech | | Reported speech |
|--------------------------|---|---|
| Listen to me! | → | She told me to listen to her. |
| Don't open the door now! | → | She asked me not to open the door then. |

- 1 Put the words in the correct order to form reported questions and an imperative. Start with the words in *italic*.

- 1 degree/asked/what/I/the careers advisor/could/type of/I/do.

I asked the careers advisor what type of degree I could do.

- 2 high/was/salary/important/wanted/know/He/to/if/a/to me.

- 3 sort/I/asked/lead/would/what/of/jobs/they/to

- 4 whether/He/thought/me/I/about working in/had/industry/asked

- 2 Complete the report with the sentences from Exercise 1.

¹ *I asked the careers advisor what type of degree I could do* . He replied that I could do maths or science because they were my best subjects. Then ² . He said that there were lots of job opportunities for science graduates and added that a lot of maths graduates became teachers. I admitted that I wasn't interested in becoming a teacher. Next, ³ . I said I hadn't but that I would think about it. Finally, ⁴ . I explained that it was quite important but I was more interested in job satisfaction.

3 Write the reported conversation in direct speech.

'The careers advisor asked me if I was interested in going to university. I explained that I didn't like studying and that I wanted to start earning money. Then she asked what I was interested in and I said that I liked fashion and music. She pointed out that without any qualifications I would find it difficult to get a job. I asked if I could work in a shop without passing any exams and she replied that I could. Then she asked whether I had thought about studying part-time while I was working. I said I hadn't, but I promised I would think about it.'

- 1 **Advisor** Are you interested in going to university?
- 2 **Jake** _____
- 3 **Advisor** _____
- 4 **Jake** _____
- 5 **Advisor** _____
- 6 **Jake** _____
- 7 **Advisor** _____
- 8 **Jake** _____
- 9 **Advisor** _____
- 10 **Jake** _____

4 Read the conversation and write the reported speech.

1 **Careers advisor** Do you want to go to university?

She asked me if I wanted to go to university.

2 **Leo** Yes, I do.

I replied _____.

3 **Careers advisor** Have you thought about what sort of job you want?

She asked me whether _____.

4 **Leo** Yes. I'm interested in animals and I want to work in a zoo.

I explained _____.

5 **Careers advisor** Which subjects are you studying?

She asked me _____.

6 **Leo** I'm doing biology, zoology and chemistry.

I told _____.

7 **Careers advisor** OK. Have you had any experience working with animals?

Then she asked if _____.

8 **Leo** Yes, I worked as a volunteer in an animal rescue centre last summer.

I explained _____.

9 **Careers advisor** Right. Which university do you want to go to?

She wanted to know _____.

10 **Leo** I don't know. Can you tell me which ones do zoology, please?

I admitted _____ and asked _____.

11 **Careers advisor** I'll find out and I'll send you the information. Give me your email address.

She promised to _____.

Then she told _____.

READING

1 **©T04 Listen and look at texts A-C and match them with text types 1-3 below.**

- 1 an extract from the book ☐
- 2 short description of the book ☐
- 3 information about the author ☐

2 Read the questions and quickly find the correct answers in the text.

- 1 Bill Bryson is _____.
a British. b American. c Australian.
- 2 The texts are mainly about _____ of the author's books.
a all b one c some
- 3 *The Life and Times of the Thunderbolt Kid* is about _____.
a his children.
b life in Britain.
c his childhood.

3 Read sentences 1-8 and then read text C. Are the statements true (T), false (F) or not stated (NS)?

- 1 The Bryson family lived in a hospital. ☒
- 2 His mother was a brilliant cook. ☐
- 3 She occasionally burnt the food. ☐
- 4 His father enjoyed the food his wife cooked. ☐
- 5 His parents got married when they were quite young. ☐
- 6 His mother never threw food away. ☐
- 7 His parents wasted a lot of things. ☐
- 8 His family used sugar, ketchup and other things taken from restaurants. ☐

4 Find words 1-8 in text C and study the sentences they are in. Then match them with definitions a-h.

- 1 salvaged (v) ☒
- 2 scraped (v) ☐
- 3 flesh (n) ☐
- 4 palate (n) ☐
- 5 leftovers (n) ☐
- 6 perishable (adj) ☐
- 7 recoil (v) ☐
- 8 spirited out (v) ☐

a food that has not been eaten at the end of meal

- b the sense of taste
- c food which becomes bad quickly
- d to move back suddenly because you don't like something

- e to remove something from the surface with the edge of a knife
- f to take something quickly and secretly
- g saved from a bad situation
- h meat

BOOKS/NON-FICTION

AUTOBIOGRAPHY

The Life and Times of the
Thunderbolt Kid

BY BILL BRYSON

In *The Life and Times of the Thunderbolt Kid* Bill Bryson adds another extremely funny volume to his autobiography. In this one he writes about the kid he used to be, and the strange world of 1950s America. Although this is a book about growing up in a particular time and place, Bryson makes it the story of anyone who has ever been young.

A picture of the small town 50s America Bill Bryson remembers



Best-selling author Bill Bryson was born in the USA in 1951. He settled in England in 1977 and lived for many years with his English wife and four children in North Yorkshire. He and his family then moved to America for a few years but have now returned to the UK. His numerous successful books include *The Lost Continent*, *Mother Tongue*, *Neither Here Nor There* and *A Short History of Nearly Everything*.

THE LIFE AND TIMES OF THE THUNDERBOLT KID

We didn't call it the kitchen in our house. We called it the Burns Unit¹.

'It's a bit burned,' my mother would say apologetically at every meal, presenting you with a piece of meat that looked like something – a much-loved pet, perhaps – salvaged from a house fire. 'But I think I scraped off most of the burned part,' she would add, overlooking that this included every bit of it that had once been flesh. Happily, all this suited my father. His palate responded to only two tastes – burned and ice cream – so everything was fine by him so long as it was sufficiently dark and not too startlingly flavourful. Theirs truly was a marriage made in heaven, for no one could burn food like my mother or eat it like my dad.

All our meals consisted of leftovers. My mother had a seemingly inexhaustible supply of foods that had already been to the table, sometimes repeatedly. Apart from a few perishable dairy products, everything in the fridge was older than I was, sometimes by many years. The rule of thumb seemed to be that if you opened the lid and the stuff inside didn't make you actually recoil, it was deemed OK to eat.

Both my parents had grown up in the Great Depression and neither of them ever threw anything away if they could possibly avoid it. My mother routinely washed and dried paper plates, and smoothed out for reuse spare aluminium foil. If you left a pea on your plate, it became part of a future meal. All our sugar came in little packets spirited out of restaurants in deep coat pockets, as did our jams, jellies, crackers, tartare sauces, some of our ketchup and butter, all of our napkins and a very occasional ashtray. One of the happiest moments in my parents' life was when maple syrup started to be served in small disposable packets and they could add those to the household hoard.

¹ a burns unit is a special department in a hospital where burns victims are treated

WORD LIST

accelerator
accident
according to
actress
add
admit
agree
airfield
airport runway
apply for a job
armaments factory
astronomer
attribute
babysit
banker
be in charge of
be in employment
be out of work
be responsible for
be unemployed
be/get promoted
benefits
bomb
brakes
careers advisor
careers guidance
claim
clock in
complain
depressed

do homework
do/take/get a degree in
drop out
earn a living
enrol at a school/
college
err
expel
experienced/
inexperienced
explain
extract from a book/
newspaper
fireman
fork-lift driver
fork-lift truck
frightened
front row
full-time/part-time job
further/higher
education
glad
go to university study
graduate (v)
hairstresser
health and safety
inspector
honours degree
human error
incident

job centre
job satisfaction
key (most important
factor)
load e.g. a vehicle
make money
mechanic
miss/skip classes
missile
misspell
newspaper headline
odd jobs fisherman
opportunity
overqualified (for a job)
pass/fail exams
pay (n)
pay attention
permanent/temporary job
pick up
pile
pilot
play truant
point out
police officer
pride
promise
promote
protest
prove
reply

reporter
reputable
resign (from a job)
road worker
sack (v)
salary
school-leaver
security guard
sit an exam
shop assistant
soldier
stopwatch
sugar pot
survive
take a year out/off
take time off
tearoom
threaten
training scheme
tray
TV presenter
wages
white-collar/blue-
collar jobs
window cleaner
work overtime/long
hours
workmate

VOCABULARY ACTIVATOR

1 Complete with words from the Word List.

| Verb | Noun |
|--------------|-------------|
| 1 <u>add</u> | addition |
| 2 _____ | admission |
| 3 _____ | application |
| 4 _____ | enrolment |
| 5 _____ | expulsion |
| 6 _____ | graduation |
| 7 _____ | survival |
| 8 _____ | threat |

2 Complete texts 1–5 with words from Exercise 1.

- 1 Sally is a welcome addition to the advanced maths class. She shows great promise.

- 2 **COURSE REFERENCE K/219**
Unfortunately, very few students have _____ for this course, so it will not be possible to run it this term.

- 3 **Wentworth Careers Guidance Centre**
Workshop today 4 p.m.
Topic: How to _____ a team interview

- 4 If you are interested in these job opportunities, please download an _____ form from our company website.

- 5 **Students who are unable to be present on _____ day should collect their degree certificates from this office.**

3 Complete the sentences. Form new words from the words in capital letters.

- 1 My colleagues are really depressing to work with – all they do is complain. COMPLAINT
- 2 After fifteen years in the same job, she finally _____ and went travelling. RESIGNATION
- 3 You should do your work well so you can take _____ in it. PROUD
- 4 The research _____ that graduates were earning more money. PROOF
- 5 All companies kept a record of the workers' _____. ATTEND
- 6 When I started my job I had to sign an _____ which said that I wouldn't leave within a year. AGREE
- 7 Free or cheap flights is one of the _____ airline workers get. BENEFICIAL

4 Complete the text with compound nouns (noun+noun) from the Word List.

When I left school, I needed to earn some money, so I went to the local ¹ job centre. I explained that I wasn't looking for ² _____, I would do any job with long hours, overtime and good pay. The advisor told me that there were temporary jobs for unskilled workers at the local ³ _____, but I didn't want to be indoors all day and I wasn't keen on working with missiles, bombs, guns or explosives! I didn't want a job as a ⁴ _____ either – I can't stand heights! Then she told me that the local airport was advertising for strong, young ⁵ _____ to carry passengers' suitcases and bags to the planes.

I went along, had an interview and the next day I clocked in at 6 a.m. to start work. My job was to lift suitcases on to a ⁶ _____ which the driver then took to the plane.

When a plane landed, I walked across the ⁷ _____ and took the passengers' bags off the plane.

After a week, a ⁸ _____ visited the airfield and said that I wasn't lifting the cases properly! She insisted that my ⁹ _____ and I should go on ¹⁰ _____ to learn how to lift heavy things.

5 Complete the student's notes with the correct verbs from the Word List.

1 _____ my exams = 2 _____ at college and 3 _____ a degree

Immediate future

4 _____ my exams? > 5 _____ out and 6 _____ time off to think? 7 _____ exams again next year?

graduate then 8 _____ a year out to travel! But will need to 9 _____ a living.

Go to university

Don't go to university

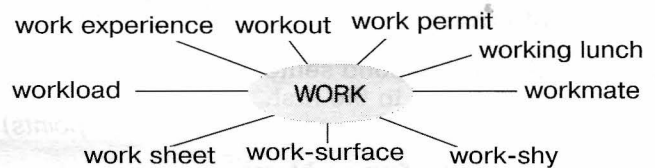
need money? How? 10 _____ for a job?

6 Complete the sentences with words from the Word List.

- Slow down! Take your foot off the accelerator!
- I don't like sitting in the _____ at the cinema – it's too near the screen.
- If you are buying something from the Internet, make sure it's a _____ site or your money may be stolen.
- A lot of accidents are caused by _____.
- One of the _____ of teaching is the long holidays.
- I usually do _____ like ironing and paying bills on Sunday evenings.

Extend your vocabulary

***1 Match the words with definitions 1–9. Use a dictionary to check your answers.**



- work-shy (adj) describes someone who avoids work because they don't like it
- _____ (n) a flat surface for preparing food in a kitchen
- _____ (n) a midday meeting when you eat and discuss work
- _____ (n) a period of physical exercise
- _____ (n) a period of time when a student works somewhere to gain experience
- _____ (n) a person you work with
- _____ (n) a piece of paper with questions and exercises for students
- _____ (n) an official document that allows you to work in a foreign country
- _____ (n) the amount of work you have to do

***2 Complete the sentences with words from Exercise 1.**

- I'm getting some work experience in a hotel because I want to work in tourism.
- Junior doctors in Britain have a heavy _____ – about eighty hours a week.
- Some Japanese companies start the day with a _____ so their workers are healthy.
- Will I need a _____ if I want to work in Canada in my gap year?
- You're not ill, so get up and go to work! You're _____!

VOCABULARY AND GRAMMAR

- 1 Complete the sentences. Form new words from the words in capital letters.

(6 points)

- 1 He is a very wealthy man but he still isn't happy. WEALTH
- 2 The police officer was given a medal for brave. BRAVE
- 3 You have shown that you have the ability to do well in this company. ABLE
- 4 Unfortunately, the last product we tried to sell, was a complete failure. FAIL
- 5 His greatest achievement was to be made chairman of the company. ACHIEVE
- 6 If you want to succeed, you have to work hard. SUCCESS
- 7 The biggest problem with privacy is the lack of privacy. FAMOUS

- 2 Complete the second sentence so that it has a similar meaning to the first.

(6 points)

- 1 'We're having a few problems.'
He admitted that they were having a few problems.
- 2 'Don't go in there.'
He told me not to go in there in there.
- 3 'Do you believe in ghosts?'
She asked him if he believed in ghosts.
- 4 'What do you think it was?'
They asked us what it was.
- 5 'We were in town yesterday.'
They said that they were in town.
- 6 'Why didn't you tell me something was wrong?'
He wanted to know if something was wrong.
- 7 'Please hurry up.'
She urged me to hurry up.

- 3 Complete the email with one word in each gap.

(6 points)

- 1 Would you like an aisle ☒
- 2 We have to check ☐
- 3 Then get our boarding ☐
- 4 After that, we go through passport ☐

- 5 We'll probably have to sit for hours in the departure ☐
- 6 But we must keep our eyes on the departures ☐
- 7 and when we get on the plane we'll sit down and put on our seat ☐
a lounge. b belts. c in. d board.
e cards. f control. g seat?

- 4 Complete each gap with the verb to tell in the correct form.

(6 points)

'Ladies and Gentlemen,
I am here ¹ to tell you how to be a success.
How many of you ² have at some point in your life, that you would never be a success? By your teachers, your parents, your friends? Well, I ³ tell you now that you can and will be one! Yes, folks, that's the first lesson. Think positively. When I was in my first job, many years ago, my manager ⁴ told me that he trusted me to do a good job. I ⁵ never told anything like that before and it made such a difference to me. I immediately became a better and more confident employee because I wanted to show him that he was right. And now, whenever somebody joins my company, they ⁶ tell how important they are, by me. And that's why you are here today and you ⁷ are telling the same thing now, because it's true!

- *5 Circle the correct alternatives.

(6 points)

- 1 If you had been / were there, I would have gone too.
- 2 If only I hadn't gone to this school now / last year.
- 3 I wish I wasn't so lazy when I was a child / but I can't change.
- 4 The house was building / was being built from 1945 to 1948.
- 5 I often shout / being shouted at the other players on my team.
- 6 I wish I could / had been able to visit you but I couldn't.
- 7 The train would have been on time if there hadn't been / wasn't an accident.

BOOKS/TRAVEL

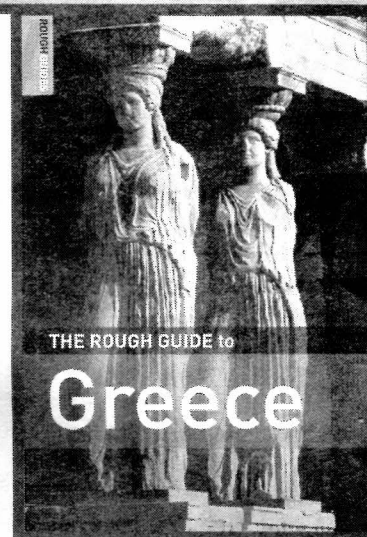
GREECE

Go to any bookshop nowadays and you'll see the shelves full of travel guides. ¹ ____ . Thirty years ago, travel guides tended to be full of photos of ruins and museums but with little practical information. ² ____ . Five star hotels, the best restaurants and similar details of little use to the average backpacker.

One traveller who noticed this problem was Mark Ellingham. ³ ____ . He had taken some guide books with him but wasn't impressed with them. Some were full of historical details and looked like museum brochures. Others told him how he could live cheaply. ⁴ ____ – its politics, culture or simply how its people lived. This was what Mark wanted to know about – but there is a limit to how many books you can carry while travelling.

Instead of complaining, Mark decided to write his own book. He wanted it to include details of sights to visit, places to stay (from the cheapest to the most expensive), nightlife, restaurants, transport and what it was like to live in Greece at that time. ⁵ ____ .

He had no job at the time and the economic situation in Britain in 1982 meant that it was difficult, even for a graduate, to find something. Even so, it was a risk but the book became an immediate success. This success encouraged Mark to write more. ⁶ ____ . Now, over 25 years later, there are more than 100 Rough Guides and over 100 authors write for the company which has offices in London and New York. ⁷ ____ . Today, however, they would be forgiven for taking a rest from the actual writing work and having a holiday, taking along one of their guide books with them, of course.



READING SKILLS

- 1 Complete the text with sentences A–H. There is one extra sentence. Then circle the correct alternative in questions 8 and 9. (9 points)

- A He had just finished university and was travelling round Greece
- B Working with three friends, he provided similar information about other destinations.
- C Any information that was given was usually aimed at rich tourists.
- D He had never been there before and wanted to find out as much as he could.
- E Mark and his friends are still involved in the company.
- F But it wasn't always like that.
- G None of them, though, gave any information on life in Greece
- H In short, everything worth knowing

- 8 Which of these is the main reason for Mark writing the book?
- a His love of Greece.
 - b The economic situation in Britain in 1982.
 - c His disappointment with the guide books on sale at the time.
 - d His interest in Greek life, culture and politics.
- 9 Which of these is not true?
- a Mark is still working for Rough Guides.
 - b Mark gave up his job to become a writer.
 - c Mark graduated from university.
 - d Mark has written more than one book.

COMMUNICATION

- 1 Complete the information with one word in each gap. Use the table to help you. (6 points)

| | 1975 | 2006 |
|------------------------------------|---------|--------------|
| Total number of flights delayed | 790,000 | 3.75 million |
| % of all flights delayed | 19% | 18% |
| Number of delays caused by strikes | 400,000 | 1.25 million |

- 1 In 1975, just over a _____ of all delays were caused by strikes.
- 2 In 2006, a _____ of all delays were caused by strikes.
- 3 In 1975 and 2006 _____ flights were not delayed.
- 4 Since 1975 the number of flights delayed has _____ from 790,000 to 3.75 million.
- 5 The percentage of flights which have been delayed has _____, from nineteen percent to eighteen percent.
- 6 Nearly one _____ of all delays in 1975 and 2006 were caused by strikes.

GRAMMAR

Modal verbs expressing certainty/uncertainty

1 Situations in the present

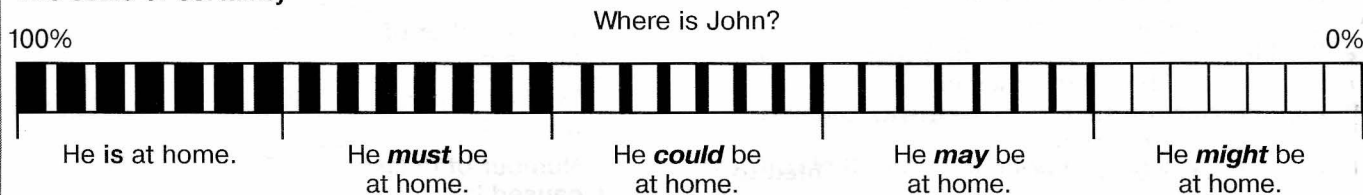
We use these modal verbs to say how certain we are about something in the present.

- *must* when we are certain: *They live in a big house – they **must** be rich.*
- *could/may/might* when we think something is possible, but we are not certain: *She **might** be at the library.*
- *may/might + not* when we think something is possibly not true: *He **may not** like football.*
- *can't* when we are certain something isn't possible: *He **can't** be a doctor – he's only sixteen years old.*

*2 Situations in the past

| | Modal auxiliary | have + perfect infinitive | |
|------|-----------------|---------------------------|-------------|
| They | must | have lived | there. |
| She | may | have posted | the letter. |
| You | can't | have lost | your bag. |

The scale of certainty



1 Use the information in the table and *must/might/may/could/can't* to complete the sentences.

| | speaks French | speaks German | a French passport | a German passport |
|--------|---------------|---------------|-------------------|-------------------|
| Steffi | ✓ | ✓ | ✓ | ✗ |
| Liam | ✗ | ✓ | ? | ? |
| Sam | ✗ | ✗ | ✗ | ✗ |
| Lily | ? | ? | ✗ | ✓ |

- 1 Steffi must be (be) French.
- 2 Steffi _____ (have) a German mother.
- 3 Liam _____ (be) German.
- 4 Liam _____ (live) in France.
- 5 Sam _____ (be) French or German.
- 6 Lily is German so she _____ (speak) German.

We use these modal verbs to say how certain we are about something in the past.

- *must* when we are certain: *The house is dark, so they **must have gone out**.*
- *could/may/might* when we think something was possible but we aren't certain: *He **might have been** in Paris last week.*
- *may/might + not* when we think something possibly didn't happen: *He **might not have gone** to Spain.*
- *couldn't* or *can't* when we are certain something wasn't possible in the past: *The man **couldn't have swum** across the North Sea.*

Mind the trap!

We use *can't*, not *mustn't* to say something isn't true:

He can't be Swiss. NOT He mustn't be Swiss.

We use *might*, *may*, *could*, not *can* to talk about possibilities:

They might be French. NOT They can be French.

We use *may/might*, not *could not* to talk about things which possibly aren't true or didn't happen: *They might not be from France.*

NOT *They could not be from France.*

*2 Read the short article and complete the sentences with *must/might/could/can't/couldn't* + perfect infinitive.

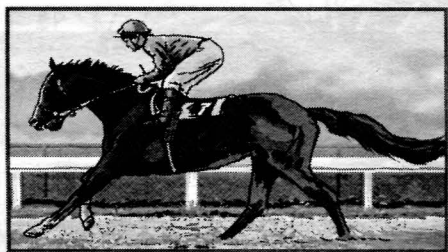
Police have given journalists more photographs of the homeless young woman they found in London's Hyde Park last week. The young woman speaks fluent English but it isn't her first language. She has been unable to tell police her name, how old she is, where her home is or why she is in London. When she was found last Friday evening she was healthy, clean and dressed in warm clothes and walking boots. Police found a train ticket from Edinburgh to London with that day's date in her jacket pocket. She had no money or anything which could help to identify her.

- 1 The police must have given (give) pictures to the newspapers before.
- 2 She _____ (learn) English at school.
- 3 She _____ (lost) her memory.

- 4 She _____ (have) an accident.
- 5 She _____ (be) the victim of a crime.
- 6 She _____ (travel) from Scotland earlier in the day.
- 7 She _____ (be) homeless for a long time.
- 8 Her family _____ (see) her photograph in the newspapers.

8 Read the text and complete the sentences with appropriate modal verbs expressing certainty/uncertainty and the correct form of the verbs in brackets.

FACT BOX SHERGAR



Shergar was a very famous (and valuable) racehorse. In 1983, the horse was kidnapped from the Aga Khan's stables in Ireland. Although the owners received a demand for money, they never heard from the kidnappers again, and the horse disappeared.

- 1 The kidnappers might have sold (sell) Shergar.
- 2 He _____ (race) again because he was too famous – someone would have recognised him.
- 3 The kidnappers _____ (kill) him.
- 4 Shergar _____ (be) dead now.
- 5 Lord Lucan _____ (attack) his wife.

FACT BOX LORD LUCAN

In 1973 Lord Lucan, a member of the British aristocracy, disappeared. He was living separately from his wife but on the day that he vanished, his wife was attacked and his children's nurse was murdered. Some people believe he left the country and went to live abroad. Other people think he killed himself. Lord Lucan is now legally dead because there was no evidence that he was alive for more than seven years. However, if he is still alive, he will be in his 70s.

- 6 He _____ (murder) the nurse.
- 7 He _____ (go) to live in another country.

- 8 He _____ (stay) in London.
- 9 He _____ (be) alive today.



- family
- young children
- eating breakfast
- not a robbery – money left on work-surface
- possibly received an urgent phone call?
- left in a hurry
- late taking children to school?
- perhaps one of the children had accident in the garden?

4 Look at the picture. Use the notes to complete the conversation.

Officer 1 What did you find out at Rose Avenue?

Officer 2 The back door and all the windows were open, so they 1 must have left in a hurry.

Officer 1 Who lives in the house?

Officer 2 There's a climbing frame in the garden, and there are several photos of mum, dad and kids, so a family 2.

Officer 1 Was there any evidence of a robbery?

Officer 2 No, the windows and locks weren't broken, and there was money on the work-surface, so there 3.
The phone was off the hook – they 4.

Officer 1 Yes, that's possible.

Officer 2 Or one of the children 5 in the garden.

Officer 1 So they 6 to hospital.

Officer 2 No, they can't have driven – their car is in the garage.

Officer 1 When do you think they went?

Officer 2 7. The breakfast things were still on the table.

Officer 1 So, we don't have much to go on.

Officer 2 I'm afraid not. I'll phone and check with the ambulance service.

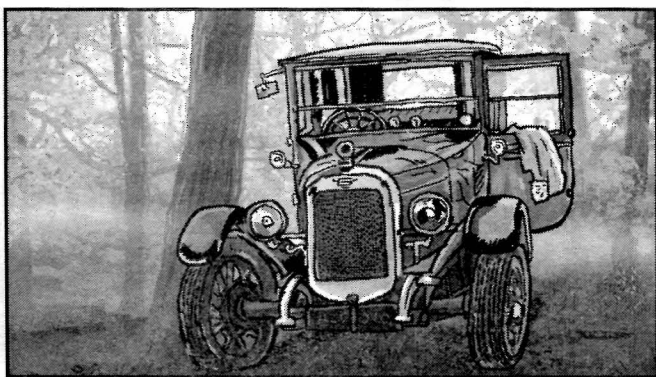
LISTENING

MORNING NEWS

• 4 DECEMBER 1926 •

MYSTERY WRITER DISAPPEARS

Police have been trying to trace missing writer Agatha Christie whose car was found abandoned in a wood a few miles from her home in Berkshire early this morning. Detectives from Scotland Yard reported today ...



- 1 **©T05** Read the list of events in Agatha Christie's life. Predict the order in which they happened. Then listen and check.

| | |
|----------------------------|---------------------------------------|
| married Colonel Christie | <input type="checkbox"/> |
| wrote her first novel | <input type="checkbox"/> |
| grew up in Torquay | <input checked="" type="checkbox"/> 1 |
| married Max Mallowan | <input type="checkbox"/> |
| got divorced | <input type="checkbox"/> |
| worked in a hospital | <input type="checkbox"/> |
| spent time in Egypt | <input type="checkbox"/> |
| disappeared for a few days | <input type="checkbox"/> |

- 2 **©T05** Read the sentences. Listen again. Are the statements true (T) or false (F)?

- | | |
|--|---------------------------------------|
| 1 Agatha Christie has sold a million books in English. | <input checked="" type="checkbox"/> F |
| 2 She grew up in a cramped, poor home. | <input type="checkbox"/> |
| 3 Christie was her first husband's name. | <input type="checkbox"/> |
| 4 She had a job during the First World War. | <input type="checkbox"/> |
| 5 She wrote her first book ten years after the war. | <input type="checkbox"/> |
| 6 She disappeared for a few days in 1926. | <input type="checkbox"/> |
| 7 Her second husband was much older than her. | <input type="checkbox"/> |
| 8 One of her novels is set in Egypt. | <input type="checkbox"/> |
| 9 Agatha Christie died of old age. | <input type="checkbox"/> |

SPEAKING

- 1 Read the sentences about Agatha Christie and circle the best answers.
- 1 She *can't have had/might have had* a brother or sister but I don't know.
 - 2 She *must have been/can't have been* happy when she disappeared.
 - 3 She *might have had/can't have had* children but I don't know.
 - 4 She *couldn't have written/may have written* every day because she wrote so many books.
 - 5 She *can't have spoken/might have spoken* other languages because she travelled a lot.
 - 6 Her father was American so she *mustn't have spent/may have spent* time in the US.
- 2 Read the text. Use the prompts from the box to say what you think might have happened and why.



Richey Edwards was a songwriter and guitarist with the successful 90s group Manic Street Preachers. In 1995 he left a London hotel to fly to the US, and he hasn't been seen since. Ten days after he disappeared, his car was found near the Severn Bridge which crosses the Bristol Channel between England and Wales.

~~run away~~ want to disappear kidnapped
happy fly to the US jump off the bridge

- 1 He might have decided to run away because he was unhappy.
- 2
- 3
- 4
- 5
- 6

WRITING

- 1 Read the story and circle the correct answer.

It is ...

a a fairy tale b a mystery story c an action story

- 2 Read the story again. Then read instructions 1–4 and circle the best answers.

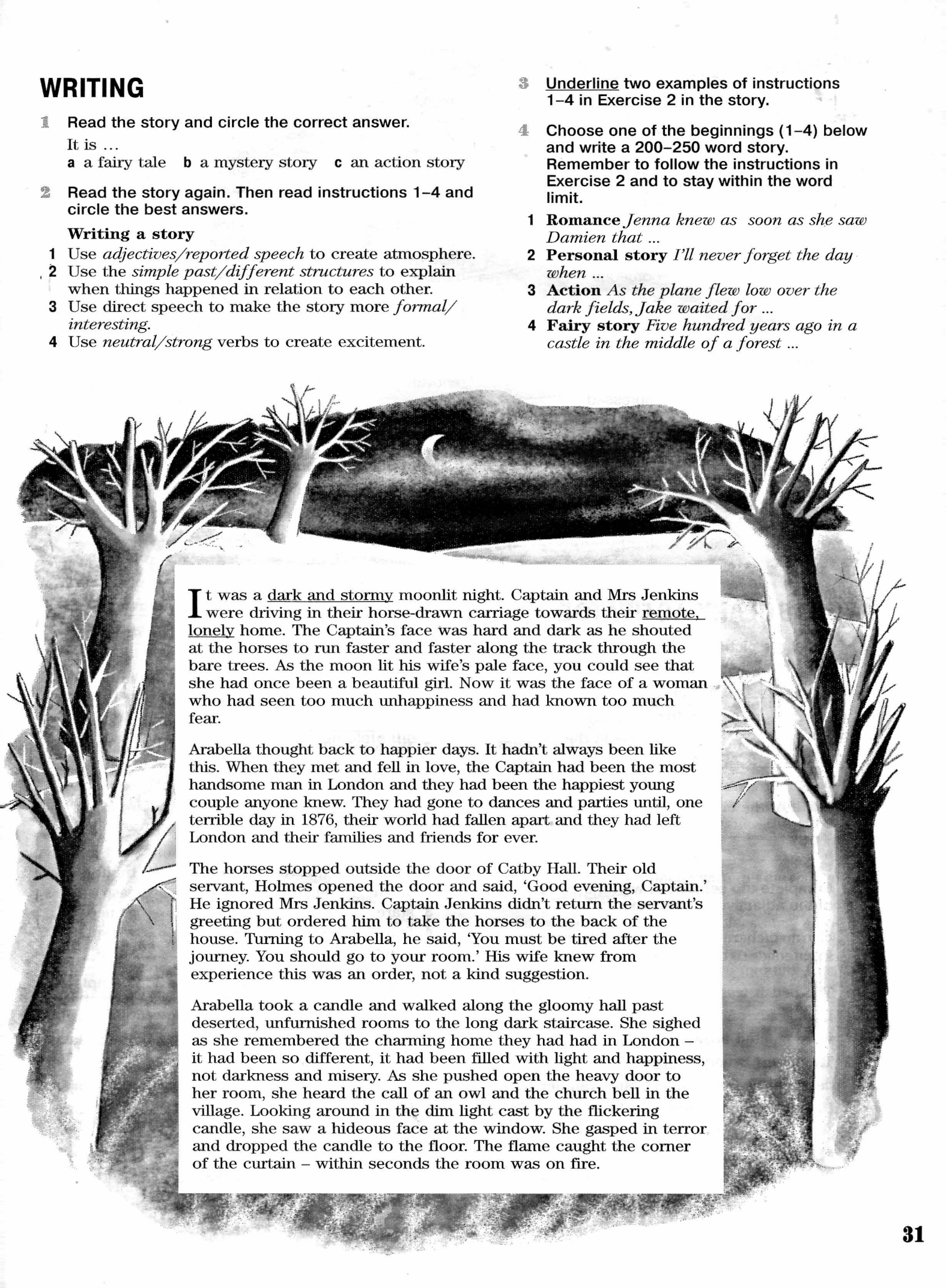
Writing a story

- 1 Use *adjectives/reported speech* to create atmosphere.
- 2 Use the *simple past/different structures* to explain when things happened in relation to each other.
- 3 Use direct speech to make the story more *formal/interesting*.
- 4 Use *neutral/strong* verbs to create excitement.

- 3 Underline two examples of instructions 1–4 in Exercise 2 in the story.

- 4 Choose one of the beginnings (1–4) below and write a 200–250 word story. Remember to follow the instructions in Exercise 2 and to stay within the word limit.

- 1 **Romance** *Jenna knew as soon as she saw Damien that ...*
- 2 **Personal story** *I'll never forget the day when ...*
- 3 **Action** *As the plane flew low over the dark fields, Jake waited for ...*
- 4 **Fairy story** *Five hundred years ago in a castle in the middle of a forest ...*



It was a dark and stormy moonlit night. Captain and Mrs Jenkins were driving in their horse-drawn carriage towards their remote, lonely home. The Captain's face was hard and dark as he shouted at the horses to run faster and faster along the track through the bare trees. As the moon lit his wife's pale face, you could see that she had once been a beautiful girl. Now it was the face of a woman who had seen too much unhappiness and had known too much fear.

Arabella thought back to happier days. It hadn't always been like this. When they met and fell in love, the Captain had been the most handsome man in London and they had been the happiest young couple anyone knew. They had gone to dances and parties until, one terrible day in 1876, their world had fallen apart and they had left London and their families and friends for ever.

The horses stopped outside the door of Catby Hall. Their old servant, Holmes opened the door and said, 'Good evening, Captain.' He ignored Mrs Jenkins. Captain Jenkins didn't return the servant's greeting but ordered him to take the horses to the back of the house. Turning to Arabella, he said, 'You must be tired after the journey. You should go to your room.' His wife knew from experience this was an order, not a kind suggestion.

Arabella took a candle and walked along the gloomy hall past deserted, unfurnished rooms to the long dark staircase. She sighed as she remembered the charming home they had had in London – it had been so different, it had been filled with light and happiness, not darkness and misery. As she pushed open the heavy door to her room, she heard the call of an owl and the church bell in the village. Looking around in the dim light cast by the flickering candle, she saw a hideous face at the window. She gasped in terror and dropped the candle to the floor. The flame caught the corner of the curtain – within seconds the room was on fire.

WORD LIST

| | | | |
|--------------------------------|-------------------|---------------------|-----------------------|
| apartment | fed up with | magnificent | social worker |
| armchair | filthy | mansion | sofa bed |
| balcony | frightened | masculine | spacious |
| bedsit | front door | mention (v) | spy |
| block of flats | frown | mirror | stare |
| born into (a rich/poor family) | gasp | (multi) millionaire | storey |
| breathe in/out | gaze | niece | striking |
| castle | giggle | notice (v) | stroll |
| cemetery | glance | parcel | suburbs |
| chalet | gloomy | patio door | sunburned |
| charming | gorgeous | pattern | superb |
| city centre | grin | peaceful | tacky |
| coatstand | hall | pleasant | tasteless |
| cosy | hardly | point (at) | townhouse |
| country cottage | honeymoon | put up with | tranquil |
| cramped | hooligan | remote | tremble |
| dash | hunt | renovate | furnished/unfurnished |
| depressing | impressed | ruins | uninhabited |
| deserted | illegal immigrant | run out of | unmistakable |
| detached house | in vain | semi-detached house | upstairs |
| district | land (a plane) | shabby | whisper |
| drown | lined by | shake | yawn |
| exaggerate | lose one's memory | shudder | |
| exterior | luxurious | sigh | |
| | magical | (soaking) wet | |

VOCABULARY ACTIVATOR

1 Label the picture on page 33. Use the Word List to help you.

- a block of flats in the _____
- a _____ in the _____
- a _____ - _____ house in the _____
- a _____ in a _____ north of the city centre
- a _____ outside the city
- a _____ in the mountains

2 Complete the sentences with the correct form of the adjectives in the box.

.....
 charmed/charming depressed/depressing
 frightened/frightening struck/striking

- The bedsit was very gloomy and depressing. It had only one small window and the walls were painted brown.
- The house is very _____ - it was designed by the architect Mies van der Rohe.
- I don't believe in ghosts so I can't be _____ of them.
- My aunt has just bought a _____ little cottage, with roses growing round the front door.

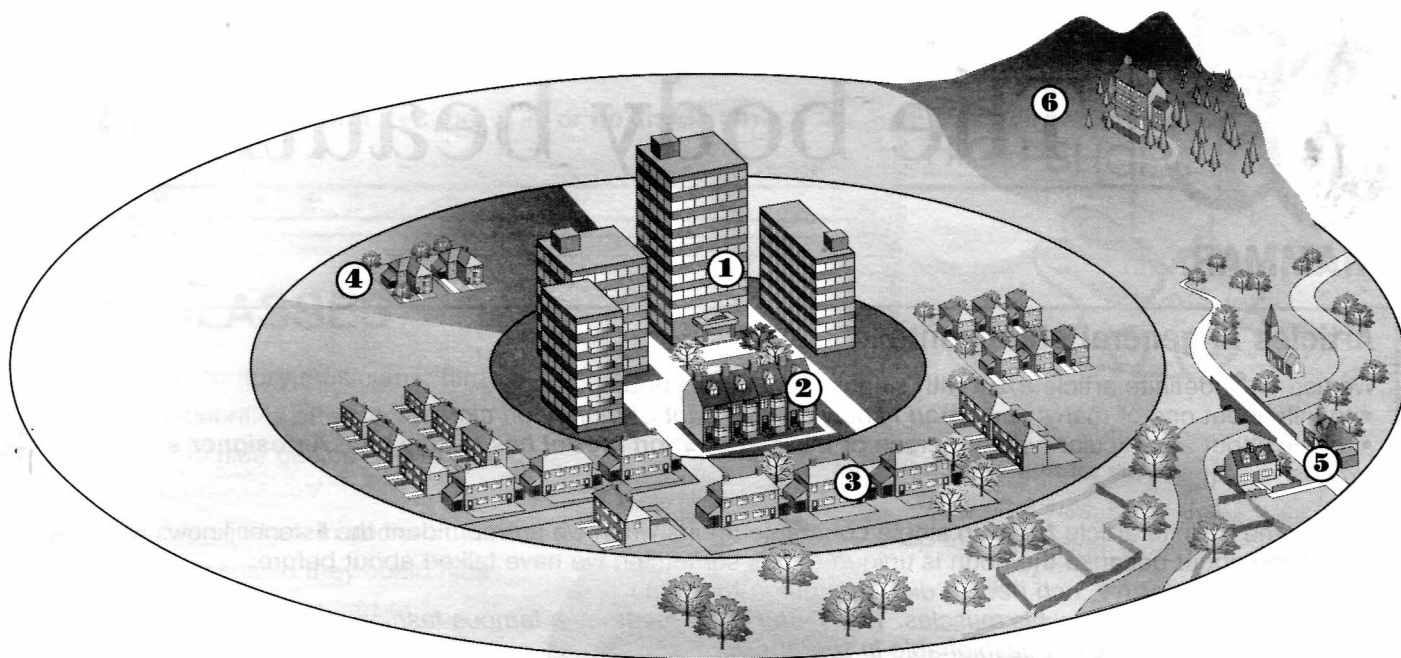
- His grandmother became very _____ when she couldn't walk downstairs from her fourth-storey flat.
- I don't like walking home alone in the dark. There aren't enough street lights, so I find it a bit _____.
- We were all _____ by the unusual and dramatic colours in the hall.
- He's lucky to have survived all those adventures. He must lead a _____ life.

3 Circle the 'odd one out'.

- | | | | |
|---------|--------------|---------|---------|
| 1 shake | <u>drown</u> | shudder | tremble |
| 2 yawn | sigh | dash | gasp |
| 3 stare | gaze | stroll | glance |
| 4 frown | grin | smile | whisper |
| 5 point | giggle | laugh | smile |

4 Use your answers from Exercise 3 to complete these sentences. Remember to use correct verb forms.

- The owner of the mansion drowned in the lake many years ago.
- 'It's there,' he said, as he _____ at the map.
- He _____ a few words, but I couldn't hear.
- Excuse me, but I must _____ to the post office before it closes.
- I _____ slowly along the path when I heard a strange noise behind me.



5 Complete the sentences. Form new words from the words in brackets.

While we were on holiday we went to visit the ¹ ruins (RUINED) of a castle in a ² _____ (PEACE) and remote valley. Next to the castle was a ³ _____ (PLEASE) chalet where the owners lived. They explained that they wanted to ⁴ _____ (RENOVATION) the castle because they felt it was wrong to leave it ⁵ _____ (INHABIT). We weren't sure we would want to live there because although the valley was ⁶ _____ (TRANQUILITY), the steep mountains made it a bit ⁷ _____ (GLOOM).

6 Choose the best adjectives to complete the text.

There are seven people in the Hawkins family, and they are looking for a new home. Where they live now is very ¹ cramped because grandfather Hawkins has moved in with them. They can't afford anywhere ² _____, but they would like a ³ _____ family home with five bedrooms. They saw a possible house last weekend. At first they didn't like it because the decoration was ⁴ _____. However, the house has a ⁵ _____ view, and it has four big bedrooms and a ⁶ _____ flat in the basement that would be perfect for grandfather Hawkins. Although the flat is clean, it is ⁷ _____, but Mr Hawkins says he can easily make it look nice with a bit of paint.

- | | | | |
|-------------|----------|----------|-----------|
| 1 deserted | cramped | cosy | spacious |
| 2 luxurious | charming | filthy | tacky |
| 3 gorgeous | cosy | charming | spacious |
| 4 charming | gorgeous | tacky | luxurious |
| 5 luxurious | spacious | superb | deserted |
| 6 deserted | cramped | cosy | shabby |
| 7 shabby | charming | filthy | cosy |

Extend your vocabulary

***1 Study the phrasal verbs. Tick those which have a positive meaning.**

- | | |
|---|--------------------------|
| catch up on to do something necessary that you have not had time to do before | <input type="checkbox"/> |
| come up with to think of an idea, answer etc. | <input type="checkbox"/> |
| cut down on to eat, drink, smoke less to improve your health | <input type="checkbox"/> |
| get on with to like someone and have a friendly relationship | <input type="checkbox"/> |
| get out of to avoid doing something you have agreed or are supposed to do | <input type="checkbox"/> |
| keep up with to continue to read/learn about a subject so you always know the most recent facts, developments etc. | <input type="checkbox"/> |
| put up with to accept an unpleasant situation or person without complaining | <input type="checkbox"/> |
| run out of to have nothing left of something | <input type="checkbox"/> |
| run out on to leave someone when they are in a difficult situation | <input type="checkbox"/> |

***2 Complete the sentences with the correct verbs from Exercise 1.**

- We've run out of sugar so please buy some when you go out.
- She _____ her husband and children five years ago.
- I really don't want to go to his party but I don't know how to _____ it.
- I _____ a cramped bedsit because it was cheap and I needed to save some money.
- She _____ sugar and chocolate in January so she looks a lot healthier now.
- I can't go out tonight, I have to _____ the housework.
- We'll call the dog Fido – unless you can _____ a better name.

GRAMMAR

Articles in general statements

We use the indefinite article **a/an** with singular, countable nouns

- to talk about one of many: **A woman** I know spends a lot of money on clothes.
- to talk about a particular type of person or thing: **A fashion model** has to stay slim. **A designer suit** is expensive.

We use the definite article **the** with single countable nouns when we are confident the listener knows what we are talking about because the noun is unique or it is something we have talked about before:

Until **the 20th century**, rich people didn't go out in **the sun**.

He wore **a T-shirt** to show his muscles. **The T-shirt** was made by a famous fashion designer.

The mini-skirt first became fashionable in **the 1960s**.

We don't use an article with plural and uncountable nouns when we are talking about things in general:

Models are usually tall and thin. (plural)

Nineteenth-century **furniture** is often heavy and dark. (uncountable noun)

Articles with noun types

| a/an | the | No article |
|--|--|---|
| jobs: a fashion designer, an artist single units of distance, time and weight: a mile, an hour, a kilo single units of money: a euro, a cent single fractions: a third, an eighth | geographic features: the River Thames, the Andes groups of known people: the police, the Spanish historical periods: The Roman Empire rooms: the kitchen, the science laboratory superlative adjectives: the best times of day: in the morning spoken ordinal numbers: 'The first of August.' | abstract nouns: justice, hate continents: Asia countries: Lithuania days and months: Monday, July languages: Russian, Greek meals: dinner, breakfast |

- 1 There are four more wrong sentences. Find and correct them.

1 Young people like wearing ~~the~~ fashionable clothes.

☒

2 Sailors often have tattoos.

☐

3 Who wore first mini-skirt?

☐

4 In nineteenth century, European women covered their legs.

☐

5 The rock singers and film stars often start fashions.

☐

6 Fashion is always changing.

☐

7 In the 1950s, a respectable man didn't have long hair.

☐

8 Jeans are worn by the men and women all over the world.

☐

- 2 Complete the conversation with *the*, *a/an* or no article (Ø).

Annie I want to buy ¹ a new jacket. I've looked in all ² shops, but I can't find anything.

Jane There's ³ a really great one in ⁴ Zoya's. Let's go there.

Annie Yeah, this one's good. I like ⁵ this style, but I don't like ⁶ that colour. Have they got it in ⁷ a black?

Jane Yes, here's one. It's got ⁸ a 'sale' sign on it. Lucky you!

Annie It fits perfectly. Great! I'll take it to ⁹ a cash desk and pay, then I'll buy you ¹⁰ a ice-cream. You've helped me to save ¹¹ a money today!

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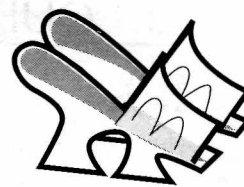
A SUNGLASSES

Twenty-first century musicians, film stars and celebrities often wear ¹ Ø sunglasses to hide behind and to look cool.

However, ² judges in ancient China wore dark glasses so they could hide their eyes when they talked to ³ witnesses. It wasn't until ⁴ 20th century that ⁵ people wore them to protect their eyes from ⁶ sun. In ⁷ early 1900s, actors started wearing them because ⁸ lights in film studios were so bright. Then in 1929, ⁹ man called Sam Foster started selling ¹⁰ sunglasses on ¹¹ beaches of Atlantic City. Since then they have become ¹² essential fashion item. There are different styles of ¹³ sunglasses for ¹⁴ different sports and they are particularly useful for skiing and flying when ¹⁵ eye gets more light than normal.



B HIGH SHOES



In ¹ 15th century, there was ² fashion for very high women's shoes called *chopines*. ³ shoes, which were up to 60 cm high, were very popular in ⁴ Italy, ⁵ Spain and ⁶ France. ⁷ woman wearing ⁸ high chopines needed two servants to help her walk so only ⁹ richest people could wear them. You can see ¹⁰ example of chopines in ¹¹ picture.

4 Complete the quotations with the correct alternatives.

- 1 'A/The woman can never be too rich or too thin.'
American heiress
- 2 'Fashion is in Ø/the street, fashion is about ideas.'
Coco Chanel
- 3 'A/The punk era has remained a/the strong influence on British attitudes, art and music.'
Beat Magazine
- 4 'Every generation laughs at an/Ø old fashions but follows a/Ø new ones.'
Henry Thoreau
- 5 'I dress for the image. Not for myself, not for Ø/the public, not for fashion, not for the/Ø men.'
Marlene Dietrich
- 6 'There is only one cure for grey hair. A/The French invented it. It's called Ø/the guillotine.'
P.G. Wodehouse
- 7 'Not one great country can be named, from polar regions in north to New Zealand in south, in which a/Ø people do not tattoo themselves.'
Charles Darwin
- 8 'The world is divided into two types of the/Ø people: those who have the/Ø tattoos and those who are afraid of people with the/Ø tattoos.'
Joanna, aged 18, Las Vegas
- 9 'Show me a man with a/the tattoo and I'll show you a man with the/an interesting past.'
Jack London

C Underweight models



Underweight girls out

¹ top fashion company in Spain's capital city, ² Madrid, has stopped giving ³ jobs to ⁴ skinny models. ⁵ organisers say they want models who are examples of ⁶ health and ⁷ beauty, not ⁸ underweight girls who look ill. Modelling agencies say that ⁹ models are naturally thin and that it is discrimination not to give them ¹⁰ work.

5 Complete the film quiz with *the*, *a/an* or no article (Ø).

FILM QUIZ

- Q** Which film featured ¹ a time machine that was powered by lightning?
- A** BACK TO ² FUTURE
- Q** Which film made ³ British actor Hugh Grant into ⁴ international star?
- A** FOUR WEDDINGS AND ⁵ FUNERAL
- Q** Which film was based on ⁶ adventure novel 'The Lighthouse at ⁷ End of ⁸ World by J. Verne?
- A** THE LIGHT AT ⁹ EDGE OF ¹⁰ WORLD
- Q** Which film started as ¹¹ stage show, and criticised ¹² World War I, and war in general?
- A** OH WHAT ¹³ LOVELY WAR!
- Q** What was ¹⁴ second James Bond film, which many people think is ¹⁵ best Bond film ever made?
- A** FROM ¹⁶ RUSSIA WITH ¹⁷ LOVE
- Q** Alfred Hitchcock was known as 'the master of ¹⁸ suspense.' Which of his films was about ¹⁹ man with ²⁰ extreme fear of heights?
- A** VERTIGO
- Q** Which film starts with ²¹ poor young woman looking into ²² window of ²³ expensive store in New York?
- A** BREAKFAST AT ²⁴ TIFFANY'S
- Q** Which film made by ²⁵ Italian director, Sergio Leone, showed ²⁶ effect of ²⁷ railway on ²⁸ life in America?
- A** ONCE UPON ²⁹ TIME IN ³⁰ WEST

READING

1 Look at the texts and circle the best answers.

- 1 The texts are about
a the history of tattoos
b skin care and body decoration
c health and beauty
- 2 The texts are
a all the same type of text
b different types of text
c all have the same purpose

2 Complete the table below.

- 1 Choose the text type.
- blog
 - encyclopaedia entry
 - magazine article
 - newspaper article
 - recipe
- 2 Write *formal* or *informal*.
- 3 Write the purpose of each text. Choose from
- advice
 - instructions
 - personal information
 - non-personal information

| Text | 1 Text type | 2 Formal/ Informal | 3 Purpose |
|------|------------------|--------------------|--------------|
| A | magazine article | | |
| B | | | |
| C | | formal | |
| D | | | instructions |
| E | | | |

3 **TOG** Read the texts and circle the correct answers.

- 1 The magazine article says men wear make-up.
a must **(b)** can **c** oughtn't
- 2 One text warns that if you put on tanning cream badly,
a your skin will need cream.
b you will be hot.
c you won't look fashionable.
- 3 The parent had their child's name tattooed on their arm to
a help them remember their child's name.
b keep their child in their mind all the time.
c make them more beautiful.
- 4 Ancient body painting probably connection with modern make-up.
a used to have a **b** has a **c** hasn't any
- 5 Some people use body painting to show
a how rich and powerful they are.
b they are fit and healthy.
c the move from one part of life to the next.
- 6 You can get the ingredients for the skin cream from
a chemists. **b** grocers. **c** hairdressers.
- 7 Tattoos on humans are for decoration.
a usually **b** never **c** rarely
- 8 Animals are usually tattooed so
a their owners can recognise them.
b they look attractive.
c other animals can recognise them.

A Men and make-up?

It's OK for men to use make-up products to improve their looks. There are special cover creams which can help to hide minor skin problems. Very light make-up around the eyes, using an eyebrow pencil, can make your eyes look bigger, and to look healthy and tanned, you should use a tanning powder or cream. If you have more patience, try some self-tanner – you put the cream on and it gradually dyes your skin. However, you need to use it carefully or you will look like an orange and that's not cool!

DAILY COMMENT 15th JULY

C Make-up – an ancient tradition

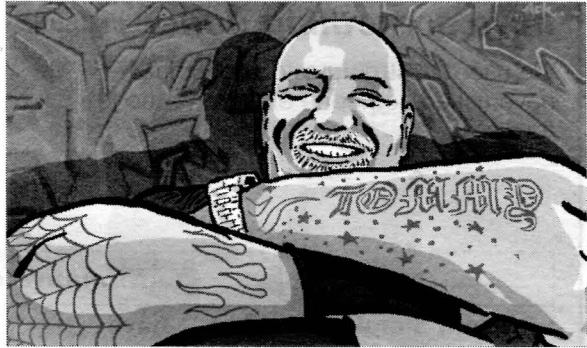
Recent academic research suggests that body painting is about half a million years old. So modern make-up may have started with our early ancestors who lived 500,000 years ago. Archaeologists working in Africa have discovered small amounts of natural dyes along with tools and other remains in some very early human settlements.

Today Masai tribesmen in east Africa still use red dye on their hair to show the change from young fighter to community elder. Other tribes use different colours, including white, to show the move from childhood to adulthood. The Himba of Namibia cover their babies with ochre, a natural dye made from a red or yellow mineral, mixed with fat. This has the double purpose of beautifying the baby's skin and protecting it from the hot sun.



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B

Address www.1.tattooingblog.com



Tattoo man 07: (posted at 16:53)

I had this tattoo done three years ago when my son Tommy was born. I wanted to have a permanent reminder of him. The name's with me all the time – it'll never disappear.

SKIN CREAM

You will need:

- 1 egg
- 1 cup of milk

- 1 Beat the egg and milk together in a bowl.
- 2 Apply to the face and neck.
- 3 Put any leftover cream in a bottle and store it in a fridge.



Tattoo



A tattoo is a mark made by putting colour under the skin. Tattoos can be made on human or animal skin. Normally, tattoos on humans are a type of body decoration while tattoos on animals are most often used for identification.

GRAMMAR

have something done

We use this structure to show that we have asked someone else to do the job for us.



She's cutting her hair.



She is **having** her hair **cut**.
(Someone else is cutting the girl's hair.)

| | | Affirmative or negative | Object | Past participle |
|--------------------|------|---|-------------|--------------------------------|
| Present Simple | I | have don't have | my hair | cut every month. |
| Present Continuous | She | is having isn't having | her car | checked by a mechanic. |
| Past Simple | They | had didn't have | the kitchen | painted. |
| Past Continuous | He | was having wasn't having | the house | designed by an architect. |
| Present Perfect | We | have had haven't had | our flights | confirmed. |
| Past Perfect | You | had had hadn't had | photos | taken for the wedding. |
| be going to | We | are going to have aren't going to have | our exam | marked by the science teacher. |
| will | I | will have won't have | a new dress | made for the party. |
| must | You | must have mustn't have | that tree | cut down. |

Yes/No and Wh- questions

Do you have your windows washed? Yes, I do.
Are you having your windows washed today? No, I'm not.
When are you having your house cleaned?
Why have you had your house painted red?

Note You can replace *have* with *get* but it is slightly more informal:

*I **get** my house painted every five years.*

1 Rebecca Walker and Tom Harris are getting married next Saturday. Put the words in the correct order to make sentences.

1 had/had/made/has/a dress/had.

Rebecca has had a dress made.

2 a suit/have/made./Tom/didn't

3 have/a/cake/had/made./They

4 a/have/her/by/nails/done./Rebecca/manicurist/will

5 barbers/will/and/the/Tom/at/his hair/dyed/have/cut.

6 have/their/taken./They/photograph/will

2 Make correct sentences about Rebecca and Tom's parents. Use the correct form of *have something done*.

1 Mrs Walker/hair cut/on Friday

Mrs Walker is having her hair cut on Friday.

2 Mrs Harris/car clean/on Saturday

3 Mr West and Mr Harris/suits clean/last week

4 Mr West/beard trim/barber/Saturday morning

5 Mrs Harris/nails paint/on Saturday morning

6 They/photograph take/at the wedding

- 3 Complete the article with the correct forms of *to have something done*.

Surgery in style

Medical or health tourism is becoming popular with people who want ¹ to have surgery done (do surgery) cheaply and enjoy a holiday at the same time. It's not unusual now for someone to fly 'to South Africa ² _____ (lift their wrinkles) or ³ _____ (make their nose smaller). And it isn't just cosmetic surgery that British people go abroad ⁴ _____ (do). They go to Belgium ⁵ _____ (replace their knees) or to Hungary ⁶ _____ (check their teeth). There have been reports of older people going to India and Turkey ⁷ _____ (do laser eye surgery) so they can throw away their glasses.

- 4 Look at the picture and the list of jobs. Write what they are going to have done.



- cut grass
- remove car
- clean walls
- repair roof
- replace glass in windows
- build new garden wall

1 They are going to have the glass in the windows replaced.

2 _____

3 _____

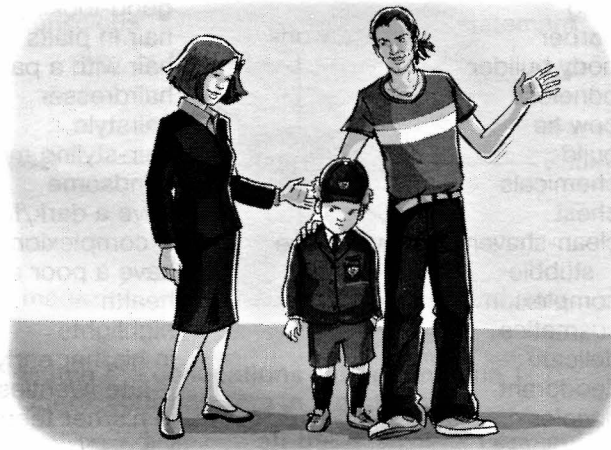
4 _____

5 _____

6 _____

SPEAKING

- 1 Look carefully at the picture. What do you think the situation is?



- 2 What's the new teacher like? Circle the correct answers.

'She ¹ looks/looks as if she's in her late twenties. She ² wears/s wearing old-fashioned clothes – she ³ looks like/looks as if quite kind.'



'My new teacher is very tall and she ⁵ looks/looks as if very old. Her clothes ⁶ look as if/look like grandmother's. I think she ⁷ looks like/looks strict.'



- 3 Use the prompts to write a description of the little boy.

1 little boy/wear/school uniform

The little boy is wearing a school uniform.

2 he/look like/a typical private school pupil

3 he/look as if/about five years old

4 he/not look like/father

5 he/have got/curly blond hair

6 he/be/a bit overweight

7 he/look/quite serious

- 4 Write the teacher's description of the father in Exercise 1. Write 90–110 words.

What's the boy's father like?

He looks _____

WORD LIST

attractive/unattractive
appearance
average-looking
bald
barber
body builder
boneless
bow tie
build
chemicals
chest
clean-shaven/unshaven/have
stubble
complexion
cosmetics
delicate
deodorant
dimples
dreadlocks
dye
elderly
eyebrows
fashion designer
fashionable/unfashionable
feminine
feet
fitness instructor
flared (trousers)

flattering
fringe
goatee beard
good-looking
hair in plaits
hair with a parting
hairdresser
hairstyle
hair-styling mousse
handsome
have a dark/fair
complexion
have a poor appetite
health
highlights
in his/her early/mid/
late twenties
in his/her teens
kilt
lips
manicurist
masculinity
middle-aged
Mohican (hairstyle)
moustache
mullet (hairstyle)
muscles
muscular

neck
ordinary-looking
overweight
pain
painful
pale
patient
perm
physique
playful
plump
ponytail
posh
pretty
razor
refreshed
remedy
result in (v)
scruffy
shampoo
shave (off)
shiny
skin
skin cream
skinny
slim
smart/casual clothes
spiky/wavy/shiny/

bleached/
straight/shoulder-
length/dyed/
shaved/
cropped hair
status symbol
stockings
stunning
suntan
suitable
tanned
tattoo
thighs
throat
tights
trendy
trim (v)
ugly
untidy
vain
wealth
weird
well-built
well-dressed
wig
wimp (*informal*)
wrinkles

VOCABULARY ACTIVATOR

1 Complete with words from the Word List.

Adjective

Noun

- | | |
|---------------------|------------|
| 1 <u>attractive</u> | attraction |
| 2 _____ | femininity |
| 3 <u>fit</u> | _____ |
| 4 _____ | flattery |
| 5 <u>healthy</u> | _____ |
| 6 <u>masculine</u> | _____ |
| 7 <u>physical</u> | _____ |
| 8 _____ | play |
| 9 _____ | trend |
| 10 _____ | vanity |
| 11 <u>wealthy</u> | _____ |

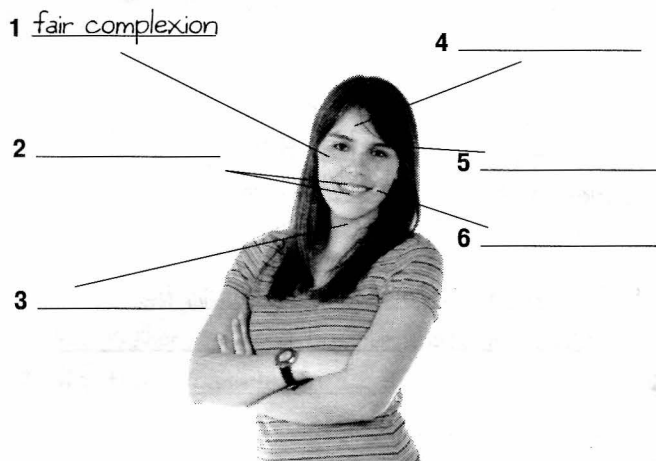
2 Complete the sentences with the appropriate word from Exercise 1.

- I know you think she's beautiful but I don't find her attractive.
- I don't usually follow _____ – I just wear what I like.
- She's so _____! She looks at herself all the time.
- You look great in that shirt – it's very _____.

5 He's got a fantastic _____ – he must be an athlete.

6 I prefer women in skirts and dresses because they are more _____ than jeans.

3 Label the picture with the correct words from the Word List.



4 Complete the table with words that describe hair. Use the Word List to help you.

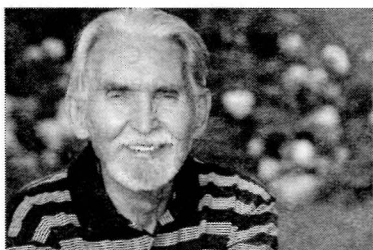
| Opinion | Length/type | Colour | Style |
|------------------|-----------------------|-------------|-----------------|
| <u>beautiful</u> | <u>long, straight</u> | <u>dark</u> | <u>ponytail</u> |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

- 5 Describe the people in the pictures. Write 25–35 words about each of them. Use the Word List to help you.

1 He is tall, dark and handsome. He has got beautiful short, curly, dark hair. He is clean-shaven. He is wearing fashionable, casual clothes.



2 _____



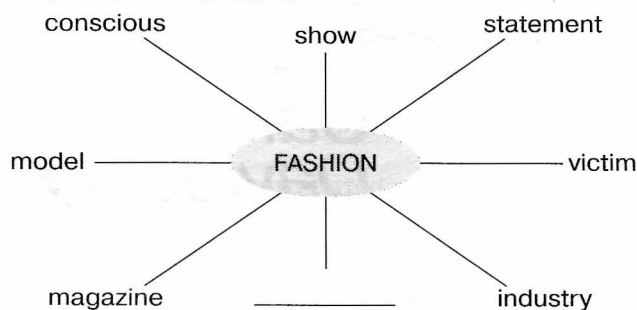
3 _____

4 _____



Extend your vocabulary

- *1 Study the words which collocate with *fashion*. Find the missing word to describe a person who makes new fashions.



- *2 Match the collocations with definitions 1–7. Check your answers in a dictionary.

- 1 fashion industry all the designers, companies, factories, models, etc. involved in fashion
- 2 _____ an exhibition where designers show their new clothes to the press and public
- 3 _____ clothes which tell others what sort of person you are or which are worn to attract attention
- 4 _____ describes someone who is interested in the latest fashions
- 5 _____ someone who wears clothes to show them to the press and public
- 6 _____ someone who wears fashionable clothes although they look bad in them
- 7 _____ a publication that focuses on new fashions etc.

- *3 Complete the sentences with collocations from Exercise 2.

- 1 Jimmy Choo is one of the most popular shoe designers in the fashion industry.
- 2 Vogue is a classic _____ which is published in fourteen countries.
- 3 David Beckham is _____. He is always trying new clothes and hairstyles.
- 4 The world's top _____ spend their lives working in London, New York, Milan and Paris.
- 5 Stella McCartney is making a strong _____ with her designs in this season's collection.
- 6 We're all _____ when we force our feet into tiny pointed shoes with enormous high heels. And it shows on our faces!
- 7 The Paris and Milan _____ are the most famous in the world.

VOCABULARY AND GRAMMAR

- 1 Complete the text with one word in each gap.
(6 points)

a day in my life:

**Carole
Davies**

Carole Davies is one of the biggest TV stars of the year. We spent a day with her to find out what her routine looks ¹ like. We met her at 6.30 a.m. when she was already in the studio, ² _____ her breakfast prepared for her by the studio chef. Eggs and bacon, fresh orange juice and toast. After breakfast, she always ³ _____ her hair styled which takes about 45 minutes. As she says, when she arrives in the studio, she looks ⁴ _____ if she has spent the night in a hurricane.

After her hair styling, she ⁵ _____ stunning. There were problems before the show when we were there. The person who usually does her make-up was ill and Carole was very worried about ⁶ _____ it done by someone different. Couldn't she do it herself? Apparently not. A TV star who doesn't ⁷ _____ everything done for her (or him) is extremely unusual.

- 2 Complete the text with one word in each gap.
The first letter has been given. (6 points)

When I was younger, I often used to play ¹ truant from school and hang around in the shopping mall instead. I was such a bad student that, eventually, I was ² e _____. I didn't mind though, as I didn't want to be there anyway. I didn't have any qualifications but I did a few ³ o _____ j _____ for friends. After a while I got a ⁴ p _____ -t _____ job in a factory, working three days a week. I wasn't very happy there and thought I would be ⁵ s _____ for being late so often. When the manager called me into the office, though, I was surprised to be ⁶ p _____ to a better job with more responsibility. Now I've got a good ⁷ c _____ and might even be a manager myself one day.

- 3 Read the conversation, then circle the correct alternative for the gaps in the reported version.
(6 points)

'What's your story?'

'Last night I dreamed that I was back at school with all my friends.'

'What happened this morning?'

'When I woke up, I found a letter inviting me to a school reunion.'

'Will you go to the reunion?'

'Yes, I will. I'm very excited about seeing all my friends again.'

I asked him what ¹ ____.

He said that, ² ____, he had dreamed that he was back at school with all his friends.

I asked what had happened ³ ____.

He said that when he had woken up he had found a letter inviting ⁴ ____ to a school reunion.

I asked ⁵ ____ go to the reunion.

He said that he ⁶ ____ and that he ⁷ ____ very excited about seeing all his friends again.

- 1 ☒ a his story was ☐ b his story is ☐ c is his story
☐ d was his story
2 ☐ a last night ☐ b the night after
☐ c the night later ☐ d the night before
3 ☐ a this morning ☐ b that morning
☐ c the morning ☐ d the morning before
4 ☐ a you ☐ b me ☐ c him ☐ d them
5 ☐ a would he ☐ b will he ☐ c if he will
☐ d if he would
6 ☐ a will ☐ b would ☐ c was ☐ d did
7 ☐ a is ☐ b has been ☐ c was ☐ b had been

- 4 Complete the letter. Circle the correct alternatives (Ø = no article). (6 points)

Dear Brian,

How are you? ¹ The/A/Ø new art gallery I was telling you about, has finally opened. This week they are having ² the/Ø/an exhibition of modern art. I went along yesterday but most of the paintings were ³ very/absolutely/a bit awful! There was nothing worth seeing. ⁴ Ø/The/A modern art is strange but there is usually something very interesting to look at. Well, maybe not very interesting but ⁵ totally/quite/completely interesting.

The brochure was ⁶ very/absolutely/totally funny because it was written as if we were looking at the work of a new Rembrandt. Much better than the actual paintings.

Oh well, ⁷ Ø/the/a boss is coming so I must get back to work!

Jed

- 5 Complete the email with one word in each gap.
(6 points)

John

Reply Reply All Forward Print X Follow Up

From: jim@abc.co.uk
To: steve@yes.com
Subject: John

Hi Steve,
I'm sure you must have heard about John's problems.
I wonder why he dropped out of university like that.
He ¹ _____ have found it too difficult – he's much too clever. Something ² _____ have happened but what? Do you think he might ³ _____ money problems? He might have ⁴ _____ all his money on books and had nothing left for food. Or I suppose he might have ⁵ _____ lonely there. He's quite shy. I'll have to ring his parents. They must ⁶ _____ what has happened.
Let me know if you hear anything.
Jim

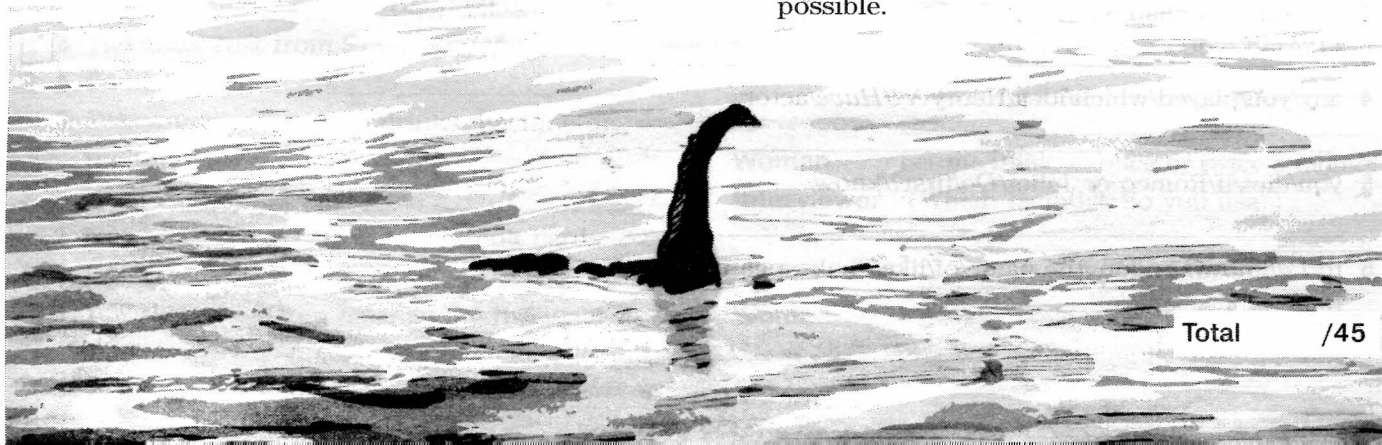
- 5 Scott was singing to himself because
a he wanted to get the lead part in the play.
b he needed to practise for the play.
c the teacher wanted to hear him.
d he was in a good mood.
- 6 Which is definitely true?
a Scott and Sally's new boyfriend were in the same class.
b Sally was jealous of Scott and Mandy.
c Sally liked her new boyfriend better than Scott.
d Scott and Mandy started going out together.
- 7 Which is definitely true?
a Scott was disappointed with his exam results.
b Scott had been planning to stay on at school before he got his exam results.
c Scott's schoolwork had been better before he started acting.
d Scott would have passed more exams if he hadn't started acting.
- 8 Scott's new song
a has nothing to do with his own experiences at school.
b is based on his school life and friends.
c is based on people he knew at school.
d was written by him.

LISTENING SKILLS

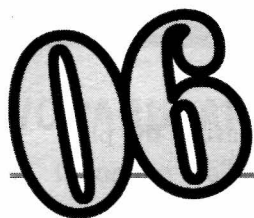
- 1 Listen to the interview and circle the correct alternatives.
(8 points)
- 1 The record, 'School days'
a is an old song.
b was Scott's first record.
c has not been on sale very long.
d is already a big hit.
- 2 At the age of 12, Scott
a started playing rugby.
b knew he would be famous one day.
c started singing.
d started acting.
- 3 Scott says that you have to spend a lot of time practising if you want to be
a good at rugby.
b good at anything.
c famous.
d a singer.
- 4 Sally Thomas
a liked acting.
b liked singing.
c liked rugby.
d liked all of these things.

COMMUNICATION

- 1 Complete the sentences with the correct alternatives.
(7 points)
- 1 The material looks/seems/believes to be about the Loch Ness monster.
- 2 The photo on the right of the newspaper headline, shows/looks/suggests something in the loch which could be a monster swimming.
- 3 The newspaper looks like/as if/about a tabloid newspaper.
- 4 The headline proves/suggests/means that a new photo has been taken which could be of the monster.
- 5 Depending on/For example/According to the table, most people believe that the most likely explanation for the monster is a tree floating in the loch.
- 6 The photo doesn't show/prove/depend on anything. It isn't clear enough to say exactly what it is.
- 7 What's more/next/most, we don't even know if it was taken in Loch Ness at all.
- 8 In my belief/information/opinion, there can't be a monster in the Loch. It just isn't possible.



Total /45



It's showtime!

GRAMMAR

Indirect questions

An indirect question is more polite and formal than a direct question. Usually in English, the longer something takes to say, the more polite it is.

Where can I get a programme, please? (direct question)

Could you tell me where I can get a programme, please? (indirect question)

| Polite expression | Question | Short answer |
|---------------------------|--------------------------------------|------------------------------|
| Do you happen to know | if the café is open? | Yes, it is./No, it isn't. |
| I wonder | whether I can buy tickets here? | Yes, you can./No, you can't. |
| Can anyone tell me | when the gallery closes? | |
| Could you tell me | | |
| Do you remember | who made the <i>Star Wars</i> films? | |
| Have you any idea | | |
| Would you mind telling me | where the music room is? | |

We form an indirect question with a polite expression + a question which has the same word order as an affirmative sentence. The question part starts with *if*, *whether* or a *wh-* word.

Some indirect questions look like statements because they don't have a question mark. However, the speaker is really asking for information or help:

I don't know how to buy tickets online.

I'd like to know who wrote The Great Gatsby.

Mind the trap!

Always use affirmative word order in an indirect question.

What time is it? (direct question)

Do you happen to know what time it is? (indirect question)

NOT ~~*Do you happen to know what time is it?*~~

Indirect questions do not have the auxiliary *do*.

Do you live near here? (direct question)

Can you tell me whether you live near here? (indirect question)

NOT ~~*Can you tell me whether do you live near here?*~~

- 1 Put the words in the correct order, to make questions. Start with the words in *italic*.

1 what/wonder/*I*/is/about./Macbeth

I wonder what Macbeth is about.

2 you/Shakespeare/happen to/*Do*/was alive?/when/know

3 any/think/*Do*/had/Shakespeare/you/children?

4 any/you/played/which/idea/Henry V?/*Have*/actor

5 you/dies/if/Romeo or Juliet/*Do*/first?/know

6 to/*I'd*/know/London./the name/of/like/Shakespeare's theatre/in

- 2 Match answers a-f with questions 1-6 in Exercise 1.

a Ambition, power and greed.

b About four hundred years ago.

c Kenneth Branagh

d The Globe

e Romeo

f Yes, three.

1

3 Write the indirect questions.

- 1 Why are English people indirect?
I wonder why English people are indirect.
- 2 Is it polite to use an older person's first name?
Could you tell me _____?
- 3 Is it OK to ask someone how much they earn?
I don't know _____.
- 4 Do I have to send a Christmas card to everyone I know?
I'd like to know _____.
- 5 What time should I arrive if my invitation says 8 p.m.?
Would you mind telling me _____?
- 6 How big a tip should I leave in a restaurant or café?
Have you any idea _____?
- 7 Can I use my host's telephone without asking first?
I wonder _____.

4 Match answers a–g with questions 1–7 in Exercise 3.

- a No, you must get their permission first because they will have to pay for your call. ☐
- b If the service has been good, you should leave about ten percent. ☐
- c Definitely not! We never talk about money. ☐
- d As you know, in English, the longer and less direct something is, the more polite it is. ☒
- e It's safest to use Mr, Mrs, Ms or Miss Smith unless they tell you it's OK. ☐
- f There are no rules about this – some people send them to everyone they know, others don't send any. ☐
- g You can be 'fashionably late' which means about fifteen minutes after the time they say. ☐

5 Complete the questions.

- 1 A Have you any idea how much the seats cost?
B The seats cost from £7.50.
- 2 A I'd like to know _____.
B Yes, you can. There's a drinks machine on the top floor.
- 3 A Would you mind telling me _____?
B No, you can't. We don't take credit cards.
- 4 A I don't know _____.
B Yes, there is. If you have an international student card, you get a five percent discount.

- 5 A Do you happen _____?
B Yes, I do. The gallery closes at 5.30.
- 6 A Can you tell me _____?
B Of course. The gents toilets are downstairs.

*6 Read the conversation. Rewrite the interviewer's questions so they are polite. Use a different expression for each one.



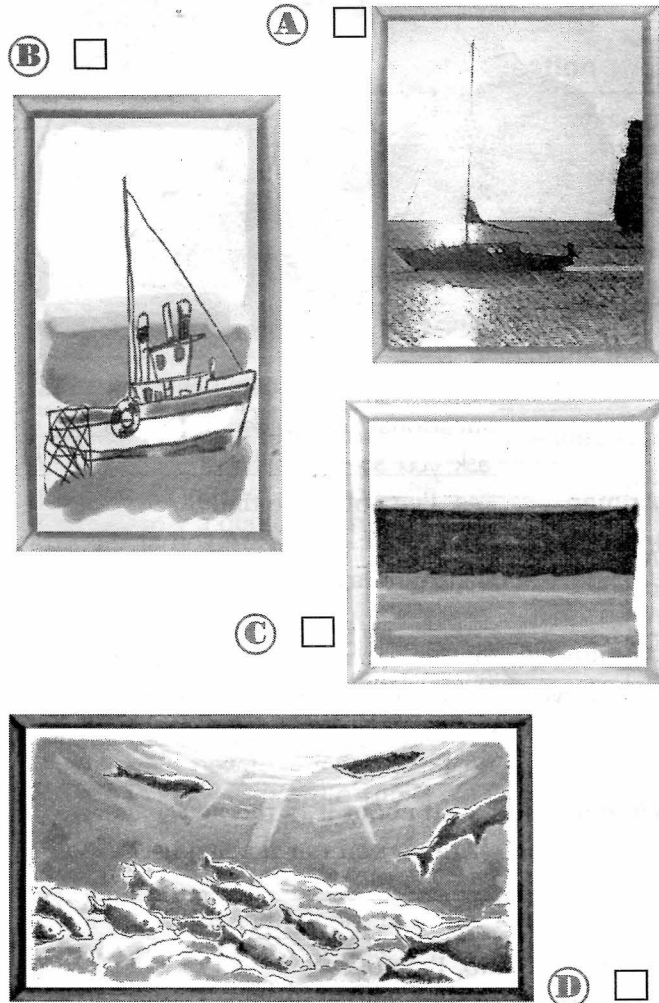
- Interviewer** Good morning. ¹(Can I ask you some questions?) I wonder if I could ask you some questions?
- Woman** Yes, I've got some time.
- Interviewer** First of all: ²(Why are you at the Arts Centre today?) _____
- Woman** I'm here to see the art exhibition.
- Interviewer** ³(How did you hear about the exhibition?) _____
- Woman** I read about it in the newspaper.
- Interviewer** ⁴(Are you on our mailing list?) _____
- Woman** No, I'm not.
- Interviewer** ⁵(Can I put your name on it?) _____
- Woman** No, I prefer to look in the paper or on your website.
- Interviewer** ⁶(How often do you come here?) _____
- Woman** Let me think ... once or twice a month.
- Interviewer** ⁷(Which facilities do you use?) _____
- Woman** I usually have a snack and I occasionally buy something in the bookshop.

LISTENING

1 T08 Listen and circle the best answers.

- 1 The two people, Imogen and Hal, are
 a parent and child. b friends.
 c teacher and pupil. d artists.
- 2 Their conversation is
 a serious. b educational. c professional.
 d friendly.

2 T08 Look at pictures A–D. Listen again and number them in the order in which the people talk about them.



3 T08 Read the sentences. Listen again. Are the statements true (T), false (F) or not stated (NS)?

- 1 Imogen thinks the picture of three lines is a very clever painting. ☐ F
- 2 Hal's niece painted the picture of a fishing boat they are discussing. ☐
- 3 Hal knows who Picasso is. ☐
- 4 Hal and Imogen agree that the sailing boat is the best painting. ☐
- 5 There are photographs as well as paintings on display. ☐
- 6 They both like the underwater painting. ☐

SPEAKING

1 Circle the best answer.

- Anna** What did you ¹ *know about* / *(think of)* the exhibition?
- Katie** Well, it was OK – I quite liked the modern sculptures.
- Anna** Did you? ² *Do you see what I mean* / *Do you mean* you liked all those things made from old furniture?
- Katie** Yes, I did. ³ *What I mean is* / *That's a good point* ...
- Anna** They were just old rubbish!
- Katie** Sorry, ⁴ *I didn't get that* / *just a second* – *I haven't finished*. I thought they showed how anything can be art.
- Anna** ⁵ *I'm not sure what you mean* / *Let me put it another way*.
- Katie** ⁶ *What I mean is* / *Do you mean*, if you look at things with imagination, you can make them into works of art that are new and ...
- Anna** ⁷ *Hold on!* *Let me finish!* / *Excuse me, can I say something?* It isn't art – it's just old furniture.

2 Complete the conversations with phrases from the box.

Are you saying That's a good point.
~~Do you know what I found strange?~~
 Let me put it another way The thing is
 Why don't you tell us your opinion?

Conversation 1

- Gemma** Although I liked the actors and the stage design, I didn't believe any of it.
- Mandy** ¹ *Do you know what I found strange?*
 Why did she leave her children in the station?
- Gemma** ² _____, but what I thought was a bit odd was when she put the cat in the cupboard.
- Mandy** Yeah, that was really weird.

Conversation 2

- George** ³ _____
- Helena** I'm not sure what I think! ⁴ _____, I just didn't believe that he loved her.
- Alex** And that is important in *Romeo and Juliet*!
- Helena** ⁵ _____ – the actor who played Romeo looked bored all the time, I couldn't believe that he would die for her.
- Alex** ⁶ _____ that he wasn't a good enough actor for the part?
- Helena** Well, yes, I am.

WRITING

FILM REVIEW

Signs (2002)



A Unfortunately, the film is so completely silly that I didn't care who or what was making the circles. Although the atmosphere is rather mysterious and the cast is extremely good, there are too many weaknesses in the story for it to interest anyone. The Mel Gibson character never *does* any farming – he spends most of his time jogging from the farmhouse and frowning at the circles. Rather oddly, the director has given himself the part of the neighbour but he isn't a good enough actor for the part. He is very unnatural and he definitely doesn't look like a farmer!

B The film tells the story of Graham Hess (Mel Gibson) whose wife has died in a car crash. He leaves his job and goes to live on a farm with his brother, played by Joaquin Phoenix, and two children. One morning Hess goes outside to find a 100 metre circle in the middle of one of the fields. The whole film is about who or what is creating these enormous circles – aliens, the ghost of his wife or people having a joke.

C *Signs* (2002) is by writer-director M. Night Shyamalan who also made the cool thrillers *The Sixth Sense* and *Unbreakable*. The film, starring Mel Gibson and Joaquin Phoenix, is another thriller/mystery with a bit of science fiction. The action takes place on a farm in Pennsylvania.

D To sum up, *Signs* isn't as good as it could be. It is quite funny in places and there is a bit of tension but I can't recommend it. The best thing is that, luckily, the running time is only 106 minutes, so it was over quickly.

1 Read paragraphs A–D from a film review and put them in the correct order.

2 Read the review again and underline (or label) the information below.

- 1 the background information about the film. (BI)
- 2 the summary of the plot. (SP)
- 3 the writer's opinion (O)
- 4 the summary of the writer's opinion and their recommendation. (O&R)
- 5 examples of adjectives (A) and modifying adverbs (MA).

3 Write the names of a TV programme and a film you have enjoyed and the names of two you didn't enjoy.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 You are the TV and cinema reviewer for your school magazine. Choose one of the titles you wrote above and write a review. Remember to divide your work into four paragraphs:

- 1 background
- 2 summary of the plot
- 3 your opinion
- 4 summary of your opinion and a recommendation

WORD LIST

| | | | |
|-----------------------------------|-------------------------------------|--------------------------------|------------------------|
| a bit | drawing (n) | joy | screenplay |
| absolutely | dreadful | levee | sculptor |
| acting | enthusiastic | main character | sculpture |
| animated/fantasy/ feature film | exhibition | mask | season ticket |
| annual | express (v) | musical (n) | sense of humour |
| archaeology | extremely | musician | shed |
| art gallery | fascinating | opera | show (n) |
| artist | festival | parade | silly |
| audience | festivities | pathetic | songwriter |
| be founded | film director | performance | soundtrack |
| bother (v) (=disturb) | final scene | Plasticine | special effects |
| brainy | flee | play (n) | spectacular |
| brilliant | float (n) | playwright | stage |
| carry on (=continue) | frame | plot | star (v) |
| change for (a banknote) | free (=no cost) | portrait | streetcar |
| clarify | funk | pour | student discount |
| classical music | gallery attendant | programme | stunning |
| clown | generation | quarter (=district of town) | suitable |
| comedy | genre | quite | survivor |
| completely | grocery store | R&B | thrilling |
| confusing | guitarist | rather | ticket seller |
| costume | have sb in the palm of your hand | recover | totally |
| country music | hilarious | refrigerator | traditional/modern art |
| culmination | hip hop | refugee | venue |
| curse | hold sb's attention | reggae | visual joke |
| desperate | instant | renaissance | walking stick |
| devastation | interactive | rescuer | warehouse |
| directing (n) | interpretation | ridiculous | witty |
| drama | interrupt | rotting | wonder |
| | jazz | ruined | work of art |
| | | | wrecked |

VOCABULARY ACTIVATOR

1 Complete with words from the Word List.

| Noun (person) | Noun (thing) |
|-----------------|--------------|
| 1 artist | <u>art</u> |
| 2 archaeologist | _____ |
| 3 comedian | _____ |
| 4 _____ | guitar |
| 5 _____ | music |
| 6 _____ | play |
| 7 _____ | refuge |
| 8 _____ | sculpture |
| 9 _____ | survival |

2 Complete the sentences with nouns from Exercise 1.

- Although I like Rembrandt's paintings, I prefer modern art.
- Shakespeare is England's most famous _____.
- You can see many of Henry Moore's enormous metal _____ in the garden of his home in southern England.
- The _____ for *Madame Butterfly* was written by Puccini.

- Jacob Epstein is one of the 20th century's greatest _____. One of his earliest works was the stone figure on Oscar Wilde's grave in Paris.
- Singer-songwriter Gloria Estefan fled from Cuba with her parents and arrived in the USA as a _____ in 1959.
- _____ have found fantastic ancient art in Egypt's pyramids and temples.
- Most of the passengers died when the Titanic sank in icy seas, only twelve of the _____ were picked up from the water.
- Read the invitation and circle the correct words.

You are invited to The School of Art

¹Graduation/Graduating Show

This year's ²thrilled/thrilling show is the ³culminating/culmination of four years' work for our students. Our ⁴graduates/graduations will be available to discuss their ⁵exhibitions/exhibits.

Drinks will be served from 6.30 and the ⁶exhibit/exhibition will be officially opened by ⁷sculpture/sculptor Eli Harrison at 7.00.

4 Complete the review with the correct adverbs.

ARTS

& ENTERTAINMENT

REVIEW

This year's School of Art's graduation exhibition has some ¹ absolutely brilliant works of art. And it also has some which are ² _____ bad.

Students from the 3D art (sculpture to you and me!) course worked with metal and plastic and have made some ³ _____ fascinating things. For example, Jon Henshaw's 'My Mother's Love' is a ⁴ _____ witty structure built in an old TV. However, I must admit that I found Gina Constantine's single empty plate with the title 'Feeding the World' ⁵ _____ pathetic.

As in previous years, the fashion design students have produced some of the best things. Quentin Gibbon's ⁶ _____ stunning collection of men's sweaters made from recycled plastics was, for me, the best thing in the show. At the other end of the scale were Will Peterson's ⁷ _____ dreadful wedding dresses made from black plastic bags.

This year's paintings were ⁸ _____ boring. Although technically good, there was nothing new or different in the exhibition. However, no one can compete with last year's show with its ⁹ _____ fantastic work by Ulrike Johansson and Bob Allen. The exhibition is open 10.00–4.00 until 8th August.

- 1 a quite **b** absolutely c rather
 2 a extremely b totally c completely
 3 a rather b a bit c really
 4 a a bit b totally c rather
 5 a absolutely b a little c very
 6 a quite b pretty c really
 7 a bit b very c absolutely
 8 a absolutely b totally c a bit
 9 a rather b extremely c completely

5 Complete the sentences with words from the Word List.

- 1 The Mona Lisa is probably the most famous of all Renaissance paintings.
 2 Picasso painted his first self-_____ when he was only sixteen.
 3 'Angel of the North' is Britain's largest _____. It's 20 metres high, and stands on a hilltop, to welcome visitors to Tyneside.
 4 _____ often wear special white make-up, bright coloured clothes, and very large shoes when they go on stage.
 5 Murder mysteries belong to the fastest-growing _____ of popular literature.

6 Complete the sentences. Form new words from the words in capital letters.

- 1 The Cannes Film festival is held annually. FESTIVITY
 2 The film *Clueless* is a modern _____ of Jane Austen's novel *Emma*. INTERPRET
 3 Philip Seymour Hoffman won the 2005 Best _____ Oscar for his extraordinary performance in *Capote*. ACTING
 4 *Shrek* is an _____ film and it's absolutely hilarious. ANIMATION
 5 The special effects in *The Day After Tomorrow* are _____. SPECTACLE
 6 *The Wizard of Oz* is one of the most famous _____ films ever made. MUSIC
 7 The plot of *Syriana* is rather _____.
 You may need to see the film twice! CONFUSE

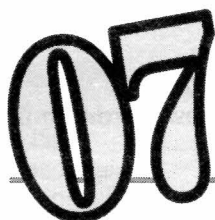
Extend your vocabulary

*1 Read the definitions and complete the sentences.

THESAURUS: FILM AND CINEMA

- art house** films which are experimental and don't follow the Hollywood pattern – often made by small companies on low budgets
box office hit a film which is very popular so it makes a lot of money at the **box office** where people buy their tickets
premiere the first time a film is shown – usually a glamorous occasion
running time how long a film lasts
release to make a film available for people to see
(film) score music written for a film
screen (a film) to show a film
scriptwriter a person who writes screenplays
shoot a film make a film

- 1 The film premiere in Los Angeles was attended by hundreds of Hollywood celebrities.
 2 Most of Stanley Kubrick's Vietnam film *Full Metal Jacket* was _____ in London.
 3 Scott Fitzgerald was a Hollywood _____ in the 1930s.
 4 Our local art house cinema always _____ classic films on Sunday mornings.
 5 Any film with Johnny Depp will be a _____ because he is so popular.
 6 Film companies always _____ children's films in time for the school holidays.
 7 The _____ is 120 minutes so we'll be able to catch the last bus home.
 8 Ennio Morricone's beautiful _____ for *The Mission* is one of the best in cinema history.



Game over

GRAMMAR

Quantifiers *both*, *either* and *neither*

We use the quantifiers *both*, *either* and *neither* to describe the relationship between two things or people.

- *Both* = including each of two things or people:
Both *Mia and Joe like computer games.*
- *Either* = one of two things or people:
Either *Mia or Joe bought the games magazine.*
(We don't know, or it doesn't matter which one of them bought it.)
- *Neither* = not one or other of two things or people:
Neither *Mia nor Joe liked the game.*
(Mia and Joe disliked it.)

Note When *neither* or *either* is followed by a singular noun, always use a singular verb.

When *neither* or *either* is followed by noun + *nor/or* + noun, it is correct to use a singular verb. However, we can use a plural verb in informal written or spoken English.

We use a quantifier + *of*

- to talk about a particular group:
Not many of these computer games are new.
Most of my friends like *Alien Control* 3.
All (of) the students bought this game. (*of* is optional here)
None of the games were interesting.
- before a pronoun:
This DVD is for **both of you**.
Some of them bought new games.
Most of it wasn't very interesting.
All of them played on the computer.

| Both | + noun and noun + plural noun | Verb | |
|-------------|---|------|------------------|
| Both | <i>Virtual History and Alien Control</i> games | are | quite addictive. |

| Either | + noun or noun + singular noun | Verb | |
|---------------|-----------------------------------|------------|----------------|
| Either | Mia or Joe | buys (buy) | this magazine. |
| | player | likes | |

| Neither | + noun nor noun + singular noun | Verb | |
|----------------|------------------------------------|--------------|------------|
| Neither | Mia nor Joe | plays (play) | this game. |
| | player | likes | |

Mind the trap!

We don't use *of* when we talk about things in general:

Not many computer games are educational.

NOT *Not many of computer games ...*

Most friends are kind to each other.

NOT *Most of friends ...*

Other quantifiers

| quantifier | + countable nouns only | quantifier | + uncountable nouns only | quantifier | + countable and uncountable nouns |
|---|------------------------|--|--------------------------|---|-----------------------------------|
| a couple of a few many not many several too many | games | a bit of a little much not much too much | music | a lot of all any enough lots of most not any none of the not enough some | games/music |

1 Underline the quantifiers in the sentences.

- 1 There aren't many good graphics in the game.
- 2 We don't like any computer games.
- 3 This game has too many complicated rules.
- 4 I've got some good computer games.
- 5 Most young people in Europe can use a computer.
- 6 A few students took the exam.

2 Match the correct quantifiers from Exercise 1 with definitions 1-6.

- 1 many is used with countable nouns in questions and negatives
- 2 almost means 'nearly all'
- 3 more than means there are more than you need, and its meaning is negative
- 4 an unknown number or quantity means 'an unknown number or quantity' in positive sentences
- 5 an unknown number or quantity means 'an unknown number or quantity' in negative sentences and questions
- 6 a small number means 'a small number' and is used with countable nouns

3 Read the profiles of two computer games designers and complete the sentences with both, either or neither.

Name: Andy Norris
 Age: 17
 Nationality: British
 Home: with parents
 Occupation: student and computer game tester
 Interests: football, computer science and mountain climbing
 Favourite school subject: Maths
 Money in the bank: £4,000
 Ambition: ?

Name: Amelie Collins
 Age: 16
 Nationality: Canadian
 Home: with parents
 Occupation: student and computer game tester
 Interests: ice hockey, computer games and fashion
 Favourite school subject: French
 Money in the bank: \$5,000
 Ambition: ?

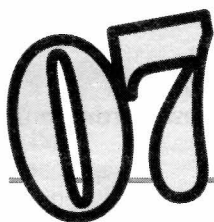
4 Combine the sentences with both, either or neither.

- 1 Andy lives in London. Amelie lives in Ottawa.
Both Andy and Amelie live in capital cities.
- 2 Amelie doesn't live in a village. Andy doesn't live in a village.
Neither Amelie nor Andy live in a village.
- 3 Amelie enjoys skating. Amelie enjoys skiing.
Amelie enjoys both skating and skiing.
- 4 Andy isn't fat. Andy isn't thin.
Andy is neither fat nor thin.
- 5 Andy may go to Manchester University. Andy may go to Leeds University.
Andy may go to either Manchester University or Leeds University.
- 6 Amelie wants to be a teacher. Amelie wants to be a translator.
Amelie wants to be either a teacher or a translator.
- 7 Andy doesn't like classical music. Andy doesn't like jazz.
Andy doesn't like either classical music or jazz.

5 Complete the sentences with the correct alternatives.

- 1 There are a few Virtual History games available in the shop.
 a a little b much **c a few** d most of
- 2 Not any people prefer reality to the virtual world.
 a Not any **b A little** c Much d Most
- 3 The game is complex, so you need much patience to learn it.
 a some b many c a few d not much
- 4 There's not much power left in the battery, so you'd better plug your laptop in.
 a not many b not much c a few d enough
- 5 There are too many Alien Control games left in the shops since the good review in the games magazine.
 a too many b a little c n't many d n't much
- 6 Many people waste time playing computer games.
 a Much b A little c Lots of d Not any
- 7 My new mobile phone is too complicated – it can do too many things.
 a a few b too much c a little d too many
- 8 There aren't any games which get high scores for addiction level, experts' recommendation and value for money.
 a many b a lot c some d much
- 9 Some computer games are too violent.
 a A little b Some c Either d Most of
- 10 Are there any good new games this month?
 a some b much c a little d any

- 1 Both Andy and Amelie test computer games.
- 2 Neither Amelie nor Andy say what their ambition is.
- 3 It doesn't say if either Andy or Amelie has brothers or sisters.
- 4 Neither of them is American.
- 5 Some of them are interested in a sport.
- 6 I don't know what any of them wants to do in the future.



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|-------------|---|-------------|------------------|
| Both | <i>Virtual History and Alien Control</i> games | are | quite addictive. |

| Either | + noun or noun + singular noun | Verb | |
|---------------|---|---------------------|----------------|
| Either | <i>Mia or Joe</i> player | buys (buy) likes | this magazine. |

| Neither | + noun nor noun + singular noun | Verb | |
|----------------|--|-----------------------|------------|
| Neither | <i>Mia nor Joe</i> player | plays (play) likes | this game. |

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Not many computer games are educational.
 NOT ~~*Not many of computer games ...*~~
Most friends are kind to each other.
 NOT ~~*Most of friends ...*~~

Other quantifiers

| quantifier | + countable nouns only | quantifier | + uncountable nouns only | quantifier | + countable and uncountable nouns |
|---|------------------------|--|--------------------------|---|-----------------------------------|
| a couple of a few many not many several too many | games | a bit of a little much not much too much | music | a lot of all any enough lots of most not any none of the not enough some | games/music |

1 Underline the quantifiers in the sentences.

- 1 There aren't many good graphics in the game.
- 2 We don't like any computer games.
- 3 This game has too many complicated rules.
- 4 I've got some good computer games.
- 5 Most young people in Europe can use a computer.
- 6 A few students took the exam.

2 Match the correct quantifiers from Exercise 1 with definitions 1–6.

- 1 many is used with countable nouns in questions and negatives
- 2 _____ means 'nearly all'
- 3 _____ means there are more than you need, and its meaning is negative
- 4 _____ means 'an unknown number or quantity' in positive sentences
- 5 _____ means 'an unknown number or quantity' in negative sentences and questions
- 6 _____ means 'a small number' and is used with countable nouns

3 Read the profiles of two computer games designers and complete the sentences with *both*, *either* or *neither*.

Name: Andy Norris
 Age: 17
 Nationality: British
 Home: with parents
 Occupation: student and computer game tester
 Interests: football, computer science and mountain climbing
 Favourite school subject: Maths
 Money in the bank: £4,000
 Ambition: ?

Name: Amelie Collins
 Age: 16
 Nationality: Canadian
 Home: with parents
 Occupation: student and computer game tester
 Interests: ice hockey, computer games and fashion
 Favourite school subject: French
 Money in the bank: \$5,000
 Ambition: ?

4 Combine the sentences with *both*, *either* or *neither*.

- 1 Andy lives in London. Amelie lives in Ottawa.
Both Andy and Amelie live in capital cities.
- 2 Amelie doesn't live in a village. Andy doesn't live in a village.
Neither Amelie nor Andy live in a village.
- 3 Amelie enjoys skating. Amelie enjoys skiing.
Amelie enjoys both skating and skiing.
- 4 Andy isn't fat. Andy isn't thin.
Andy is neither fat nor thin.
- 5 Andy may go to Manchester University. Andy may go to Leeds University.
Andy may go to either Manchester University or Leeds University.
- 6 Amelie wants to be a teacher. Amelie wants to be a translator.
Amelie wants to be either a teacher or a translator.
- 7 Andy doesn't like classical music. Andy doesn't like jazz.
Andy doesn't like either classical music or jazz.

5 Complete the sentences with the correct alternatives.

- 1 There are ____ *Virtual History* games available in the shop.
a a little b much **c a few** d most of
- 2 ____ people prefer reality to the virtual world.
a Not any b A little c Much **d Most**
- 3 The game is complex, so you need ____ patience to learn it.
a some b many c a few **d not much**
- 4 There's ____ power left in the battery, so you'd better plug your laptop in.
a not many b not much c a few **d enough**
- 5 There are ____ *Alien Control* games left in the shops since the good review in the games magazine.
a too many b a little c n't many **d n't much**
- 6 ____ people waste time playing computer games.
a Much b A little c Lots of **d Not any**
- 7 My new mobile phone is too complicated – it can do ____ things.
a a few b too much c a little **d too many**
- 8 There aren't ____ games which get high scores for addiction level, experts' recommendation and value for money.
a many b a lot c some **d much**
- 9 ____ computer games are too violent.
a A little b Some c Either **d Most of**
- 10 Are there ____ good new games this month?
a some b much c a little **d any**

- 1 Both Andy and Amelie test computer games.
- 2 _____ Amelie _____ Andy say what their ambition is.
- 3 It doesn't say if _____ Andy _____ Amelie has brothers or sisters.
- 4 _____ of them is American.
- 5 _____ of them are interested in a sport.
- 6 I don't know what _____ of them wants to do in the future.

- 6 Complete the conversation with the correct words and phrases from the box.

a lot any (x2) both of isn't any lots of
many much not much too many all



Assistant Can I help you?

Customer I'm looking for some computer games.
Have you got ¹any?

Assistant Yes, we've got ²them. They
are ³on the shelves at the
back of the shop.

Customer Could you show some of them to me?
I always get confused because there are
⁴to choose from.

Assistant OK. What sort of thing do you want?
Killer Man is great but it's got
⁵of violence.

Customer No, I don't think that'll be suitable.
What about that one, *London Life*? Is it
good?

Assistant It's educational – you have to solve lots
of puzzles so it's a bit boring. There
⁶action or adventure.

Customer That sounds perfect. Have you got
⁷other educational games?

Assistant There are a few on the top shelf. We
don't sell ⁸copies of *Mega
Maths* or *Extraordinary English*.

Customer How ⁹are they?

Assistant They're in the sale – they're £5.00 each.

Customer That's ¹⁰! I'll buy ¹¹
them, please, and I'll take the *London
Life* game, too.

SPEAKING

1 Circle the best alternatives.

Tomek This form is very complicated – I can't
understand half the questions.

José ¹*I know what I'm doing.*
(Shall I have a look at it?) My English is
better than yours.

Tomek That would be great, ²*thanks a lot.* / *I know
what I'm doing.*

José Before I start, can I use your phone,
please? My mobile won't work and I can't be
bothered to read the instructions.

Tomek ³*I'd rather do it myself.* / *I'll have a look at
it if you like.* I'm better at technology than
at English!

José Yes, please. ⁴*I haven't got a clue what I'm
doing.* / *Would you like to do it for me?*
It just annoys me.

2 Read the instructions and write the conversations.

- 1 a You are trying to use your new digital camera.
You can't understand the instructions.
- b Your friend offers to do it.
- c Refuse and say that you are determined not
to let it beat you.
- d Your friend offers to read the instructions
while you use it.
- e Accept.

You _____

Your friend _____

You _____

Your friend _____

You _____

- 2 a You are trying to put up a tent. You are going
crazy.

b Your friend offers to do it for you.

c Refuse and explain that you need to learn
how it's done.

d Your friend offers to do it with you so you
can both learn.

e Accept.

You _____

Your friend _____

You _____

Your friend _____

You _____

GRAMMAR

Possessive s

| | | |
|--------------------------|-------|-----------------|
| singular nouns + 's | dog | dog's tail |
| regular plural nouns + ' | dogs | dogs' tails |
| irregular plurals + 's | women | women's clothes |

Mind the trap!

When you use a noun phrase, put 's after the second noun:

Lennon and McCartney's music.

NOT *Lennon's and McCartney's music.*

We indicate ownership or possession with 's, s' or a prepositional phrase with of:

the woman's coat

the girls' coat

the leg of the chair

We use 's with

- people and living things:
The tattoo is on Ann's arm.
The horse's name is Shergar.
- time expressions:
A moment's inattention caused the accident.
Three weeks' holiday will do you good.
It was in Tuesday's newspaper.

We use of with

- inanimate things:
Someone broke the leg of this chair.
I can't remember the name of the hotel.
- nouns such as start, end, top, front, middle, back, edge, side:
The start of the game was slow.
He stood in the middle of the room.
At the end of the day, we go home.

We can use 's or of with

- groups:
the government's decision = the decision of the government
- places:
Paris is France's capital. = Paris is the capital of France.

1 There is a mistake in each sentence. Find and correct it.

- After an hour and a ^{half's} play, the footballers were exhausted.
- 'You'll Never Walk Alone' is the Liverpool fans favourite song.
- There was play of 45 minutes before the footballers had a break.
- They scored a goal at the first half's end.
- The cup's presentation was at the end of the season.

2 Complete the sentences with apostrophes.

- The chess player's lucky board has red and blue squares.
- The child's jigsaws were all over the floor.
- In Cluedo, the players work out the killer, the killer's weapon and where the murder was committed.
- The two teams' shirts were the same colour.
- How do chess players' minds work?
- In Monopoly, the six players' pieces or counters include a car and an old shoe.
- Last year's winner of the crossword competition did it in only six minutes.

3 Complete the sentences with the correct forms of the phrases in brackets. Use either possessive s or of.

- The rules of some card games are so easy that children can play them.
(rules/some card games)
- While their husbands were training for the World Cup, _____ spent lots of money in designer shops.
(wives/the footballers)
- _____ made the players very angry and the game had to be stopped.
(decision/the referee)
- _____ are arranged in groups of nine.
(square/a Suduko grid)
- In Scrabble, _____ is ten points. Other letters with high scores are Z, X and J.
(value/the letter Q)

- 4 Use a possessive form to rewrite the sentences so they have the same meaning as the original.

- 1 That computer belongs to Mr Cutler.
That's Mr Cutler's computer.
- 2 Microsoft is owned by Bill Gates.
The owner _____.
- 3 Our children love to play Risk more than all other games.
Risk is _____.
- 4 There was a new capital city in Turkey in 1923.
Ankara became _____.
- 5 Trivial Pursuit was designed by Haney and Abbott.
Haney and Abbott were the _____.
- 6 Michael Owen scored a last-minute goal which saved the match.
The match _____.

- 5 Read the text and complete it with apostrophes.

Football is England's national game and its history is long. There are references to the game going back to the 8th and 9th centuries. Records show that there were women players in the 12th century and football is even mentioned in some of Shakespeares plays.


In the past, the game had absolutely no rules, so games were violent and disorganised. The players injuries could be very bad and eventually King James I tried to ban it. However, the game was only successfully banned during Oliver Cromwells time in power when he managed to stop it for thirty years.

When King Charles II was returned to the throne in the mid-1600s, football was allowed again. In Joseph Strutts book of 1801, 'The Sports and Pastimes of the People of England' he describes football in a way that a modern player or fan would recognise. However, it wasnt until later in the 1800s that the game became the one we know today. Nowadays, the World Cup, which is held every four years, is the worlds most popular sporting event. And more countries belong to FIFA, the sports governing body, than to the United Nations.

READING

round (n) one of the parts of a competition that you must finish before you do the next one

draw (n) the final result of a game or sport where both players or teams have the same score

- 1  T09 Listen and quickly read the text and circle the correct answers.

- 1 The purpose of the text is

a to persuade you.
b to give information.
c to amuse you.
d to shock you.

- 2 The text is

a history.
b literature.
c a biography.
d non-fiction.

- 3 The text type is

a a diary.
b rules.
c an editorial.
d an article.

- 4 The text is mainly about

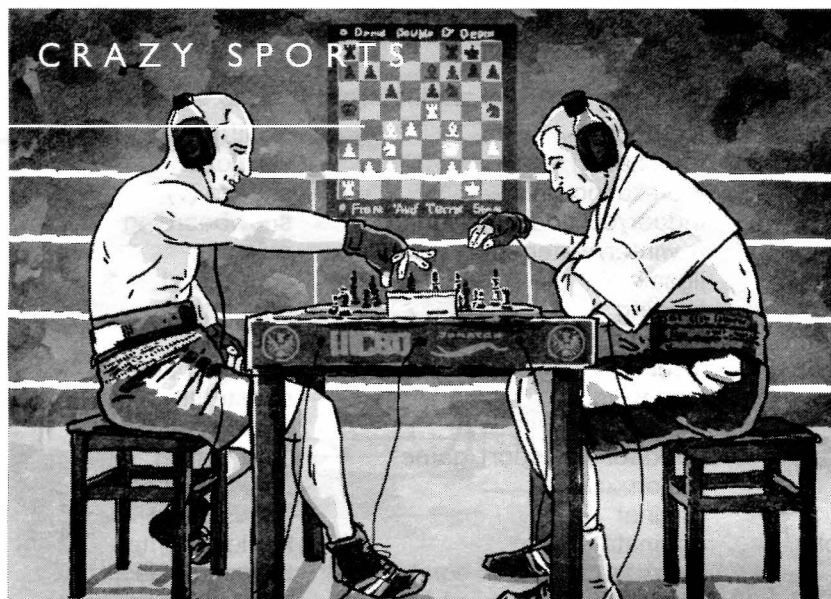
a an ancient sport.
b a famous sports person.
c a combination sport.
d an idea in a cartoon story.

- 2 Read the text carefully, then match sentences A-G below with gaps 1-5. There are two sentences you don't need.

- A If there is an equal score
B In his graphic novel, chess boxing is an important part of the plot.
C Perhaps it is more logical than it appears at first.
D The referee can fine a player for bad behaviour.
E ~~The rules of this strange sport are straightforward~~
F There are several ways to win a chess boxing match.
G The rules changes according to the level of the players.

-  Put the events in the correct order.

- A Dutch man saw the cartoons. ☐
- An artist drew pictures of the sport. ☒
- The Dutch man decided to make the idea a reality. ☐
- There was a tournament in Japan. ☐
- There were tournaments in Europe. ☐



Chess Boxing

Chess boxing is a sport which combines the number one thinking sport, chess, with the number one fighting sport, boxing. ¹ E : the two contestants have eleven alternating rounds of chess and boxing. They play chess for four minutes, have one minute to put on their boxing gloves and then box for two minutes before having another minute to get ready for the chess board again. Each competitor has a total of twelve minutes on the chess clock and as soon as the time runs out, the game is over.

² ____ . The winner is decided by either winning the chess, running out of time on the chess clock, the other person retiring or giving up, a knockout hit in the ring, or a referee's decision. If the chess game ends in a draw, the player with the higher score in boxing wins. ³ ____ , the opponent with the black pieces wins.

The idea first appeared in a 1992 cartoon drawn by Yugoslavian cartoonist Enki Bilal. ⁴ ____ . Inspired by Bilal's book a Dutch artist, Iepe BT Rubingh, decided to bring the idea to life. Rubingh is now head of the World Chess Boxing Organisation with the motto: 'Fighting is done in the ring and wars are waged on the board.' He is also the world champion. He organised and won the first world championship in Amsterdam in 2003 and two years later the 1st European Chess Boxing Championship took place in Berlin. Since then, the sport has spread beyond Europe and there are international tournaments as far apart as Japan and the USA.

Combining the world's most brain challenging and brain damaging sports may seem crazy but is it? ⁵ ____ . Top chess players have to be very fit and, like top athletes, many of them follow strict exercise and diet routines. Chess boxing demands the best of competitors both physically and mentally so it fulfils the classical ideal of a healthy mind in a healthy body (mens sana in corpore sano). It's possibly the perfect combination of brains and strength and it's definitely not a sport for the weak or cowardly.

Complete the sentences with the correct alternatives.

- 1 The rules of chess boxing are
 - a complex.
 - b basic.
 - c difficult.
 - d tricky.
- 2 A chess boxing match has
 - a a maximum of eleven rounds.
 - b eleven rounds of chess and eleven rounds of boxing.
 - c an unlimited number of rounds.
 - d four rounds of chess and two rounds of boxing.
- 3 A player loses the match if
 - a they have eleven minutes on their chess clock.
 - b he/she has the white pieces.
 - c the referee doesn't like him/her.
 - d he/she can't get up in the boxing ring.
- 4 The idea for the sport first came from
 - a the World Chess Boxing Organisation.
 - b Amsterdam.
 - c a graphic novel.
 - d a Dutch artist.
- 5 The writer thinks the sport is
 - a good because the players are healthy.
 - b completely crazy because it's dangerous.
 - c easier for chess players because they are fit.
 - d a good example of an ancient idea.

WORD LIST

addicted
addiction
addictive
aerobics
athletics
athletics stadium
awesome
backache
badminton
battlefield
blister
boxing
boxing ring
break a leg
cancel
captain in sports
cards
champion
chase
chess
cold (n)
computer/strategy/
car-racing/historical/
'shoot 'em up' games
corner kick
cough (v)
count (=be important)
cricket
crossword
cut down on (fatty
foods)
decent

desert
distinguish
diving
downside
draughts
drug
educational
exercise machine
feel dizzy
first/second half
fool (deceive)
football pitch
gain
game controls
game/video console
gamer
get over an illness
give up smoking
go on a diet
goalkeeper
golf
golf course
graphics
gym
gymnastics
hand to eye
co-ordination
handball
healthy
hill walking
hooligans
hurt (v)

ice hockey
ice-skating
ice-skating rink
indoor/outdoor/individual/
winter/water sport
jigsaw
jogging
keep on doing sth
level
lose weight
multi-player
opponent in (sport/game)
option
original
originate
pain
participant
patience
penalty in football
practise a sport
put on weight
puzzle
recommend
recover (from an illness)
referee
rowing machine
rugby
run a marathon
sailing
score (n/v)
shot (in football)
skiing

ski lift
ski slope
sneeze (v)
snowboarding
solitaire
sore throat
spectator
squash (n)
stay in shape
substitute
swollen
take part in
take up a sport
tennis court
the long jump
twisted ankle
value for money
version
virtual reality
volleyball
vomit
vote
waste of time
water-skiing
weapon
win a medal/cup
wind-surfing
winner
work out (exercise)
World Cup

VOCABULARY ACTIVATOR

- 1 Match the words which collocate. There is an extra word in each column.

Activity

Place/Thing

1 athletics

☒ h

a rink

2 boxing

☐

b board

3 squash

☐

c pitch

4 skating

☐

d table

5 football

☐

e ring

6 sailing

☐

f court

7 chess

☐

g course

8 card

☐

h stadium

9 golf

☐

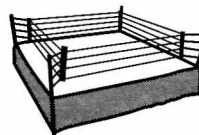
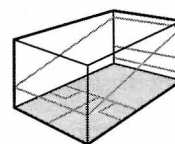
i graphics

- 2 Label the pictures with the collocations in Exercise 1.

1 athletics stadium



2 _____



3 _____



4 _____



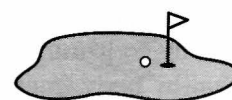
5 _____



6 _____

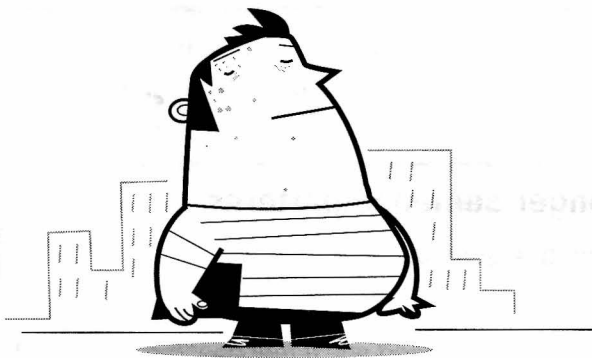


7 _____



8 _____

- 3 Circle the correct prepositions in the doctor's advice.



'You need to get ¹in/at/on shape and stop putting ²over/in/on weight. You'll need to cut down ³at/in/on chips and other fatty foods and take ⁴in/over/up exercise. It's a waste of time going ⁵for/on/at a diet if you don't work ⁶in/out/at regularly. The local gym has a discount for students so it's quite good value ⁷at/for/to money. You'll need to keep ⁸on/at/with going even if it gets boring – remember, no pain, no gain.'

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

If you spend too much time playing computer games you can become ¹addicted (addict). This problem is psychological, but the repetition can also cause physical problems. For example, ²_____ (use) the mouse or game controls for hours can make your hands and wrists ³_____ (swell). Also, when you sit for too long in front of a computer, you can develop backache if you aren't in a good ⁴_____ (sit) position. So, if you must keep on ⁵_____ (play) computer games, make sure your desk and chair are both at the right height and that you take regular breaks.

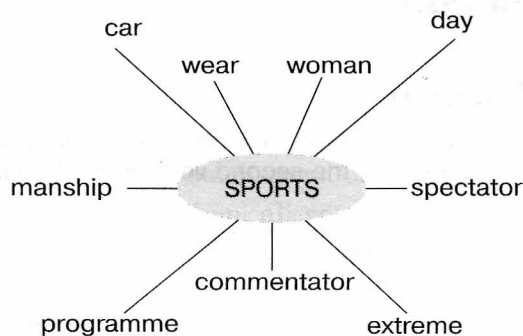
- 5 Complete the sentences with the correct form of *play, go or do* and a word from the box. There are two extra words.

chess diving golf hill walking jogging
sports skating skiing

- I love playing chess so my parents gave me a beautiful board for my birthday.
- When the lake froze last winter, we _____.
- I hate running so I never _____.
- He loves keeping fit so he _____ a lot of different _____.
- Her hair is wet because she _____.
- Next weekend we _____ – but I hope we don't go too high.

Extend your vocabulary

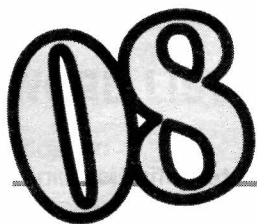
- Study the diagram and complete definitions 1–9. Check in a dictionary if the words are separate, hyphenated or form one word.



- sports day (n) a day when the pupils of a school do athletics etc. and parents are the audience
- _____ (n) a low fast car with a roof which opens
- _____ (n) a reporter who describes a sports event for radio listeners or television viewers
- _____ (n) a sport which people go and watch
- _____ (n) a woman who plays many different sports
- _____ (n) clothes you have for sport – also casual clothes worn when you are relaxing
- _____ (n) behaviour that is fair, honest and polite in a game or sports competition
- _____ (n) a sports broadcast on television or radio
- _____ (n) sports that have lots of risk and are more dangerous than others

- 2 Complete the sentences with words from Exercise 1.

- Cheating is not an example of sportsmanship !
- A _____ is great in the summer but it's not much fun when it's wet and windy.
- I can never understand _____ when they are describing a horse race.
- Until the 1980s, most people didn't wear _____ unless they were going to do some sport.
- Tennis and football are both _____, but squash isn't.



The hard sell

GRAMMAR

Verb patterns

When we use two verbs together, the first verb is in the appropriate tense, the second verb doesn't change.

Present Simple: We **like** to cook.

Past Simple: We **liked** to cook.

In addition, the first verb often decides the form of the second one. The examples below show different verb patterns.

Verb + -ing

admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, miss, practise, stop doing

Verb + preposition/phrasal verb + -ing

dream about, feel like, give up, look forward to, succeed at, think about cooking

to be + adjective + preposition + -ing

be bad at, bored by, famous for, good at, interested in, proud of, sorry for, tired of arguing

Verb + to + infinitive

agree, choose, decide, expect, hope, learn, manage, need, offer, promise, refuse, seem, want, would like to make (something)

Verb + object + to + infinitive

allow him, ask her, help me, persuade them, tell us to leave

Verb + object + infinitive (without to)

help her, let us, make them cook

Modals + infinitive (without to)

might, must, should, will, can happen

Longer sentence patterns

Adverb + gerund

After eating such a big meal, I felt tired.

Before eating wash your hands.

By eating good food you'll feel healthier.

Instead of eating at home, let's go to a restaurant.

When eating in a Chinese restaurant, you share the dishes.

Without eating it I can't tell you what it tastes like.

Mind the trap!

Some verbs can be used with more than one verb pattern and the meaning does not change:

*She prefers eating convenience food. =
She prefers to eat convenience food.*

However, with a few verbs such as *stop* and *remember*, a different verb pattern changes the meaning:

He remembered taking her photograph.
(He had a memory of doing this.)

He remembered to take her photograph.
(He didn't forget to take her photograph.)

I stopped reading the leaflet. (I looked away from the leaflet.)

I stopped to read the leaflet. (I stopped what I was doing and read the leaflet.)

1 Complete the sentences with the correct form of eat.

1 I try to eat fruit every day.

2 I love _____ my dinner on a tray in front of the TV.

3 His mother made him _____ all his vegetables before she allowed him _____ any ice-cream.

4 Every year I give up _____ chocolate for the month after Mardi Gras.

5 Although she hates cabbage, she managed _____ it when her friend cooked some.

6 When I had flu I couldn't _____ anything.

7 If I'm on a diet, I think about _____ all the time.

8 Do you fancy _____ in a restaurant this evening?

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

- 1 The pizza company promised to deliver (deliver) within half an hour.
- 2 I always look forward to _____ (have) a big Sunday lunch.
- 3 He's interested in _____ (cook), so I usually buy him recipe books for his birthday.
- 4 When I was a child I wasn't allowed _____ (have) sugary drinks.
- 5 When we go to Spain we might _____ (bring back) some olive oil.
- 6 She doesn't mind _____ (drive) a long way for a good meal.
- 7 The children must _____ (finish) their meals before they leave the table.
- 8 We were expecting _____ (get) a nice big meal but he only gave us a boring sandwich.
- 9 I avoid _____ (buy) too much convenience food.
- 10 We both love _____ (eat) but neither of us likes _____ (cook).

3 Complete the sentences with the correct alternatives.

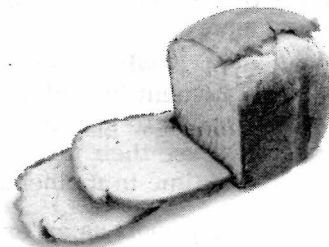
- 1 I ___ buying her a cookery book for her birthday.
☒ a thought about ☐ b expect ☐ c manage ☐ d might
- 2 You ___ make a cake for his birthday.
☐ a enjoy ☐ b look forward to ☐ c should ☐ d need
- 3 We ___ to buy some drinks before we get on the train.
☐ a can ☐ b stop ☐ c think about ☐ d need
- 4 The hotel's guests ___ to have dinner in the garden.
☐ a chose ☐ b fancy ☐ c will ☐ d think about
- 5 He ___ to make a meal with only four eggs, some cheese and salad.
☐ a succeeded at ☐ b managed ☐ c might ☐ d imagined
- 6 We ___ to invite you for dinner next weekend.
☐ a love ☐ b think about ☐ c offer ☐ d would like

4 Complete the advertisements with the correct form of the verbs in the box.

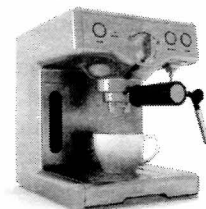
do drink eat (x 2) enjoy give
 impress have make (x 2) sit use
 wake-up welcome

Wonder Bread Machine

Can you imagine ¹ waking up each morning to the smell of freshly baked bread? If you are tired of ² _____ bread by hand – all that mess and hard work, the Wonder Bread Machine is for you. Instead of working for hours in the kitchen, all you need ³ _____ is put the ingredients in, switch it on and you can look forward to ⁴ _____ the taste of delicious fresh bread just two hours later! The Wonder Bread Machine is so simple, all the family will want ⁵ _____ it!



Home Café



Can you imagine ⁶ _____ in a Paris café drinking a perfect cup of coffee? Well now, you can enjoy ⁷ _____ freshly made coffee every day with Home Café. Home Café lets you ⁸ _____ perfect coffee every time. So, if you are tired of ⁹ _____ unpleasant instant coffee and you want ¹⁰ _____ your friends, get Home Café today!

Luigi's

If you love ¹¹ _____ in elegant surroundings, then Luigi's is the place for you. Whatever the occasion, we promise ¹² _____ you an evening to remember. We look forward to ¹³ _____ you the next time you decide ¹⁴ _____ out!

LISTENING

1 **TO10** Listen and circle the best answers.

1 Max and Zoe are ____

- a arguing.
- b discussing.**
- c agreeing.
- d making plans.

2 Max and Zoe are talking about ____

- a hidden advertisements in books.
- b cinema and TV advertising.**
- c different types of advertising.
- d magazine and newspaper adverts.

3 Max is ____ what Zoe tells him.

- a happy about
- b not interested in**
- c surprised by
- d amused by

2 **TO10** Read the questions. Listen again and circle the best answers.

1 'Product placement' is when a company ____

- a puts an advertisement in a film or book.
- b pays for their goods to appear in a film.**
- c pays an actor to use their product.
- d buys advertising time in a cinema.

2 Zoe gives *Minority Report* as an example of a film with ____ product placement.

- a some
- b a little**
- c too much
- d enough

3 'Subliminal advertising' ____

- a is used by governments.
- b uses hidden messages.**
- c uses fast music.
- d is something you forget.

4 Governments think that subliminal advertising ____

- a might work.
- b definitely works.**
- c doesn't work.
- d hasn't worked.

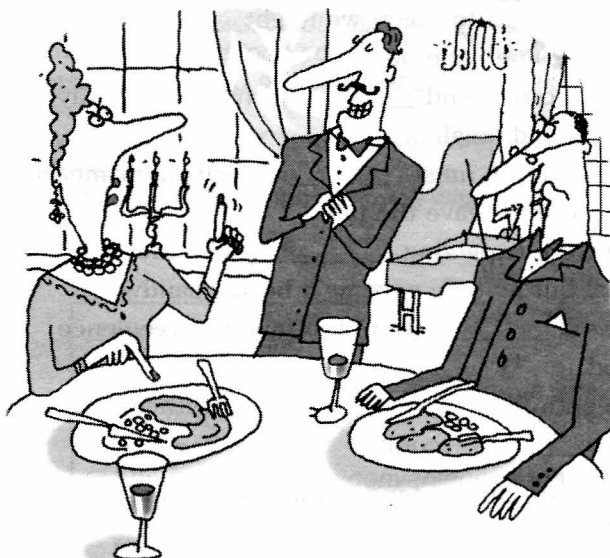
5 Zoe has heard that subliminal advertising ____ on the Internet.

- a will be used
- b isn't used**
- c might be used
- d is illegal

SPEAKING

1 Complete the conversations with phrases from the box.

.....
 don't blame me
 I'll speak to him about his behaviour
 Your waiter was extremely rude to me
 It's not what I ordered
 that was careless of me
 there is a mistake in the bill
 We'll replace it straight away



A Customer Excuse me, ¹ It's not what I ordered
 _____. I asked for the pasta.

He asked for the salad.

Waiter Sorry ² _____
 _____, - I'll swap the
 plates for you.

B Customer Excuse me, ³ _____
 _____. We didn't have
 three bottles of mineral water.

Waiter I'm sorry madam, you did. There
 are two on the table and one on
 the floor here.

Customer You shouldn't have put it there.

Waiter Please ⁴ _____,
 I didn't put it on the floor.

C Customer ⁵ _____.

Manager I'm so sorry, madam. ⁶ _____
 _____.

Customer Thank you.

WRITING

20th July

Dear Sir/Madam,

- A** I am writing to complain about the jeans (enclosed) which I bought from your website, Jeans2go.com, and about your customer service.
- B** I ordered the jeans on 23rd June, my credit card was charged immediately, but the jeans didn't arrive until 19th July. When they arrived the package was torn and the jeans were damaged. I immediately telephoned your helpline and was told that I would have to pay to return the jeans if I wanted a refund.
- C** I feel that it is unreasonable that I have to pay for the postage, because it is not my fault that the jeans weren't packaged properly. Can I suggest that you send out orders more promptly and that you package things properly so they don't get damaged in the post?
- D** I would like a full refund of the cost of the jeans £36, and I think you should refund the cost of the return postage £3.75.

I look forward to hearing from you.

Yours faithfully,

Jasmine Kelly

Jasmine Kelly

1 Match topics 1–4 with paragraphs A–D in the letter.

- 1 explain the background to the problem and what happened
- 2 say what you want them to do
- 3 say why you are writing
- 4 suggest how the company can improve its service

2 Read the letter again. Find and underline examples of these things.

- a formal greeting
- a complaint
- a suggestion
- a reason
- a standard closing expression

***3 Choose one of the situations (1–3) below and write a letter of complaint. Explain the situation, suggest a way to improve the service and say what sort of compensation you want. Remember to:**

- structure your letter logically.
- use a formal style.
- be polite but firm.

- 1 You bought a new mobile phone and it stopped working after three weeks.
- 2 You ordered and paid for two T-shirts online. It is now a month later and you haven't received anything.
- 3 You stayed at a youth hostel which was dirty and unsafe.

WORD LIST

| | | | |
|--------------------------|-----------------------|--------------------|----------------------|
| ad break | cosmetics | microwavable | sensational |
| ad/advert | creamy | missing | serve (v) |
| advertising | delicious | natural | shake |
| advertising agency | department store | necessity | shoe shop |
| appetising | diet | newsagent's | shop assistant |
| apologise | dish (meal) | nutritious | shopping centre/mall |
| artificial | disruption | official apology | shopping trolley |
| baker's | earphones | on (special) offer | shrink |
| billboard | eat out | on sale | sliced |
| blackcurrant juice | exchange sth for sth | order (n) | slogan |
| blame | fancy | order a meal/pizza | soup |
| book a table | faulty | oven | spam |
| bottle | fresh | packed lunch | special |
| broken | frozen | pay by cash | stale |
| butcher's | greengrocer's | peel | stationery |
| capture sb's imagination | grocer's | pet food | stew |
| carton | heat (v) | pet shop | supermarket |
| cash dispenser | horrific | plate | sweat |
| cash register | income | polish (n) | takeaway |
| chain store | informative | precooked | tasty |
| changing rooms | ingredient | privacy | teabag |
| chemist's | in stock/out of stock | put up with | tinned |
| cliché | juicy | refund | tough |
| coincidence | junk food | replace | TV commercial |
| compensation | junk mail | replacement | underwear |
| complaint | lean | revolutionary | variety (flavour) |
| convenience food | luxury (n) | ridiculous | vegetarian |
| convenient | marvel | salt | |
| cook (n) | meat | saucepan | |

VOCABULARY ACTIVATOR

1 Complete with words from the Word List.

| Noun | Adjective |
|---------------|-------------------|
| 1 appetite | <u>appetising</u> |
| 2 _____ | clichéd |
| 3 _____ | coincidental |
| 4 convenience | _____ |
| 5 _____ | cosmetic |
| 6 _____ | disruptive |
| 7 information | _____ |
| 8 _____ | luxurious |
| 9 microwave | _____ |
| 10 _____ | necessary |
| 11 nutrition | _____ |
| 12 _____ | private |
| 13 ridicule | _____ |
| 14 sensation | _____ |

2 Complete the sentences with words from Exercise 1.

- If you arrange food properly on a plate, it looks more appetising.
- Do you think cosmetics are a _____ or a _____?

- It's important to start the day with a _____ breakfast or you won't have enough energy.
- I do most of my shopping in our local shop because it is _____.
- A packet of soup should have _____ about the ingredients printed on the box.
- Although most convenience food is _____ you can usually heat it up in a normal oven too.

3 Complete the conversation with the words formed from those given in brackets.

Manager Can I help you?

Customer I hope so. I'm afraid that I want to make a ¹ complaint (COMPLAIN).

Manager What's the problem, sir?

Customer I bought this ² _____ (FREEZE) vegetarian meal here yesterday. However, when I read the very ³ _____ (INFORMATION) list of ingredients I saw that it contains butter which is animal fat.

Manager I'm sorry, sir, I must ⁴ _____ (APOLOGY) on behalf of Trufood Supermarket. Would you like a ⁵ _____ (REPLACE)?

Customer No, thank you. I think I'd prefer to have my money ⁶ _____ (REFUND).

4 Complete the text with the correct alternatives.

A lot of young people in Britain have ¹ unhealthy diets which include too many ² _____ foods which are full of fat and ³ _____. A lot of people ⁴ _____ schools for not educating students to know about the benefits of having a balanced, ⁵ _____ diet. However, others say that parents are at fault for allowing their kids to eat too much ⁶ _____ food and too many ⁷ _____.

- 1 a healthy b delicious c tasty **d unhealthy**
 2 a special b natural c convenience d appetising
 3 a salt b teabags c variety d ingredients
 4 a marvel b capture c shake d blame
 5 a vegetarian b artificial c sensational d nutritious
 6 a junk b carton c faulty d diet
 7 a dishes b takeaways c plates d stews

5 Complete the restaurant review with adjectives from the Word List.

Eating out with Mike Dee

If you are thinking of going to Luigi's for a romantic dinner, don't! I took my favourite person there and although the menu described the steaks as ¹ juicy, the fish as ² _____ from the sea and the ice cream as thick and ³ _____ – the truth was very different.

The first course was soup which was very salty and it was served with ⁴ _____ bread which must have been at least three days old. The meat was ⁵ _____ but it was so ⁶ _____ that it hurt my teeth, the fish was definitely ⁷ _____ because it still had ice in the middle. And to end it all, the ice cream wasn't – it was liquid!

6 Complete the text with words from the Word List.

I needed to buy an outfit for my cousin's wedding, so I went to the ¹ shopping centre because all the ² _____ are there. The best ³ _____ is Danvers because it sells lots of different clothes and you can usually find something you want. I spent ages looking around, and then one of the ⁴ _____ asked if he could help. I explained what I wanted, and he suggested a suit. I tried one on in the ⁵ _____ and decided to buy it. Unfortunately, when I took

it to the ⁶ _____ to pay, I discovered that I had no cash and I had left my credit card at home. I was really annoyed, but the cashier said she would keep the suit for me while I went to the ⁷ _____ to get some money from my bank account.

Extend your vocabulary

The noun *shop* has two main meanings:

- a place where you buy things, e.g. a clothes shop
- a place where things are made or repaired, e.g. a machine shop

*1 Read the definitions and complete sentences 1–7 below.

- all over the shop** (inf.) things scattered about untidily
set up shop (inf.) to start a business
shop someone (v inf.) to report someone to the police
shop around (v) (1) to compare prices and quality in different shops, (2) to look for something better
shop floor (n) the area in a factory where ordinary workers are
shop steward (n) a worker elected by other workers in a factory or business to represent them in discussion with the management
shoplift (v) to take something illegally from a shop
shopsoiled (adj) something that is reduced because it is slightly dirty or damaged
shut up shop (inf.) to close a shop or business either temporarily or permanently
talk shop (inf.) to talk about things that are related to your job

- 1 They shopped around for several months before they decided where to live.
- 2 The company director had started her career as a young worker on the _____.
- 3 The trousers were half price because they were _____.
- 4 The thief's wife _____ him to the police.
- 5 Our local café _____ when a fast food chain opened next door to it.
- 6 I'm not surprised you can't find your football shorts – your clothes are _____.
- 7 When Harry and Steve get together they _____ all the time. It's so boring!

VOCABULARY AND GRAMMAR

1 Match statements 1–7 with responses a–g. (6 points)

- | | |
|-----------------------------|-------------------------------------|
| 1 Tom's looking very smart. | <input checked="" type="checkbox"/> |
| 2 Paul's too skinny. | <input type="checkbox"/> |
| 3 Dave's going bald. | <input type="checkbox"/> |
| 4 Bill's very pale. | <input type="checkbox"/> |
| 5 Steve's always scruffy. | <input type="checkbox"/> |
| 6 Colin's so vain. | <input type="checkbox"/> |
| 7 Bert is very trendy. | <input type="checkbox"/> |

- a He needs to get some sun on his face.
 b Yes, his clothes are always the latest fashion.
 c At least he'll save money on shampoo!
 d He should eat more.
 e He should buy some new clothes or an iron.
 f We'll buy him a new mirror for his birthday.
 g He must be going for an interview.

2 Complete the sentences with the words in the box. (6 points)

wrinkles stubble parting fringe
 dimples plaits goatee

- 1 I've got a small goatee beard.
 2 Come on smile. Show us your _____!
 3 I have a _____ on the left.
 4 My _____ is covering my eyes.
 5 That _____ is turning into a beard.
 6 Her two long _____ look lovely.
 7 Oh no. I'm getting _____ on my face.

3 Complete the sentences with the correct form of the verbs in brackets. (6 points)

- 1 I'm looking forward to having (have) a holiday next week.
 2 Instead of _____ (sit) at home _____ (do) nothing, you should get out and do some exercise.
 3 I was always proud of _____ (be) picked for the school cricket team.
 4 Our games teachers expect us _____ (go) running even when it is raining.
 5 You promised _____ (take) us swimming this week.
 6 You don't have to apologise for _____ (come) last.
 7 Don't let them _____ (go) skating on the lake. It's not safe.

4 Complete the second sentence so that it has the same meaning as the first. (6 points)

- 1 Who is that man?
 I've no idea who that man is.
 2 Where is the post office?
 Could you tell me _____?
 3 Have we met before?
 Do you think _____?
 4 What does this mean?
 Can anyone tell me _____?
 5 Does this train go to Brighton?
 Do you know _____?
 6 What are you doing here?
 Would you mind telling me _____?
 7 What's the time?
 Have you any idea _____?

5 Complete the text with a word from the box in each gap. There are three extra words. (6 points)

every or any either both nor all
 None neither of

Dear Sir,

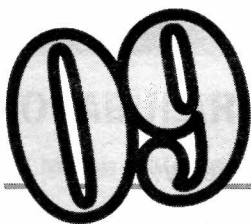
Why does ¹every food advertisement on TV seem to feature a happy family of four with a big house and car? ²_____ of the family are overweight, even if they are eating fast food every time we see them. Adverts which take place in the home ³_____ show a woman happily cooking a perfect Sunday lunch ⁴_____ a man making a complete mess of things but rescued by a packet of sauce which turns his cooking into a gourmet delight. Oh, and most ⁵_____ these families have a big dog as well, I don't know why.

I have just seen two food advertisements and ⁶_____ of them were at all interesting, ⁷_____ did they make me want to buy the food being advertised.

Yours,

Bertram Fielding

Bertram Fielding



A fresh start

GRAMMAR

Present and past tenses

Present tenses

Present Simple

We use the Present Simple to talk about:

- habits and routines.
*He always **gets up** at seven o'clock.*
- permanent situations and facts.
*Water **boils** at 100 °C.*
- states – verbs that describe thoughts, e.g. *believe, think* (for opinions), *understand, know*; feelings, e.g. *love, like, hate*; senses, e.g. *look* (for appearance), *smell*.
*I **don't like** untidy people.*
*Cheryl **looks** great in her new coat.*

Some verbs which are often used to describe states can also be used to describe actions using the Present Continuous and then the meaning changes, e.g. *think of/about, see* (go out with), *look at*.

*I **think** makeovers are a good idea.* (State. This is my opinion.)

*I'm **thinking** of having a makeover.* (Action. This is what I am doing at the moment.)

Present Continuous

We use the Present Continuous to talk about:

- actions in progress at the time of speaking.
*What **are you doing**? I'm **looking** for my glasses.*
- temporary actions happening now or around now.
*Why **are you in such a hurry** to get home? I'm **reading** a great book at the moment and I want to see what happens next.*
- changes and development over time.
*The number of cosmetic operations **is increasing** every year.*

With all three uses, there is a definite point at which the activity started, before now, and a point in the future at which the activity will finish.

Sometimes both the Present Simple and the Present Continuous are possible because the activity could be seen as either permanent or temporary. It is the speaker who decides which form to use depending on how they see the situation.

*I **live** in London.* (Although the possibility exists that the speaker will move at some point in their life, they choose to see the situation as being permanent.)

*I **am living** in London.* (The speaker doesn't see London as being their permanent home. However, they don't necessarily have to have any actual plans to leave at the moment of speaking.)

Present Perfect

We use the Present Perfect to talk about:

- completed actions that took place in an unstated or unfinished time period in the past.
*I **have been** to America.* (in my life)

***Have you seen** Jack today?* (today is unfinished)

The same time period may be seen as finished or unfinished depending on the situation.

***Have you seen** Jack today?* (the possibility of seeing Jack today still exists)

***Did you see** Jack today?* (the possibility of seeing Jack today does not exist)

Sometimes the Past Simple is used with no time period. In such cases, both the speaker and the listener must share an understanding of what completed time period is being referred to.

***Have you seen** Big Brother?* (in your life)

***Did you see** Big Brother?* (last night on TV)

- recent actions with a present relevance/result.
*You've **lost** weight.* (since I last saw you)
*You've **had** your haircut.* (since I last saw you)

When the action happened in the very recent past, we use the Present Perfect with *just*.

*I've **just heard** the news! Congratulations!*

- states which began in the past and which are still true and continue up to now. For this use of the Present Perfect Simple, it is normally necessary to state how long the state has lasted for.
*I've **known** my girlfriend for eight years.*
- actions which began in the past and continue up to now (sentences showing this meaning often use *for* or *since* to show how long the situation has existed). The Present Perfect Continuous is usually used in such cases but the Present Perfect can be used with activities that can last for a long time such as: *live, work, play*.
*I **have lived** in London for six years.*
*I **have played** the piano since I was a little boy.*

Other time expressions often used with the Present Perfect: *ever, never, already, yet, still*.

Mind the trap!

Yet and *still* can both be used in negative statements to show that something hasn't been done. *Yet* implies that it will be done; *still* implies that it is surprising that it hasn't happened by this time. *Yet* can also be used in questions.

*I **haven't read** the book **yet**.* (but I will)

*I **still haven't read** the book.* (even though I have had it for so long)

***Have you read** the book **yet**?*

Yet is written at the end of a sentence but *still* comes between the subject and auxiliary (*have/has*).

*They **haven't telephoned yet**.*

*They **still haven't telephoned**.*

Present Perfect Continuous

We use the Present Perfect Continuous to talk about:

- temporary actions which started in the past and which are still continuing.

I've been swimming since eight o'clock this morning.

I've been cooking for hours.

- the visible result of an action that has just finished.

You're all dirty. What have you been doing?

I've been working in the garden.

Where we talk about the specific things that have been completed we use the Present Perfect Simple, not the Continuous. When talking about a general activity that started in the past and either just finished or is still unfinished, we use the Present Perfect Continuous.

You're dirty. Have you been digging in the garden? (general activity)

I want to plant my tree. Have you dug a hole in the garden yet? (completed activity)

Past tenses

Past Simple

We use the Past Simple to talk about actions or events completed at a specific time in the past.

I went to the cinema last Saturday. (stated, finished time period)

Did you study French? (unstated but implied finished time period – at university)

Past Continuous

We use the Past Continuous to talk about:

- a temporary activity in progress at a specific point in the past.

At seven o'clock, he was sitting in his hotel bedroom.

This time last week, we were lying on the beach.

The Past Continuous is often used in narration, when providing background to other past events.

At seven o'clock, he was sitting in his hotel bedroom.

Suddenly the phone rang. (The phone call is the important information and the Past Continuous was used to provide detail about the situation at the time of the phone call.)

- an activity that was interrupted or stopped by a second, shorter action.

I was driving along the road when a boy ran out in front of my car.

I was answering the last question when the exam finished.

Past Perfect

We use the Past Perfect to show that one past event took place before a second past event. The tense is only necessary where the order of events is unclear unless the Past Perfect is used.

Henry left the party before we arrived. (The Past Perfect is not necessary as the order of events is obvious.)

When we arrived at the party, Henry had already left. (The Past Perfect is necessary to determine the sequence of events.)

1 Complete the sentences with the correct forms of the verbs in brackets.

- 1 We (do) a project at school

are doing this week.

have been doing since last Thursday.

did last week.

- 2 Many people (emigrate) to the USA

emigrated in the 19th century.

emigrated from Mexico every year.

emigrated since 1776.

- 3 Claire (try) to start up a business

tried for two years before she succeeded.

tried since 1999.

tried last year but didn't know how to do it.

- 4 Dave (have) a makeover

had recently.

is having at the moment.

had last week.

- 5 My family (stay) in America

stayed since 1905.

stayed from 1905 to 1939.

was staying when John F. Kennedy was shot.

- 6 I (never use) a computer

never used before I came here.

never used before.

never used at the weekend.

2 Complete the tense chart with one example of each of the verb forms from Exercise 1.

| | Simple | Continuous | Perfect | Perfect Continuous |
|---------|--------|------------|---------|--------------------|
| PRESENT | | are doing | | |
| PAST | | | | |

3 Complete the sentences with the correct forms of the verbs in brackets.

- 1 We should go to Africa while we can. After all, we (not get) are not getting any younger.

- 2 This CD is great. I (never hear) never heard of The Doors before you gave it to me.

- 3 I'd like to borrow a different book. I (read) _____ this one.
- 4 This time last week I (cycle) _____ along the River Rhine near Koblenz.
- 5 I left when I (see) _____ who was there. I didn't want to see them again.
- 6 I (shop) _____ all day and I (still not buy) _____ any Christmas presents.
- 7 Where have you been all morning? I (read) _____ . It's a great book. I (read) _____ 250 pages so far.
- 8 Dan's a good student but he (always make) _____ silly mistakes in his work.

- 4 Complete the text with the correct forms of the verbs from the box.
- die happen change leave not go be
spend live realise not want copy

FILM REVIEW

American Graffiti (1973)

The 'coming of age' movie is very popular, and there ¹ have been many of these films over the years. One of the first, made in 1973, was *American Graffiti*, directed by George Lucas.

The story follows four friends who lived in a small town in America in 1962. Two of the friends ² _____ just _____ school and ³ _____ their last night at home before going to college. One of the friends, Curt, was unsure about going and ⁴ _____ to leave home. 'Why leave home to find a home?' he asked. So, this is clearly a film about the change from school to college, growing up and leaving home even though all the action takes place on one night. But later in the film, Curt saw the example of John, an older boy who ⁵ _____ to college. He was a hero to Curt's generation with his fast car and good looks but Curt now ⁶ _____ that there was much more to life than what John had and that the world ⁷ _____ fast.

One interesting thing that Lucas did, and which many others ⁸ _____ since, was, at the end of the film, to show us what ⁹ _____ to the characters since the film was made, as if they were real people. Curt, the real hero of the film, is now a writer and he ¹⁰ _____ in Canada. John, the rebel, ¹¹ _____ in a car crash in 1964. Terry, a harmless, innocent character, was killed in Vietnam, a metaphor for how the simple, innocent life of America in the 1950s was changed forever by the horrors of the Vietnam war.

- 5 Choose the correct answers (a-d).

I had an interview last week. I ² _____ to hear if I've got the job but I don't think I will.

I ³ _____ nervous about the interview as soon as I got the letter telling me about it. I ⁴ _____ lots of interviews in my life but I always ⁵ _____ nervous. To make things worse, while I ⁶ _____ to the place where the interview was, a car ⁷ _____ past and splashed me. When I arrived, I sat in reception and tried to dry my trousers. I ⁸ _____ there for about five minutes, talking angrily to myself, when I noticed the interviewer watching me. He was very nice and friendly but it wasn't the best interview I ⁹ _____ . Next time I have an interview, I'll take a taxi.

- 1 a had b had had c have had d was having
2 a still wait b am still waiting
c was still waiting d have still been waiting
3 a have been b had been c was d am
4 a have had b had c had had d was having
5 a have got b get c got d was getting
6 a had walked b was walking c walked
d have been walking
7 a had driven b has driven c drove
d was driving
8 a was b had been c have been d am
9 a had ever had b ever had
c was ever having d have ever had

- 6 Use the words in capital letters and rewrite the sentences so that they mean the same.

- 1 I have never seen such a good film. HAVE
It's the best film I have ever seen .
- 2 The last time I was here was three years ago. BEEN
I _____ three years.
- 3 Last week was the first time I had ever eaten Indian food. NEVER
I _____ before last week.
- 4 I started working here in 1998. BEEN
I _____ 1998.
- 5 I went for a walk in the rain. WAS
It _____
I went for a walk.
- 6 I usually eat bread for breakfast, but today we haven't got any. NOT
I _____ for breakfast today because we haven't got any.
- 7 I haven't seen John since my birthday. WAS
The last time _____ on my birthday.

7 Complete the text with one word in each gap.

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pietor's BLOG

BLOG HOME ABOUT EMAIL ME

Not so bad!

My first day at an English school today and I've ¹ been waiting impatiently to start this blog. I hope some of you back home ² _____ reading this! We arrived ³ _____ England last week – I can't believe I've only been here ⁴ _____ Saturday. It feels as if I've been here ⁵ _____ ages. I didn't have ⁶ _____ worry about which school to choose. In England you go to the school nearest your house. Did you ⁷ _____ that houses near a good school can cost fifty percent more than houses two streets away nearer to a poor school? Strange eh? Of course, I didn't ⁸ _____ a school uniform so I ⁹ _____ to get one. We went into the town centre a couple of days ¹⁰ _____ to buy it. Black jacket, black trousers, white shirt and red and yellow tie. I'll post a photo of it as soon as I can.

School ¹¹ _____ at nine o'clock in Britain so this morning ¹² _____ nice and relaxed. Things got less relaxed when I arrived. At nine o'clock people ¹³ _____ running all over the place but, five minutes later, the corridors were deserted – they ¹⁴ _____ all disappeared. Luckily a teacher found me and ¹⁵ _____ me to my class.

Lessons weren't much different from back home – but all in English. I've never ¹⁶ _____ so much English in my life. ¹⁷ _____ the other kids laugh at my accent? No. In my class (twenty-six students) there are fifteen who have a first language that isn't English! I'll write more tomorrow when (if) I get some comments!



READING

- 1 **TO11** Listen and read the text on page 70. What is the main idea of the article?
- Changes in life can help people become successful.
 - The four people, despite being very different in many ways, have important things in common.
 - It is clear, very early in someone's life, that they are going to be successful.
- 2 Match the people to the questions (1–6). Write JC – Joseph Conrad, CC – Charlie Chaplin, MM – Michael Marks, FM – Freddie Mercury.
- Who
- moved to a different country with his parents? _____
 - took a long time to become famous? _____
 - refused to change when others in the same profession had to? _____
 - returned to his home country after he had become successful? _____
 - became successful very quickly? _____
 - was said to be the best in the world at what he did? _____
- 3 Read the article again and choose the correct answers (a–d).
- Joseph Conrad's parents
 - were both arrested.
 - died before he moved to France.
 - died in Poland.
 - died after Conrad had left them.
 - Charlie Chaplin
 - was famous before he went to America.
 - stayed in America because he had been offered work there.
 - stayed in America with the other English actors.
 - played the same character in more than one film.
 - Michael Marks
 - emigrated because he had been offered a job in Britain.
 - didn't know Tom Spencer before 1894.
 - was given a job in a market.
 - retired a rich man in 1903.
 - Freddie Mercury's father
 - moved to Zanzibar because of a revolution.
 - had to find work in Zanzibar.
 - worked for the British government in Zanzibar.
 - sent Freddie to a boarding school in Britain.

4 Replace the underlined words and phrases with the underlined words and phrases from the text.

- 1 The show was criticised by everyone who saw it.

- 2 When the war started, it was a shock to people in both countries.

- 3 After years of travelling, the explorer lived quietly and permanently in a village by the sea.

- 4 A good artist is able to use things that have happened in their life for inspiration.

- 5 The ex-king was forced to move to a different country after the revolution.

- 6 After the film *Jaws*, Steven Spielberg became successful very quickly.

- 7 After many years of hard work, his aim was to be able to retire in five years' time.

5 Complete the sentences with the words and phrases from Exercise 4. Make any necessary changes.

- 1 Reading this book, you can see that the author has been _____ things that he's actually seen and done in his life to make the story true to life.
- 2 I'm certainly not an _____. I'd been acting for years before anyone had ever heard of me.
- 3 We're _____ increase our sales by thirty percent this year.
- 4 This show is awful. It deserves to be _____ by critics.
- 5 When unpopular leaders are overthrown, they are often _____ so that they don't try to get back into power.
- 6 Do you think trouble will _____ between hooligans at the next World Cup?
- 7 I don't want to _____ with a steady job and a little house in the suburbs. I want to travel the world and have excitement and adventures.

FAMOUS PEOPLE

A change is as good as a rest

- 1 **Joseph Conrad, Michael Marks (of Marks and Spencer's), Charlie Chaplin, Freddie Mercury.** Four famous people, but what is the connection between them? What they all have in common is a number of changes during their lives, which have meant that they had to constantly start their lives over again.
- 5 Joseph Conrad probably had the most difficult changes to cope with. His parents were Polish. The family were exiled to Russia after his father was arrested. They never returned to their homeland. Conrad left for France at the age of seventeen and, by this time his parents had both died. Four years later he arrived in England and spent the next twenty years at sea, but in 1895 he changed his career to that of a writer, and he was able to draw on his own experiences when he was a sailor. It took many years before his work
- 10 became recognised, but now his works are considered by many as literary masterpieces in terms of language, even though English was his third language.

- Charlie Chaplin also had to restart his life many times and overcome many problems. In 1912 he and a group of other unknown actors set sail for America for a tour. The others returned home to England, but Chaplin remained in Hollywood after the tour looking for work. Between 1918 and 1928 he was considered
- 15 to be the world's funniest comedian, playing the character of a tramp in a number of films. In 1929 films with sound started, but Chaplin carried on making silent films until *The Great Dictator* in 1940. After the war his political views caused problems in America, and, when he visited England in 1952, the American government refused to allow him to return. He settled down in Europe and only returned to the USA in 1972 to collect an Oscar.

20 Michael Marks and Freddie Mercury had slightly easier lives than Chaplin and Conrad but still had to adapt to new cultures. Michael Marks was born in Russia in 1859. When he arrived in Britain, he heard about a company which employed Jewish refugees. He proved to be an expert salesman, and he managed to save up enough money to start up his own market stall. In 1894 he was looking to expand his business, and he was introduced to a man called Tom Spencer. They were an overnight success,
 25 opening shops all over Britain. Tom Spencer retired a rich man in 1903, but Michael Marks carried on working until his death in 1907.

Freddie Mercury was different to the other three in that the changes he went through were made with his family, not alone. His parents were from India where his father worked for the British government. They then had to move to another British colony, Zanzibar, in order for him to keep his job. Freddie grew up there
 30 although he was sent to a boarding school near Bombay in India. In 1964 a revolution broke out in Zanzibar, and the family had to escape to Britain. Later in life Freddie became the leader of Queen – one of the biggest rock bands in history. In 1988 Freddie, after fifteen years as a rock star, recorded an album with opera singer Montserrat Caballé. It was panned by the critics, but it was still a commercial success.

Whether the changes these four experienced helped them at all is unclear. However, what is clear is that they
 35 were all born with an ability that took them to the top of their chosen professions despite all the problems they had to overcome.

GRAMMAR

Articles – indefinite, definite and zero article – Ø (no article)

a/an

As the indefinite article *a/an* means *one*, this can only be used with singular, countable nouns. We use *a/an* when we don't know what the noun refers to, or it doesn't matter which one it is. This is because:

- it is one of many of the same class.
*This is my brother. He's **a** mechanic.* (There are many mechanics in the world.)
- we mention a person or thing for the first time.
*I bought **a** new radio today.* (The first time it has been mentioned. There are many radios.)

We also use *a/an* in phrases showing frequency.

*I go to the cinema twice **a** month.*
*There's a boat once **a** day at eight o'clock.*
*There's a serious earthquake here six or seven times **a** year.*

the

We can use the definite article *the* when referring to any nouns: countable, uncountable, singular and plural where the speaker and the listener share the same knowledge about the person or thing being talked about. This might be because:

- the thing or person was mentioned before.
*Where's **the** dog you were telling me about?* (previously mentioned)
- the thing or person is unique (there is only one).
*Don't look at **the** sun, you'll hurt your eyes.* (unique)
- the thing or person is clearly specified.
*Meet me at **the** statue on the corner of Park Road and Elm Avenue.* (clearly specified)

- the context makes it clear.

*We've got a new fountain in **the** garden.* (The context makes it clear we are talking about our garden.)

- the person or thing is defined specifically by the words that follow.

*Our family have been here since **the** turn of the century.* (We are told exactly what **turn** refers to.)

We also use *the* with:

Superlatives: *Mt Everest is **the** highest mountain in the world.*

Ordinal numbers: *I live on **the** second floor of a block of flats.*

Decades: *I was born in **the** 1960's.*

Centuries: *Millions of people left Ireland in **the** 19th century.*

Ø (no article)

We don't need an article when we are referring to things in general. Because we are talking about all examples of the noun, they must be plural, countable nouns or uncountable nouns.

Holidays *are so relaxing.* (holidays in general, all holidays)

*That's too much! **Butter** is very fattening!* (butter in general, all butter)

We also use Ø (no article) with:

most **place names** (e.g. countries, continents, cities, towns, states): *I went to Nairobi, the capital of Kenya in Africa.*

Exceptions: The United States of America (a group of states), The Netherlands (a group of 12 provinces), The United Kingdom (a group of countries), The Czech Republic (clearly specified), the Hague, the Sudan.

Months and years: *I was born in January, 1979.*

- 1 Complete the text with *a, an, the* or \emptyset (zero article).

Taking a year out between school and university?

Taking ¹ a year out between school and going to ² university is something you have to think about very carefully. There are many ways of spending your gap year, anywhere in ³ world. You could teach in ⁴ a classroom in ⁵ a small village in ⁶ a middle of ⁷ a Africa or become involved in environmental work in ⁸ a Brazilian rainforest. Whatever it is, it will be something totally new. It may even be ⁹ a first time you have ever left home. You may decide to work with ¹⁰ a sick people or others whose lives are very different to your own. You will make ¹¹ a real difference to their lives, and you should learn a lot about yourself at the same time.

- 2 Complete the sentences with articles in the correct places. The number of articles needed is given in brackets.

- 1 new arrivals at airport said it had been worrying time. (3)
The new arrivals at the airport said it had been a worrying time.
- 2 When I decided to buy second-hand car, I asked friend if he knew of any cheap cars at garage where he worked. (3)
I asked a friend if he knew of any cheap cars at a garage where he worked.
- 3 My family first arrived in UK at start of 20th century after terrible journey from Russia. (4)
My family first arrived in the UK at the start of the 20th century after a terrible journey from Russia.
- 4 Makeovers can help people to become more confident but I think talk with friend is best way to make person happier. (4)
Makeovers can help people to become more confident but I think talking with a friend is the best way to make a person happier.
- 5 People were less understanding of foreigners in 1960s because idea of multicultural society was new. (3)
People were less understanding of foreigners in the 1960s because the idea of multicultural society was new.

SPEAKING

- 1 Put the dialogue in the correct order.

- A Good morning, can I help you? ☒
- B Good morning. Yes. Could I speak to Mr Jenkins, please? ☐
- C Can I tell him the reason? ☐
- D Well, it's just a few personal problems I have to sort out. I'd rather not say exactly what they are. ☐
- E Yes, please. My name's Jonathon Smythe. I'm due to start at the university in September. I'd like to ask if it would be possible for me to start a few days later. ☐
- F Oh. Could you tell me what time he will be in? ☐
- G Of course, sir. I understand. Would you like me to ask Mr Jenkins to call you back when he comes in? ☐
- H I'm sorry, sir, Mr Jenkins isn't here. ☐
- I I'm afraid he won't be in until tomorrow. Can I take a message? ☐
- J That would be very kind of you. Thank you very much for your help. Goodbye. ☐

- 2  T012 Complete the conversation with one word in each gap. Then listen and check.

Young people's Holiday in Wales

Historic tours, adventure sports and nighttime entertainment.

Call Mrs. S Brown for details 01823 34535

- A Good morning, I ¹ am if I can to Mrs Brown, please.
- B One moment, please ...
- C This is Mrs Brown. Who's speaking?
- A Good morning ² my name's Bob Futcher.
- C How can I help you, Mr Futcher?
- A I'm ³ interested about your holiday to Wales. ⁴ Could it be possible for you to tell me about the holiday please?
- C Certainly, June 10th until June 17th.
- A And, ⁵ what's you total price please?
- C It's £250 pounds altogether with transport, hotel, meals and a tour guide.
- A Thank you. ⁶ Could you book me how many places?

C Of course. Our website is www.waleshol.com or you can go to any Waleshol travel agent's.

A ⁷ _____ much for _____.

C Not at all. Please call again if you need any further information.

WRITING

Benjamin Calley
38 Highlands Avenue
Bakerslee
BK3 OH1

Tel: 06413 21811
email: bencal12@hotmail.com

Include contact details

Date of birth: 17/10/1981

Experienced, professional journalist with excellent spoken and written communication skills, a proven ability to work independently or as part of a team and highly motivated.

Make yourself sound positive

- I am a competent user of many different computer operating systems
- fluent Italian, French and Spanish

Don't use 'I'

1999–2003 BA (Hons) International Journalism, Cambridge University
2004 One year professional photographer course (pass)
1992–1999 Bakerslee Comprehensive School
A Levels (4) English (A), French (A), Spanish (B), European Studies (C)

Don't use friends or family members as referees

2005–Present London New Times, international news reporter
2003–2005 Bakerslee Observer, reporter and photographer

European history and politics, non-fiction reading, travel.

Make it relevant to the job

John Collins, Senior Editor, London New Times
Jayne Gregory, Senior Tutor, Faculty of Journalism and Politics, New College, Cambridge CM2 1BB

- 1 Read the CV and put these headings into gaps 1–6.

Education and qualifications
Referees Employment Personal profile
Interests Key skills and achievements

- 2 Read this description of a job applicant and add the words from the box in the correct places.

excellent highly practical
competent proven

A ^{highly} motivated student with a(n) ability to work as part of a team. Experience of working with people and knowledge of French. User of computers.

- 3 Read through the advert and underline the key words which help you to decide what the job

requires and what information would be needed in your CV.

Babysitters needed

★ Do you like children? Do you have experience of looking after under-fives? If so, there are many families looking for help in the evenings.

★ We always need babysitters in the Seaton area. We need flexible people, able to work at short notice in the evenings and at weekends.

Please send references and a CV giving details of your experiences of working with children to: Carers Agency, 38 High Street, Seaton, ST1 4OX

- 4 Write a CV for the job of a babysitter.

WORD LIST

| | | | |
|-----------------------|----------------------|-----------------------|---------------------|
| achievement | desirable | nutrition | shortage |
| additional | device | outdoor person | slim |
| administration | direction | out-going | sloppy |
| air traffic control | dramatically | partygoer | smart |
| ambitious | elegant | performing live | smart dresser |
| association | emigrate | phobia | sociable |
| attendant | emigration | physiology | sound (adj) |
| attention | enthusiastic | plain | sport (v): to be |
| attitude | essential | PR (public relations) | sporting a new |
| average (v) | establish | principle | hairstyle |
| aviation | face (v) | prisoner | sporty |
| award | flatter your shape | professional | spy (v) |
| burst into | free spirit | profile | start from scratch |
| burst out | fun-loving | prospect | start on the wrong |
| canvas | good-natured | proven | foot |
| casual | hairstyle | publishing | supervise |
| chatterbox | handle (v) | reception | surveillance camera |
| circuit | hands-on experience | recruitment | take off (v, n) |
| competent | have a head start in | referee | take up |
| confidence | hectic | reptile | thrill seeker |
| contract | home lover | reserved | train (v) |
| convenient | image | rifle | traumatise |
| convict | immigrant | risk taker | trendy |
| coordinate | injury | rumour | unarmed combat |
| covering letter | intelligence agency | sack: get the sack | undecided |
| creepy crawly | itchy: itchy feet | scruffy | unfashionable |
| criticise | laid-back | self defence | unsupervised |
| cross country | landing | self-assured | untidy |
| curriculum vitae (CV) | life changing | self-conscious | voluntary |
| custom | loner | sense of achievement | well-groomed |
| cute | make a (fresh) start | serious | wimp |
| daredevil | makeover | set off | |
| demo CD | migrate | set up | |
| descendant | motivate | settle | |
| | multinational | | |

VOCABULARY ACTIVATOR

- 1 Find three adjectives for each of these in the Word List.

Appearance

1 trendy

2 l o o

3 e a

Personality

4 m i

5 t s

6 s v

Clothes

7 a a

8 i

9 f o l

- 2 Complete the descriptions using the words from Exercise 1.

Mark is a ¹ trendy person. He always buys his clothes from the most fashionable shops but he doesn't wear suits. He prefers ² casual clothes like T-shirts and jeans. He's very ³ ambitious and wants to be a millionaire by the time he is twenty-five.

Sara is very ⁴ slim, with her long dresses and expensive jewellery. She's a bit ⁵ sloppy and looks like a 1960s actress – Audrey Hepburn or someone like that. She's quite ⁶ shy and shy with new people but very friendly.

Ted is always ⁷ involved about everything – he just loves getting involved with whatever is happening. He's very ⁸ serious and always looks perfect with his £100 haircut and his suits. He even wore a tie to the beach. He prefers ⁹ patterned clothes to patterned ones. A nice dark blue suit with a white shirt.

- 3 Complete the sentences with the names of personality types from the Word List.

- Tom is a risk taker. He loves a bit of danger in his life.
- He always wears the best suits and ties. Wherever he is and whatever he is doing, he's always a smart dresser.

- 3 You couldn't find more of a _____ than Cathy. She's the most independent person I know.
- 4 Pete will never get an office job. He's a real _____ and wants to be a farmer or work in the open air.
- 5 Stella rarely goes on holiday. She's a real _____ and never wants to leave her cosy living room.

4 Complete the text. Make new words from the words in capital letters.

We all know that ¹confidence is CONFIDENT important for applicants for jobs but other characteristics are also very ²_____ nowadays. DESIRE
In recent years the world of ³_____ has changed and not RECRUIT just a little but ⁴_____. This is DRAMA especially true of ⁵_____ NATION companies, with offices and factories all over the world.

One friend of mine was taken out for a weekend 'course' with other applicants. They had to take part in some kind of ⁶_____ ARM combat and go out at night on a team-building exercise. There were ⁷_____ cameras everywhere SURVEY watching their every move. He was worried that the whole thing could seriously ⁸_____ some of the TRAUMA more sensitive people there but when he mentioned this at his interview, the manager just told him that it gives the company useful, ⁹_____ ADD information with which to judge people. I don't think I'll change jobs again unless I have to!

5 Complete the sentences with the correct forms of the phrasal verbs from the Word List.

- 1 We arrived at the airport late even though we had set off early.
- 2 When everyone _____ laughing, I knew I had done something wrong.
- 3 I knew I was in love when she _____ skiing so that we could be together on our winter holidays.
- 4 My brother and I decided to _____ a business together when he left school.
- 5 I don't mind flying but I hate _____ and landing.

- 6 At the end of the concert, the whole audience _____ song.

6 Complete the sentences with phrases using the word *start*. Put one word in each gap.

- 1 By the time we realised they'd gone, they had a three-hour _____ in the race and it was impossible to catch them.
- 2 Sometimes, when life is difficult or uninteresting, it is good to make a _____ and do something completely different.
- 3 When you _____ on the _____ it can be very difficult to put things right.
- 4 It's no good trying to make this better. It's impossible. You're going to have to _____, I'm afraid.

Extend your vocabulary

- *1 Look at these definitions of four phrasal verbs and decide which meaning (a-c) is shown in sentences 1-4.

set up

- a make someone appear guilty of a crime
b start a business
c get equipment ready for use

take up

- a start a new hobby
b continue something
c make clothes shorter

take off

- a change a player in a team for someone else
b get undressed
c when a plane leaves the ground

burst out

- a suddenly speak with emotion
b begin doing something suddenly
c to escape suddenly using force

- 1 Before we can start recording, we've got to set up the microphones and mixing desk.
- 2 Let me take up the story from where Cathy finished yesterday.
- 3 We should take off the goalkeeper. He's having a terrible match.
- 4 My father got angrier and angrier and suddenly burst out with the words: 'Will you be quiet!'



GRAMMAR

Future forms

will ('ll)

We use *will*:

- to make predictions based on our personal opinions or expectations. For this reason we often use *will* with phrases such as: *I think, I'm sure, I expect* or adverbs like *probably, definitely*. *I don't think an English man **will** ever **win** the Wimbledon tennis tournament again.* (The future is unknown so there is no evidence that this is true.)

*We **probably won't have** a holiday this year.* (Nothing has been decided yet but the word *probably* indicates that the speaker is fairly sure that this is true.)

- to express spontaneous decisions made at the time of speaking. *It's hot in here. Oh, don't worry. **I'll** open the window.*

We do not generally use the full form *will* when making spontaneous decisions as it sounds unnatural, we use *'ll* instead.

going to

We use *going to*:

- to talk about plans and intentions for the future. *Bob and I **are going to** go on holiday together next summer.* (plan)
*Next week, **I'm going to** start getting up earlier.* (intention)

The use of *going to* doesn't mean that the plans have to be very definite, merely that the speaker is no longer making a spontaneous decision.

A *Shall we go out for a meal?*

B *OK. **I'll** book a table at the restaurant.* (spontaneous decision)

A *Have you got a phone book?*

B *Why?*

A ***I'm going to** book a table at the restaurant.* (already planned)

- to make predictions based on visible evidence you have now. *Look at those clouds! **It's going to** rain!*

The use of *going to* means that there is some reason other than the speaker's own opinion for making the prediction.

***They're going to** be late.* (They haven't set off yet and the roads are busy.)

***They'll be** late.* (They always are and it's my opinion that they will be again.)

Present Continuous

The Present Continuous is used to talk about future arrangements.

A ***Are you doing** anything on Friday evening?*

B ***We are going to** the cinema with Sam and Rosie.*

The more definite and obviously arranged the event, the more likely it is for the Present Continuous to be used.

***I'm meeting** a client this afternoon at four o'clock.*

***I'm going to meet** a client this afternoon at four o'clock.*

Both forms are possible but the Present Continuous sounds more natural because this is almost certainly an arrangement.

Where there is no arrangement, only *going to* can be used.

***I'm going to work** harder next year.*

~~NOT *I'm working harder next year.*~~

Only *going to* is possible here as working harder can only be seen as a plan, not as an arrangement.

Present Simple

We use the Present Simple:

- to talk about future events when they are seen as factual and outside the speaker's control. These facts are often events that are part of a timetable or calendar information.

*The bus **leaves** at seven o'clock.*

*The exam **lasts** for three hours.*

*My Christmas holiday **starts** on December 23rd.*

- in a subordinate clause after words like *when, as soon as, before, after, until, till*. The main clause in such sentences contains a future form, often, but not always, *will*.

*When the lesson **finishes** (NOT ~~*will finish*~~), **I will go shopping.***

I'll tell** you everything as soon as **I find out.

(NOT ~~*will find out*~~)

Future Continuous (*will + be + Present Participle*)

We use the Future Continuous to talk about:

- an action that will be in progress at a particular time in the future. This mirrors the use of the Present Continuous to talk about an event happening around now. In both, the action starts before the time stated and will finish at some time afterwards.

***I am watching** TV now.*

***I will be watching** TV at ten o'clock tonight.*

- events that will happen as a matter of course of events, or routine. The use of the Future Continuous implies that it is obvious that the activity will take place because it is a regular occurrence or because the situation makes it inevitable.

***I'm having** dinner with friends tonight.* (we only know what the person is doing tonight)

***I'll be having** dinner with friends tonight.* (this is fairly common, routine behaviour)

As with other continuous forms, we cannot use state verbs with the Future Continuous.

I'll know the answer at ten o'clock tonight.

NOT ~~I'll be knowing~~ the answer at ten o'clock tonight.

The Future Continuous is often used as a polite form of request. It enables the speaker to ask for something indirectly.

Will you be reading this book? (A polite way of saying: Could I borrow this book?)

Future Perfect (will + have + Past Participle)

We use the Future Perfect to talk about an action that will be completed before a specific time in the future.

By Christmas, I will have taken three exams. (at sometime between now and Christmas but we don't know exactly when)

Scientists think that, by 2050, the world's population will have reached ten billion. (Scientists can't be sure exactly when it will happen but are sure it will happen at some point before 2050.)

The Future Continuous and Future Perfect are often used with *by* (2050, next year, then, the time ...) and *in* (ten years, two months' time). *By* is used with a point in time and *in* with a period of time.

By 2050, I will have earned a million pounds.

In forty years' time, I will have earned a million pounds.

By this time next week, I'll be lying on the beach.

In one week's time, I'll be lying on the beach.

Mind the trap!

The apostrophe in *years'*, *months'* etc. comes after the -s with numbers greater than one (*in two years' time, in three hours' time*) but before the -s where the number is one and then we say *a* or *one* (*in a week's time, in one day's time*).

1 Match the beginnings and endings of the questions.

- | | |
|-------------------------|---------------------------------------|
| 1 What will you | <input checked="" type="checkbox"/> b |
| 2 Will you | <input type="checkbox"/> |
| 3 When are you | <input type="checkbox"/> |
| 4 What are you | <input type="checkbox"/> |
| 5 What time | <input type="checkbox"/> |
| 6 What do you think you | <input type="checkbox"/> |
- a does the train leave?
b be doing at seven o'clock tomorrow?
c will study at university?
d meeting Mike?
e have finished your work by eight o'clock?
f going to do this afternoon?

2 Match the questions in Exercise 1 (1-6) to their functions (A-F).

- | | |
|--|-------------------------------------|
| A a prediction based on personal opinion | <input checked="" type="checkbox"/> |
| B an event which will be in progress at a specific future time | <input type="checkbox"/> |
| C a timetable | <input type="checkbox"/> |
| D an arrangement | <input type="checkbox"/> |
| E a plan or intention | <input type="checkbox"/> |
| F an event which will be completed before a certain time in the future | <input type="checkbox"/> |

3 Put the words in the correct order to make sentences.

- 1 what/do/parents/to/them/I/When/tell/we/arrive,/my/want/will
When my parents arrive, I will tell them what we want to do.
- 2 we/swim/work,/As/pool/in/will/as/the/we/have/soon/finish/a
As we will finish/a

- 3 start/will/we/tea/a/our/Before/cup/have/we/work,/of
Before we start work, we will have a cup of tea.

- 4 I/make/we/finish/lunch/after/coffee/will
We will finish lunch after we make coffee.

- 4 Paul is fifteen and is one of the best young footballers in the country. Write what he thinks he will have done and what he will be doing by the time he is twenty-five.

By the time I'm twenty-five ... play for Manchester United.

I'll be playing for Manchester United.

score my first goal for England.

I'll have scored my first goal for England.

- 1 marry a model
I will have married a model by the time I'm twenty-five.
- 2 earn \$5 million a year
I will have earned \$5 million a year by the time I'm twenty-five.
- 3 meet Ronaldinho
I will have met Ronaldinho by the time I'm twenty-five.
- 4 live in a mansion
I will be living in a mansion by the time I'm twenty-five.
- 5 write my first book
I will have written my first book by the time I'm twenty-five.
- 6 sign a multi-million pounds advertising contract
I will have signed a multi-million pounds advertising contract by the time I'm twenty-five.

Circle the best answers. More than one answer is possible.

- 1 I can't go out tonight. I'm taking / I'm going to take / I'll take an exam tomorrow.
- 2 A Have you seen our school's timetable yet?
B Yes, here it is. Our first lesson will start / starts / is starting at nine.
- 3 A Are you doing / Will you do / Are you going to do anything tonight?
B Yes, I'm watching / I'm going to watch / I will watch the football on TV. I've been looking forward to it for weeks.
- 4 A OK everybody. We've decided that we will have/are going to have/are having a picnic next week. Who can help us?
B Er, I'll buy / I'm buying / I'm going to buy the drinks if you like.
- 5 A According to this brochure, the ferry to France leaves/is leaving/will leave at 7 p.m.
B Seven? Right. I think we'll leave/we're leaving/we're going to leave at 4 p.m. Is that OK?

Choose the correct answers (a-d).

The end of reading?

The question everyone is asking these days is 'What ¹ the next book sensation for teenagers or ² the future see the end of mass reading for the computer generation? Is this a problem or ³ just as much, if not more, from the Internet? Here is what a few young people said.

Tom, aged 14 I love books and ⁴ anything. In fact, I ⁵ a couple of books this afternoon. I don't think books will die out. My friends all read loads.

Paula, aged 16 In three years' time, we ⁶ books at all. People ⁷ publishing them. Everything will be on computers. Computers are the future. I ⁸ part in a computer games competition this afternoon. It ⁹ at 2 o'clock so I must hurry.

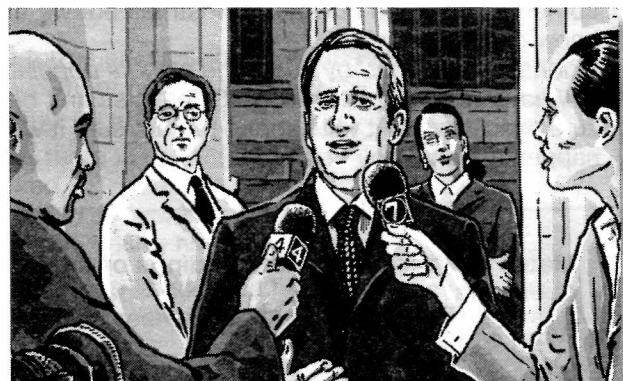
Kevin, aged 18 Why are people always worried about our generation? A hundred years ago, teenagers didn't have time to read at all, they were all out working. Mind you, I guess in 20 years' time ¹⁰ worrying about my children's generation as well.

Sue, aged 17 English isn't in decline. It's changing. By 2050, it ¹¹ completely from what we speak today but that's a good thing. That's what Shakespeare did. People probably worried about his 'poor' English as well. So, as you can see, there's a wide variety of opinions on the topic but one thing is for sure, when something ¹² in society, some people will always start to worry about declining standards.

- 1 a will have been **b will be** c will be being
d is being
- 2 a does b won't c will d will have
- 3 a are children learning
b children will learn
c will children learn
d will children be learning
- 4 a I'll be reading b I'll read
c I'm going to read d I'm reading
- 5 a will buy b buy c am buying
d am going to buy
- 6 a won't be reading b won't have read
c won't read d aren't going to read

- 7 a are stopping b are going to stop
c will have stopped d will be stopping
- 8 a take b will take c will have taken
d am taking
- 9 a starts b will start
c will have started d start
- 10 a I'm going to b I will c I will be
d I will have
- 11 a is going to change b will have changed
c will change d will be changing
- 12 a changes b will change c will have changed
d will be changing

Complete the dialogue with the correct forms of the verbs in brackets.



- A The leader of the *Forward To The Future* party has just appeared and ¹ I (try) am going to try to talk to him as he walks past. Minister, Colin Sturgess, Channel Two News. Could I ask a few questions?
- B Certainly, but it ² (have) _____ to be quick.
- A Your party is making education the big issue in the forthcoming elections. Why is that?
- B Education in this country is in a desperate state. Soon, free education for all ³ (exist) _____ for 100 years. We have ideas for taking the education system into the 21st century.
- A What exactly are those ideas?
- B This time next year, the government ⁴ (pay) _____ £5,000 per year per student for education. And for that, we get poor schools, low standards and overworked teachers. When we ⁵ (win) _____ the election, we ⁶ (give) _____ this money, to schools directly and they ⁷ (be able) _____ to decide for themselves how to spend it.
- A So, it's just a money issue?
- B No, not at all. There are many areas which need improving. Take exams for example. In June, students all over the country ⁸ (take) _____ exams but they ⁹ (not know) _____ their results until late August by which time they

¹⁰ (have to) _____ wait for two months, worrying unnecessarily. I'm sorry, I have to go now.

A Any last words for our listeners?

B Yes. The election ¹¹ (take) _____ place next June. Make sure you vote for a better future for our country.


LISTENING

Customer services personnel

- Enthusiastic, articulate people needed for our customer services department.
 - Good salary and benefits for the right people.
- Phone 0102

1 Look at the advert. Why would you telephone the number?


- a You are a customer of the company
- b You work for the company
- c You are looking for a job with the company

2  T013 Listen to the first part of the conversation and match the names with who they are.

- | | | |
|---------------|--------------------------|---------------|
| 1 Miss Davies | <input type="checkbox"/> | a secretary |
| 2 Miss Kelly | <input type="checkbox"/> | b interviewer |
| 3 Miss Shaw | <input type="checkbox"/> | c interviewee |

3  T014 Listen to the second part of the conversation. Are the statements true (T) or false (F)?

- | | |
|---|--------------------------|
| 1 Miss Kelly left school because she wasn't clever enough to take A levels. | <input type="checkbox"/> |
| 2 In face-to-face communication, people always reply immediately. | <input type="checkbox"/> |
| 3 Miss Davies finds Miss Kelly honest and sympathetic. | <input type="checkbox"/> |
| 4 Miss Kelly doesn't like telephoning because she can't see the other person. | <input type="checkbox"/> |
| 5 When Miss Kelly tried video conferencing she said something outrageous. | <input type="checkbox"/> |
| 6 Miss Kelly only likes letters which have been handwritten. | <input type="checkbox"/> |
| 7 Miss Kelly's friends never send bulk emails. | <input type="checkbox"/> |
| 8 Miss Kelly sometimes makes mistakes when using instant messaging. | <input type="checkbox"/> |
| 9 Miss Kelly didn't know what 'open office' was. | <input type="checkbox"/> |

4  T015 Listen to extracts 1–6 from the conversation and choose the correct meanings.

- 1 GCSEs
Exams you take *before/after* A levels
- 2 Asdas
A *supermarket/clothes shop*

3 The Observer

A *national/local* paper

4 the comprehensive

A *school/university*

5 bulk mail

Emails sent to *one person/a lot of people*

6 premium rate phone lines

Expensive/free phone calls

SPEAKING

1 Tom is having an interview for the job of a tour guide. Complete the conversation with one word in each gap.

- A Well done. So, you'll be our Southern England area guide. You look confused. Are you ¹ *with* me?
- B Er, I think so. I'll be showing tourists around Brighton, yes?
- A No, that wasn't quite what I ² _____. Southern England can be anywhere from Kent to Hampshire.
- B So, if I understand you ³ _____, I could be sent to anywhere in southern England.
- A Yes, that's ⁴ _____ what I meant. Do you think you can do it?
- B Well, I guess I'll have to. Yes, sure.
- A Excellent. Most of the tourists we get like the historic centres.
- B So, in other ⁵ _____, it's more likely I'll be looking at old ships in Portsmouth than in a more modern resort.
- A That's right but I'm sure you'll be able to get to the beach in your free time.

2 Tom is now showing a tour party around Portsmouth. Put the conversation in the correct order.

- A Welcome to Portsmouth harbour, one of Britain's most important naval centres. [7]
- B Yes, I'm afraid that's right. He was shot just before the battle finished. And it's Nelson's statue that you can see in Trafalgar Square. ☐
- C Excuse me, I don't know what you mean by 'naval'. ☐
- D Sorry, I'm not with you. Is there a Trafalgar Square here in Portsmouth? ☐
- E I mean ships that are used for fighting. Over here is HMS Victory. This was the ship Lord Nelson was killed on when he won the Battle of Trafalgar in 1805. ☐
- F No, no. In London. Now, over here is ... ☐
- G So, are you saying he won the battle but was killed at the same time? ☐

WRITING

15 Rue des Champions
Toulouse
Tel: 0161 865554
April 16th 2006

Mr Colin Harper
38 Elm Lane
Minehead

Dear/Hi Mr Harper,

I am writing about your ²ad/advertisement for a room this summer. I am very interested in the room as I will be coming to Minehead this summer to study English.

I have a few questions and I ³would be grateful if you would/want you to answer them ⁴asap/as soon as possible. Firstly, ⁵how much is the room/could you tell me how much the room is? I am a student and I'm ⁶really poor!// unable to pay very much. Secondly, ⁷I would like to know where the room is/ where's the room? I would have to walk to college or travel by bus. ⁸Would that be possible?/Do you reckon I can? Finally, what ⁹facilities are available/stuff is there in the place? Would I have my own room or is it shared? Can I use the kitchen? Is there Internet access?

¹⁰Thank you/Thanks for your help. I look forward to hearing from you.

¹¹Bye/Yours sincerely,

Pierre Dupont
Pierre DuPont

1 You saw an advertisement for a room to live in while studying English this summer and you have written this letter. Circle the correct words and phrases (1-11).

2 Mr Harper telephoned you but you were out. Your brother took a message and left you this note. Which question in your letter has not been answered?

3 You have decided to take the room. Your letter will have four paragraphs. Before you start to write, decide which paragraph each of these pieces of information will go in.

- a Arrival/departure dates
- b Saying goodbye
- c Thanking him for the phone call
- d Personal information about yourself
- e More questions (things you should bring e.g. towel, about Internet, is there a desk for computer/work?)

1 ☐ 2 ☐ 3 ☐ ☐ 4 ☐

4 Which of these expressions could you use in your letter? Tick those that are possible and cross those that you should not use.

Dear Mr Harper ☒ Yours sincerely ☐
Love from ☐ I'm sorry that I missed ☐
It was very kind of you to ☐ That's great! ☐
Please could you tell me ☐ That's OK ☐
I would like to know ☐ I look forward to ☐
It'll be great ☐ I'd be very grateful if ☐
Hope you could understand my little brother! ☐
Thank you very much ☐

*5 Write a letter to Mr Harper telling him that you would like to accept the offer of a room and asking him the questions you would like to have answered.

Pierre

Colin Harper phoned re: room

Rent £50 per week + telephone bill
Buses to centre of town or ten minute walk
Own room, shared bathroom/kitchen (four people altogether)
Room available July 1st-August 31st
Also - he wants to know about you - age, nationality, etc.
(don't tell him how noisy you are!)

WORD LIST

| | | | |
|---|------------------------------------|--|---|
| according to | dominate/domination/ dominant | inward/outward | range (n) |
| alcoholic/nonalcoholic | driving test | issue | rational/irrational |
| angle | drop off | kind/unkind | rattle someone's cage |
| ankle | earliest convenience | lack of interest | reaction |
| (anti-)government/ social | enemy | landlady | recall |
| applications | entry form | landline | receptive |
| arrangement | equality | lean toward/away from | reckon |
| assignment | expectation | lecture | registered post |
| assume | ex-wife | legal/illegal | reinstall |
| authority/authoritative | eye contact | limb | (re)marry/take/write |
| balance | facial expressions | logical/illogical | resident |
| body language | flatten | master (v) | resolve |
| bounce back | foolishness | mature/immature | respect (v, n)/ respected/respectful |
| breathing | friendly/unfriendly | measurement | responsible/ irresponsible |
| brief | friendship | (mis)hear/interpret/ quote/spell/ understand | satisfied/dissatisfied |
| come across | gesture: e.g. hand gesture | miss: give sth a miss | sight: out of sight |
| communication | get at sth | mock (n) | signal (v) |
| complete/incomplete | give away | mode | slouch over |
| conscious | hall of residence | no doubt | sneeze |
| consequently | hand in | number of occasions | software |
| conversely | handshake | numerous | specific |
| convey | hold back | obtain | strike up |
| crucial | honest/dishonest | (out)number/play/ race/sell | take on |
| decline (n): in decline | horizontally | (over)cook/sleep/step | tend |
| deceive/deception/ deceptive | illogical | overdue (adj) | tilt |
| defend/defence/ defensive | in a good light | palm | toad-in-the-hole |
| dependent/ independent | in relation to | perceive | twist (v) |
| disapprove/ disapproval/ disapproving | indicate/indication/ indicative | perfect/imperfect | (under)pay/value |
| distance | insincerity | policy | unobtainable |
| distinction | intense | posture | unspoken |
| | intention | provide | verbal/nonverbal |
| | interpret | purse (v) | vertically |
| | in turn | push (v, n)/pushy | vital |
| | | | wallflower |

VOCABULARY ACTIVATOR

1 Make the adjectives negative by adding the correct prefix.

- | | |
|------------------|---------------------|
| 1 ____ satisfied | 7 ____ friendly |
| 2 ____ complete | 8 ____ honest |
| 3 ____ logical | 9 ____ perfect |
| 4 ____ rational | 10 ____ dependent |
| 5 ____ kind | 11 ____ responsible |
| 6 ____ mature | 12 ____ legal |

2 Complete the sentences with the correct prefixes.

- Don't misunderstand me. I don't think you'll fail but you will have to work hard.
- We were stronger than them, fitter than them and better than them but, on the day, they ____ played us and we lost the match.

- I'm sorry, the chicken is a bit ____ cooked – I was talking on the phone and forgot it.
- Do you want to join us on an ____ government protest on Saturday?
- What a mess! I can't read this! ____ write it and give it to me on Monday morning.
- I get upset every time I see my ____ girlfriend with another boy.
- I'm thinking of looking for another job. This one is badly ____ paid.
- Could I have something ____ alcoholic to drink? I'm driving this evening.

- 3 Complete the text with the correct words from the Word List.

www1.societytodayblog.com

SOCIETY TODAY BLOG

Things I hate parts 1-10

Things I hate parts 11-20

Things I hate parts 21-30

Things I hate parts 31-40

→part 31

→part 32

Things I hate part 32

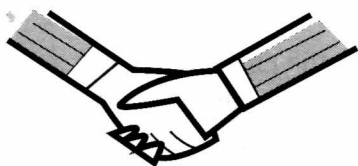
Although, on the surface, our society gives the appearance of being polite and ¹ r e s p e c t f u l, underneath, we can see ² t _ _ _ c a _ behaviour and nothing but ³ s _ n _ _ _ t _ in the way people talk to people and behind their backs.

It may be a small minority acting like this but it is a growing minority. As an example, certain journalists often seem to ⁴ s _ e _ _ what is said to them in interviews. Perhaps they have problems with deafness. Either that or they hear perfectly well but deliberately ⁵ s _ _ o _ _ people.

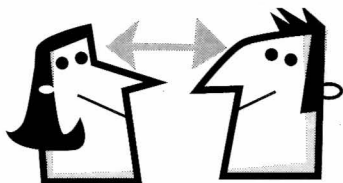
There is an ⁶ s _ _ e _ agreement amongst these people that anything goes in their desire to ⁷ u _ _ e _ their rivals. And, whilst the population as a whole shows ⁸ a _ _ r _ _ a _ of such practices, there are enough people buying these papers to make it worth their while.

- 4 Complete the phrases with one word in each gap.

1 A good, firm _____ is important.



2 Make _____ when talking.



3 Don't look sad or angry.
A friendly _____ expression is important.



- 5 Complete the text. Make new words from the words in capital letters.

A guide to doing business in the Far East

When doing business in foreign countries, it is difficult to know exactly what to say, but it is equally important to know exactly how to behave so that you make a good impression. Let's look at some tips on doing business in China.



The Chinese ¹ disapprove of negative answers. APPROVE

It is much better to say 'I'll think about it' rather than 'No'. Other things that are said can also be ² _____. Be DECEIVE

careful if a Chinese business partner says that a problem is not serious. What he means is the opposite.

Be polite and careful in negotiations. Don't try to be ³ _____ and don't see business as a competition. If you are too PUSH

⁴ _____ and cause embarrassment, you won't be successful at all. Quiet, DOMINATE

polite behaviour is much more important than being ⁵ _____ in China. AUTHORITY

Other helpful hints

A business card printed in gold is a good idea, the gold gives an ⁶ _____ of INDICATE

wealth and power. However, one thing to avoid is giving gifts. It may not only spoil what could become a long lasting

⁷ _____ between you but could also cause you a lot of problems as it is, in fact, illegal. FRIEND

- 6 Complete the sentences with the correct forms of the phrasal verbs from the box.

come across take on strike up
give away hold back drop off get at

- 1 The thieves made a noise which _____ their hiding place to the police.
2 At the theatre, I always start to cough and find it impossible to _____ it _____.



- 3 Jackie seems very worried and stressed at the moment. I think she has _____ too much work.
4 He didn't get the job because he _____ as a bit too pushy and arrogant in the interview.
5 Carole and Mike seem to have _____ an excellent working relationship.



- 6 Tom uses such strange words, it is difficult to know what he is _____ most of the time.
7 I've got some food for Mrs Green. Could you _____ it _____ to her on your way to work?

Extend your vocabulary

- 1 Complete the words that match the definitions using the suffixes from the box.

out mis under ex dis over anti re

- 1 A feeling of not being able to believe something. _____ dis belief
2 A feeling that you cannot trust someone for some reason. _____ trust
3 To think again about something to check if your previous opinion was correct. _____ assess
4 If you are this, you are too sure of yourself. _____ confident
5 People who don't do as well as they are capable of. _____ achievers
6 To live longer than someone or something else. _____ live
7 A person who was a teacher in the past. _____ -teacher
8 Against progress. _____ -progress

VOCABULARY AND GRAMMAR

1 Complete the sentences with one word in each gap. (6 points)

- That jacket looks really good on you. It really flatters your shape.
- I know he's always been a risk _____ but he should be more careful sometimes.
- You can tell from his body _____ that he's not very friendly.
- She sounds angry but look at her facial _____; she's not really.
- Remember to make _____ contact when you're answering his questions.
- She's a real home _____. She doesn't even like going on holiday.
- You don't do well in interviews because you come _____ as shy.

2 Complete the sentences. Make new words from the words in capital letters. (6 points)

- We're doing much better than our competitors. Our products outsell theirs by almost two to one. (SELL)
- He's very _____ and I'm sure he'll be successful in life. (AMBITION)
- He's not shy, he's just a bit of a _____. (LONE)
- Don't be so _____. You asked for my opinion and I gave it. (DEFENCE)
- My parents _____ of my new boyfriend. They don't like him at all. (APPROVE)
- These clothes are so _____ that even my dad would be ashamed of wearing them. (FASHION)
- My boss is so _____ that it's like being in the army. (AUTHORITY)



3 Complete the text with one word in each gap. (6 points)

Unpleasant trip

Reply Reply All Forward Print X Home Up Follow Up A

From: debs@abc.co.uk
To: carole@yes.com
Subject: Unpleasant trip

Hi Carole,

I've just got back from ¹ an unpleasant day trip to the seaside. My little brother has recently ² _____ up surfing, and so we all had to go and watch him in a tournament. We had to set ³ _____ at 6 a.m. because ⁴ _____ tournament started at nine. There were hundreds of people in the competition, so we had to wait for ages, but we couldn't go and get a cup of coffee or anything because we didn't know when it would be Sam's turn.

Of course, when he had his go, he didn't do very well and, when he found out that he hadn't got into the second round, he burst ⁵ _____ tears and kept on crying until Dad bought him an ice cream. Then Mum stood on a piece of glass on the beach and had to go to hospital, and there was a huge queue there, so we didn't get home until about eight o'clock this evening.

The worst thing is that there are tournaments almost every week so, ⁶ _____ the end of the summer, we will ⁷ _____ had about twelve more happy family Sundays!

Anyway, that's why I haven't answered your email before. Now I've got to get on with my homework.

See you tomorrow,

Debs

4 Complete the sentences so that they mean the same as the original sentences. (6 points)

- Don't worry. Your last exam finishes tomorrow.
Don't worry. By tomorrow evening, you will have finished your exams.
- I've arranged to meet Colin at seven o'clock.
I'm _____.
- Before I go to university, I'm going to travel around the world.
By the time I start university, I _____.
- The meeting finished before we arrived.
When we arrived _____.
- I bought this hat in 1998.
I've _____.
- I started writing this essay two hours ago and I still haven't finished.
I've _____.
- Last week, I appeared on stage for the first time.
Before last week, I _____.

- *5 Complete the sentences with the correct forms of the verbs in brackets. (6 points)

No more!

When the EU was set up, one of its ideals was to allow people the freedom to cross borders, to start a new life in whichever country they wished. It means to be given the same rights as anyone else in this country and to be able to make a new start without ¹(worry) _____ about paper work and visas. In 2004 ten new countries joined the EU and, by the summer of 2006, it was estimated that over half a million people ²(move) _____ to the UK to find work and start a new life, even if only for a few months or years. By 2010, over a million EU nationals lived and worked in Britain. This could have been a cause for celebration, ³(show) _____ the success of the EU.

However, when in 2007 two more countries joined the EU, the British government introduced new laws which made it ⁴(hard) _____ for people from these new member states to enter Britain to look for work. Why? Ministers ⁵(worry) _____ that, as soon as these countries became members, there would be a huge increase in migrants and there wouldn't be enough jobs for everyone. However, they forget that, if there ⁶(be) _____ no jobs, then people will hardly come to the country in the first place.

LISTENING SKILLS

- 1 ©T016 Listen to a radio interview on the topic of regional accents. For questions 1–7, write T (True) or F (False). For question 8, choose the correct answer (a–d). (8 points)

- 1 The Beatles spoke with a regional accent because it was fashionable. ☐
- 2 The diplomat was criticised because of his accent. ☐
- 3 The diplomat was not qualified for his job. ☐
- 4 It's very difficult to get a job on the radio if you have a regional accent. ☐
- 5 Anthony Hopkins' accent is difficult to understand. ☐
- 6 A London accent can only be heard in or near London. ☐
- 7 A country accent is good to have if you want people to think you are an honest politician. ☐
- 8 Which of the statements below tells us what we know about Professor Belling's views on accents?
 - a He believes that regional accents are bad.
 - b He believes that regional accents are good.
 - c He doesn't give any personal views at all, just reports what others say and think.
 - d There are some regional accents that he doesn't like.

COMMUNICATION

- 1 Complete the dialogue with the questions from the box. Put them in their polite, indirect form where appropriate. (7 points)

Life Choices Adventure Tours

are looking for an enthusiastic, out-going Tour Guide.

Please ring 01232 343443 for details and to arrange an interview.



When does the job start?
 So, are you saying that anyone could do the job?
 Have you had any experience of being a tour guide?
 What is your name?
 Can I ask you a few questions?
 Could you come for an interview this week? What qualifications do I need?
 Can I ask you something about yourself?

A Good morning, Life Choices Adventure Tours. Can I help you?

B Yes, I'm calling about the job advertisement for a tour guide.

A Would you mind telling me ¹ what your name is _____?

B Colin Taylor. I was wondering ² _____?

A Of course. What would you like to know?

B Would you mind telling me ³ _____?

A As soon as possible. We'd like someone by the end of the month.

B And could you tell me ⁴ _____?

A No qualifications.

B ⁵ _____?

A Well, no, not anyone. It's just that your personality and background are more important than academic success.

B I see.

A Now, would you mind ⁶ _____?

B No, of course not. That would be fine.

A First of all, I'd like to know ⁷ _____.

B No, not really. But I'm very interested in the local area.

A Do you think ⁸ _____?

B Yes. Anytime.

A Lovely, let's say Thursday at 4p.m.

B That would be great. Thank you.

Total /45

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct alternatives. (6 points)

- 1 The boxers faced each other across the *court/pitch/ring*.
- 2 He scored a goal during the first *part/half/set* of the match.
- 3 The two golfers walked to the start of the *course/court/pitch* and started the game.
- 4 They had to thank their *goalsaver/goalstopper/goalkeeper* for helping them to win the match.
- 5 There was a minute's silence in the *pitch/course/stadium* to remember the team's ex-captain who had died a few days before.
- 6 Do you prefer individual or *group/band/team* sports?
- 7 In the summer, I go swimming or *wind-boarding/wind-sailing/wind-surfing*.

2 Complete the sentences with the correct preposition. (6 points)

- 1 You don't have to go on a diet. Just do more exercise.
- 2 We thought his first victory was just good luck but he kept winning all year.
- 3 Come on! Don't give up now. You can do it!
- 4 You'll have to cut down on the amount of fast food you eat if you want to lose weight.
- 5 I'm thinking of taking up skiing. Do you have any advice for me?
- 6 I can't believe how much weight I put on while my leg was broken.
- 7 I'd just got up my swollen ankle when I broke my leg!



3 Complete the article with the correct alternatives. (6 points)

FILMS

FILM REVIEW

There's only one Jimmy Grimble...

This is an excellent film about a 15 year-old boy who dreams about ¹___ football for his favourite team, Manchester City. However, just because it is about a 15 year-old doesn't mean that only 15 year-olds will enjoy it. This is a film for everyone.

At school, Jimmy is bullied because most boys support Manchester United and ²___ of the other boys on the school team like him. His life is transformed when a mysterious old lady gives him a pair of magic boots and, in the next match, he manages ³___ the winning goal. He gets better and better and ⁴___ his team mates are happy for him. Only one is jealous of him and his ⁵___ magic powers. Before the final match, Jimmy's boots are stolen and he doesn't believe he can play well without them. The first half is a disaster and his team are losing 2-0. At half-time, though, he finds out that the boots weren't magic and ⁶___ of his confidence returns. OK, it's not very realistic, but if you want your own 90 minutes of magic, I'm sure you'll enjoy ⁷___ this film.

- 1 a doing **b playing** c going d making
- 2 a none b any c no d neither
- 3 a score b scoring c for to score d to score
- 4 a the most
b every
c most of
d many
- 5 a boots
b boot's
c boots'
d boot
- 6 a every
b whole
c all
d each
- 7 a to watch
b watch
c by watching
d watching

4 Match beginnings 1–7 with endings a–g. (6 points)

Egypt

Reply Reply All Forward Follow Up

From: jimro@arco.com
To: s.hunter@xora.co.de
Subject: Egypt

31/1/2007

Hi Steve,

Interesting to hear that you're going to Egypt. If you ¹ had told me earlier, I would ² _____ found my old guide books and sent them to you. Never mind. I had a great time in Cairo, I'm sure you will too. You'd ³ _____ take some warm clothes though, because the nights get quite cool at this time of year and you'll want an evening felucca ride on the river.

You asked what to do. It's a good ⁴ _____ to do the main tourist sights with a reputable tour company – avoid the unlicensed pirates at the pyramids. Try to look round the old city and get away from the tourist trail. If you've got enough money, you could ⁵ _____ a trip on a cruise ship down the Nile.

The most important thing, though, is to make the ⁶ _____ of your time in Cairo. If I ⁷ _____ you, I'd definitely eat the local food; kushary is the best food in the country and you'll never have stomach problems – well, I didn't.

Have a great time but don't bother to bring me a papyrus!

Jim

5 Complete the sentences with the words from the box. (6 points)

cramped deserted luxurious spacious
filthy uninhabited cosy

- It was the most luxurious hotel I've ever stayed in. Our room had a gold coloured jacuzzi.
- The High Street was _____. Not even one person was out walking.
- No one lives on this island nowadays. It has been _____ since 1935.
- I can't believe how dirty this room is. It's absolutely _____.
- The room isn't very small but with five of us working here it is quite _____.
- This is a very _____ room. Big enough to have a full-sized pool table in the middle.
- I love my little living room. It's so warm and _____ in the winter.

LISTENING SKILLS

1 © T017 Listen to the radio programme. Are the statements true (T) or false (F)? (8 points)

- In *Shop Talk*, the presenters ask consumers for their advice. ☐
- Bioyog* doesn't contain anything unnatural. ☐
- There aren't as many flavours of *Thick Crisps* as advertised. ☐
- The *Thick Crisps* adverts lie about the fat content of the crisps. ☐
- Thick Crisps* are more unhealthy than normal crisps. ☐
- Adverts for *BestBurger Kids' Packs* don't tend to concentrate on the food inside them. ☐
- You can't buy the food in a *Kids' Pack* without the pack. ☐
- To get a free radio, you would have to buy 50 *Kids' Packs*. ☐

COMMUNICATION

1 Complete the complaints with one word from the box in each gap. (7 points)

rude missing run employees what
satisfied part ~~tough~~ ordered
mistake arrived bill service

- I can't eat this meat. It's too tough.
- Excuse me, there's a _____ in the _____. We didn't order coffee, but we have been charged for it.
- Look at this T-shirt. The dye has _____ and all my washing is pink.
- I'm not _____ with the _____. The waiters are slow and rude and the cloakroom attendant kept us waiting for our hats.
- When I opened the box, I found that there was a _____ so I can't use the game.
- Excuse me. This is not _____ I _____. I asked for chicken, not steak.
- Hello, I'm ringing up about the books I ordered from your Internet site seven weeks ago. The order hasn't _____ yet and I want to know what's happened.
- Is that the manager? I'm staying at your hotel and one of your _____ was extremely _____ to me. He told me to ... well, I don't want to repeat what he said.

Total /45

В учебнике и рабочей тетради «Forward» для 10 класса представлены задания разных типов, используемые в едином государственном экзамене и международных экзаменах по английскому языку (например, PET, KET, FCE). Большинство национальных и международных экзаменов включают задания по аудированию (пониманию звучащей речи), чтению, грамматике и лексике, созданию письменных текстов. Выполняя задания рабочей тетради, вы сможете успешно подготовиться ко всем этим экзаменам и в первую очередь к ЕГЭ. Большую роль в подготовке к экзамену играет умение применять правильные стратегии выполнения разных заданий.

ОБЩИЕ РЕКОМЕНДАЦИИ

ВСЕГДА

Внимательно читайте инструкцию! Стратегии выполнения заданий в рамках одного и того же вида речевой деятельности (аудирование, чтение, письмо, говорение) зависят от того, какая именно задача перед вами поставлена. В чтении и аудировании это может быть понимание общего содержания текста, поиск запрашиваемой информации или полное и детальное понимание текста. Ваш подход к выполнению этих заданий будет разным.

НИКОГДА

Не волнуйтесь, если вы не всё поняли в звучащем или написанном тексте. Для того чтобы правильно выполнить задание, совсем не обязательно понимать каждое слово. Постарайтесь понять общее содержание текста и догадаться о значении незнакомых слов по контексту, по их морфемному составу или по аналогии с международными словами.

Не тратьте много времени на вопросы, которые вызывают затруднения. К ним следует вернуться позже, выполнив более лёгкие задания. Помните, что время работы на экзамене ограничено.

Не оставляйте ни одного вопроса без ответа. Если вы не знаете ответ, используйте догадку, она может оказаться верной. На уроке попросите учителя разобрать задания, которые вам было трудно выполнить. Позже, дома, проанализируйте причины своих ошибок/затруднений и потренируйтесь выполнять подобные задания.

ПОМНИТЕ

Многое зависит от вашей внимательности, умения понять инструкцию и следовать ей и от выбора правильной стратегии выполнения задания.

Аудирование (понимание звучащего текста)

Общие рекомендации

Внимательно прочитайте инструкцию и вопросы задания до первого прослушивания аудиотекста. Постарайтесь понять, какого рода информацию вам надо извлечь из звучащего текста, чтобы ответить на эти вопросы.

При первом прослушивании просматривайте вопросы и отмечайте ответы, которые кажутся вам наиболее подходящими.

Перед вторым прослушиванием прочитайте ещё раз все вопросы, особенно те, на которые вы не ответили во время первого прослушивания. Слушая запись второй раз, проверьте выбранные вами ответы и постарайтесь ответить на вопросы, которые вызвали затруднения при первом прослушивании.

Помните, что вопросы следуют в том же порядке, что и информация в аудиотексте. Однако последний вопрос может касаться общего смысла высказывания или общей идеи текста, поэтому важно понять текст в целом.

Задания «Верно – Неверно – В тексте не сказано» (True – False – Not stated)

Выбирая ответ, исходите только из той информации, которая даётся в звучащем тексте. Не пытайтесь привлечь свои общие знания, опирайтесь только на аудиозапись.

Ответ «Верно» (True) означает, что данное утверждение полностью соответствует содержанию текста. Задания, где следует выбрать ответ *True* или *False*, предполагают, что любое утверждение, которое не находит подтверждения в тексте, является неверным (False).

Выполняя задания, требующие выбора ответа из трёх предложенных, *True – False – Not stated*, важно понимать разницу между ответами «Неверно» (False) и «В тексте не сказано» (Not stated). Неверное утверждение содержит информацию, которая прямо противоречит содержанию звучащего текста, в то время как вариант «В тексте не сказано» означает, что в звучащем тексте ничего не говорится по этому поводу.

Задания на выбор правильного варианта ответа из нескольких предложенных (Multiple choice)

Отвечая на вопросы с несколькими вариантами ответа, отнеситесь с осторожностью к тем вариантам, в которых дословно повторяются фрагменты звучащего текста. Часто эти варианты оказываются неверными. Обращайте особое внимание на синонимы и антонимы, встречающиеся в предложенных вариантах ответа и в звучащем тексте, а также на предложения с отрицанием.

Иногда информация, необходимая для выбора правильного ответа, даётся не в прямой форме и вам нужно сделать логические умозаключения на основе услышанного. Если вы не уверены в выборе ответа, попробуйте пойти от обратного: определите явно неверные варианты – таким образом тоже можно прийти к правильному ответу.

Задания на установление соответствия (Matching)

Если в задании нужно определить, кто произносит тот или иной монолог, сосредоточьтесь на фразах и словах, которые характеризуют говорящего (например, профессия).

Если нужно определить, где происходит тот или иной разговор, обратите внимание на фразы, связанные с местом действия. Иногда одна характерная фраза помогает выбрать правильный ответ.

Если нужно определить, какое из звучащих высказываний соответствует тому или иному утверждению из списка, постарайтесь сформулировать для себя основную мысль услышанного высказывания и затем подберите к нему подходящее по смыслу утверждение.

Если в задании требуется определить тип звучащего текста, следует обратить внимание на слова и выражения, характерные для того или иного типа текста, игнорируя избыточную информацию, содержащуюся в аудиозаписи.

Задания на определение последовательности событий (Information ordering)

Если вам нужно выстроить упомянутые в аудиозаписи события в хронологическом порядке, обратите внимание на слова и выражения, указывающие на время действия (даты, время года и т. п.) и порядок следования событий (*then, before, next, finally, in the end* и т. д.).

Если в задании требуется выстроить события в том порядке, в котором о них говорится в аудиотексте, постарайтесь сконцентрировать внимание на ходе повествования или беседы, не отвлекаясь на упоминаемые говорящим (говорящими) детали.

Чтение

Общие рекомендации

Внимательно читайте инструкцию к заданию – стратегия чтения зависит от того, какая задача поставлена перед вами.

Помните, что заголовок помогает понять идею текста, а первое предложение каждого абзаца обычно выражает основную мысль или тему всего абзаца.

Читая текст, подчёркивайте ключевые слова, фразы, предложения или абзацы, которые напрямую связаны с заданными к тексту вопросами.

Задания «Верно – Неверно – В тексте не сказано»

Сначала просмотрите (бегло прочитайте) текст, чтобы понять его общее содержание и определить, какие его части содержат ответы на поставленные вопросы. Большинство вопросов будут относиться к конкретному слову или предложению. Но отдельные вопросы (обычно они идут в конце списка) потребуют понимания текста в целом, его идеи, авторского отношения к проблеме и т. п.

Ответ «Верно» (*True*) означает, что данное утверждение полностью соответствует содержанию текста. Задания, в которых предлагается выбрать ответ из двух предложенных, *True – False*, подразумевают, что любое утверждение, которое не подтверждается информацией из текста, является неверным (*False*).

Если вам предлагается выбрать ответ из трёх предложенных *True – False – Not stated*, следует внимательно отнестись к разнице между вариантами «Неверно» (*False*) и «В тексте не сказано» (*Not stated*). Ответ *Not stated* следует выбрать, если информация в тексте не подтверждает и не опровергает предложенное утверждение, т. е. на основании текста нельзя сделать вывод об истинности или ложности высказывания по отношению к тексту. Ответ *False* следует выбрать, если предложенное утверждение содержит информацию, которая прямо противоречит тому, что написано в тексте.

Задания на выбор правильного варианта ответа из нескольких предложенных

Перед началом чтения просмотрите вопросы. Варианты ответов на этом этапе можно пропустить. Затем быстро прочитайте текст, чтобы понять его общий смысл и определить, к каким его частям относятся вопросы.

Просмотрев текст, перечитайте первый вопрос с вариантами ответа, а затем прочитайте внимательно ту часть текста, к которой он относится. Обращайте внимание на детали: неверные ответы будут по смыслу уже или шире верного; они будут отличаться от верного именно деталями. Ещё раз сравните выбранный вами ответ с прочитанным фрагментом текста: убедитесь, что информация, содержащаяся в этом ответе, подтверждается текстом. Проработайте таким образом все вопросы.

Если вы затрудняетесь с выбором ответа, попробуйте сначала определить однозначно неверные варианты, явно противоречащие содержанию текста. Проверьте, соответствует ли оставшийся ответ информации, содержащейся в тексте.

Отнеситесь с осторожностью к ответам, в которых дословно повторяются те или иные фразы из текста. Часто это неверные ответы. Обращайте особое внимание на синонимы и антонимы, использованные в тексте и в заданиях к нему, а также на предложения с отрицанием.

Задания на установление соответствия

Подбирая заголовки к тексту (или его частям), сначала прочитайте все предложенные заголовки. Затем, читая текст или тот или иной его абзац, подумайте о главной мысли текста/абзаца – это поможет найти соответствующий ему заголовок.

Обратите внимание, что в таких заданиях обычно есть лишний заголовок. Выполнив задание, убедитесь, что этот заголовок не подходит ни к одному из текстов/абзацев.

Задания на заполнение пропусков в тексте

Чтобы подобрать фрагменты для заполнения пропусков в тексте, сначала прочитайте весь текст, чтобы понять его общее содержание. Затем просмотрите список фрагментов для вставки. Прочитайте часть текста с пропуском и определите, какая синтаксическая конструкция требуется для заполнения данного пропуска. Обращайте внимание на слова, предшествующие пропуску и следующие за ним. Подбирая нужные по структуре фрагменты для вставки, помните, что они должны логично встраиваться в содержание текста.

Обратите также внимание, что в таких заданиях обычно есть лишний фрагмент, который не подходит для заполнения ни одного пропуска.

Задания на определение последовательности частей текста

Чтобы выстроить фрагменты текста в правильном порядке, постарайтесь найти в них предложение или абзац, характерный для начала текста. Обращайте внимание на выражения, используемые для представления какой-то темы или персонажа. Вам также помогут слова и выражения, указывающие на время действия (даты, время года и т. п.) и порядок следования событий (*then, next, finally, in the end*).

Не вчитывайтесь в детали каждого фрагмента. Сосредоточьтесь на начале и конце предложений/абзацев и средствах связи, которые используются в них.

Убедитесь, что последнее предложение (последний абзац) подводит итог, содержит вывод из всего текста или логически завершает его.

Письмо (создание письменных текстов)

Перед вами может быть поставлена задача создать небольшой текст: электронное письмо (e-mail), приглашение, личное письмо, официальное письмо – или более длинный текст: сочинение-рассуждение, рецензию, рассказ, описание. Задания рабочей тетради помогут вам научиться писать такие тексты.

Общие рекомендации

Внимательно читайте задание: какой именно текст вам надо создать, какого объёма, какая информация должна быть включена в текст, даётся ли его план.

Если план текста в задании не даётся, план следует составить самостоятельно: из каких частей будет состоять ваш текст и какая информация будет содержаться в каждой из них? Если времени достаточно, напишите черновик или хотя бы ключевые фразы для каждой части вашего будущего текста.

Создавая текст, старайтесь разнообразить лексику и грамматические структуры, которые вы используете в нём.

Написав текст полностью, проверьте себя:

- включена ли в текст вся необходимая информация;
- (в случае более длинных текстов) есть ли вступление, основная часть и заключение;
- логичен ли текст, правильно ли разделён на абзацы;
- правильно ли использованы в тексте средства связи;
- нет ли грамматических, лексических, орфографических и пунктуационных ошибок;
- соответствует ли ваш текст заданному объёму.

Не следует превышать объём текста, указанный в задании. Чтобы ваш текст соответствовал нужному объёму, при составлении плана постарайтесь предположить, сколько слов будет в каждом абзаце.

Говорение

Задания рабочей тетради помогут вам подготовиться к устной части экзаменов по английскому языку.

Общие рекомендации

Внимательно читайте инструкцию к заданию. Не забывайте, на какой вопрос вам следует ответить и какую задачу выполнить.

Не пугайтесь, если вы забыли или не знаете необходимые слова. Используйте близкое по значению слово или попытайтесь объяснить другими словами, что вы имеете в виду.

Если вы не поняли, что сказал вам экзаменатор, попросите его повторить или уточните вопрос.

Не повторяйте одни и те же слова и конструкции, старайтесь разнообразить свою речь, показывая высокий уровень владения языком.

Если на экзамене требуется вести диалог с другим экзаменуемым, не старайтесь всё время говорить сами, дайте возможность высказаться и партнёру. Экзаменатор оценит ваше умение вести диалог. Если же вы превратите беседу в собственный монолог, оценка будет снижена.

ЕГЭ по английскому языку

Письменная часть

В настоящее время экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») содержит девять заданий: два на установление соответствия и семь заданий на выбор одного правильного ответа из трёх предложенных. Рекомендуемое время работы — 30 минут.

Раздел 2 («Чтение») содержит девять заданий: два задания на установление соответствия и семь заданий на выбор одного правильного ответа из четырёх предложенных. Рекомендуемое время работы — 30 минут.

Раздел 3 («Грамматика и лексика») содержит 20 заданий: 13 заданий, требующих краткого ответа, и семь заданий на выбор одного правильного ответа из четырёх предложенных. При выполнении заданий, требующих краткого ответа, вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время работы — 40 минут.

Не забывайте переносить свои ответы в бланк ответов № 1 по окончании выполнения заданий каждого из этих разделов.

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время работы — 80 минут. Черновые пометки можно делать прямо на листе с заданиями или можно использовать отдельный черновик. Как черновик, так и отдельные черновые пометки не проверяются и не оцениваются. Оценке подлежит только вариант ответа, занесённый в бланк ответов № 2.

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручки.

Общее время проведения письменной части экзамена — 180 минут.

Устная часть

В настоящее время устная часть ЕГЭ включает четыре задания.

Задание 1 — чтение вслух небольшого текста научно-популярного характера.

В задании 2 предлагается ознакомиться с рекламным объявлением и задать пять вопросов на основе его ключевых слов.

В задании 3 предлагается выбрать одну из трёх фотографий и описать её, используя данный в задании план.

В задании 4 ставится задача сравнить две фотографии по предложенному плану.

Экзамен проводится в новой компьютеризированной форме, без участия экзаменатора-собеседника. Задания и цветные фото предъявляются экзаменуемому на дисплее компьютера. Каждое последующее задание предлагается после окончания выполнения предыдущего задания. Во время ответа постоянно ведётся аудио- или видеозапись.

Время на подготовку к выполнению каждого задания устной части ЕГЭ — 1,5 минуты.

Общее время ответа одного экзаменуемого (включая время на подготовку) — 15 минут.

Постарайтесь полностью выполнить поставленные задачи, старайтесь говорить ясно и чётко, не отходить от темы и следовать предложенному плану ответа. Так вы сможете набрать наибольшее количество баллов.

SELF-ASSESSMENT TESTS: ANSWER KEY

TEST 1 | UNITS 1–3

- 1 2 bravery
3 ability
4 failure
5 achievement
6 succeed
7 fame
- 2 2 not to go
3 if he believed
4 we thought it was
5 had been in town the day before
6 why he/she/we/they hadn't told him (that)
7 asked us to (please)
- 3 2c 3e 4f 5a 6d 7b
- 4 2 have been told 3 am telling 4 told
5 had never been told 6 are told
7 are being told
- *5 2 last year
3 but I can't change
4 was being built
5 shout
6 had been able
7 hadn't been

READING SKILLS

- 1 1F 2C 3A 4G 5H 6B
7E 8c 9b

COMMUNICATION

- 1 1 half
2 third
3 most
4 risen
5 fallen
6 in five

TEST 2 | UNITS 4–5

- 1 2 eating
3 has
4 as
5 looks
6 having
7 have
- 2 2 expelled
3 odd jobs
4 part-time
5 sacked
6 promoted
7 career
- 3 2d 3b 4c 5d 6b 7c
- 4 2 an 3 absolutely 4 ø 5 quite
6 very 7 the
- *5 1 can't
2 must
3 have
4 spent
5 been
6 know

LISTENING SKILLS

- 1 1c 2b 3b 4a 5d 6a 7c 8a

COMMUNICATION

- 1 2 shows
3 like
4 suggests
5 According to
6 prove
7 more
8 opinion

TEST 3 | UNITS 6–8

- 1 2d 3c 4a 5e 6f 7b
- 2 2 dimples
3 parting
4 fringe
5 stubble
6 plaits
7 wrinkles
- 3 2 sitting; doing
3 being
4 to go
5 to take
6 coming
7 go
- 4 2 where the post office is?
3 we have met before?
4 what this means?
5 if/whether this train goes to Brighton?
6 what you are doing here?
7 what the time is?
- *5 2 None
3 either
4 or
5 of
6 neither
7 nor

READING SKILLS

- 1 1F 2B 3E 4A 5D 6F 7T

COMMUNICATION

- 1 2 The thing is
3 I wasn't listening
4 I'm not sure what you mean
5 let me put it another way
6 let me finish
7 Do you know what I found strange
8 Are you saying
9 Just a second

TEST 4 | UNITS 9–10

- 1 2 taker
3 language
4 expression
5 eye
6 lover
7 across
- 2 2 ambitious
3 loner
4 defensive
5 disapprove
6 unfashionable

- 7 authoritarian
 3 2 taken
 3 off
 4 the
 5 into
 6 by
 7 have
 4 2 meeting Colin at 7 o'clock
 3 will have travelled around the world
 4 the meeting had finished
 5 had this hat since 1998
 6 been writing this essay for two hours and I still haven't finished
 7 had never appeared on stage
 *5 1 worrying
 2 had moved
 3 showing
 4 harder
 5 were worried
 6 are

LISTENING SKILLS

- 1 1F 2T 3F 4F 5F 6F
 7T 8c

COMMUNICATION

- 1 2 if I could ask you a few questions
 3 when the job starts
 4 what qualifications I need
 5 So, are you saying that anyone could do the job?
 6 if I ask/asked you something about yourself
 7 if you have had any experience of being a tour guide
 8 you could come for an interview this week

TEST 5 | UNITS 1-10

- 1 2 half
 3 course
 4 goalkeeper
 5 stadium
 6 team
 7 wind-surfing
 2 2 on
 3 up/in
 4 down
 5 up
 6 on
 7 over
 3 2a 3d 4c 5c 6c 7d
 4 2 have
 3 better
 4 idea
 5 take
 6 most
 7 were
 5 2 deserted 3 uninhabited 4 filthy 5 cramped
 6 spacious 7 cosy

LISTENING SKILLS

- 1 1F 2T 3F 4F 5T 6T 7F 8F

COMMUNICATION

- 1 2 mistake; bill
 3 run
 4 satisfied; service
 5 part; missing
 6 what; ordered
 7 arrived
 8 employees; rude

SELF-ASSESSMENT TESTS: TAPESCRIPTS

TEST 2 | UNITS 4–5

P – Presenter, S – Scott Freeman

- P Today we are very pleased to welcome singing star Scott Freeman who has just released his latest record, 'School days'. Good morning, Scott, lovely to have you on the show.
- S Good morning to you, Judy. Great to be here.
- P So, I guess the first question to ask is about your school days. What kind of a student were you?
- S Oh! Well ... er not the best, it has to be said, although I never got into any real trouble.
- P You weren't expelled or anything like that?
- S No, no. But from the age of about 12 I knew I was going to be a star, although at that time I thought I might be a sports star, not a singer. I was in the school's junior rugby team and played for Hampshire Schoolboys a couple of times. When you get that serious about anything it takes up a lot of your time and I was practising 4 or 5 times a week.
- P So, what happened?
- S Well, when I was 14, I fell in love.
- P Aha ...
- S And the girl, Sally Thomas, was keen on acting. She promised to come and watch me play rugby if I got a part in the school play with her. I must have been in love because I agreed. It was a musical, and I joined the chorus. I really started to enjoy myself and, one day, I was standing on my own singing one of the songs from the play, just feeling happy. The teacher who was organising the whole thing overheard me and, well, to cut a long story short, I got the lead part.
- P A clever teacher!
- S Yes. The only problem was that I had to spend a lot of time with the leading actress, a very nice fifth former called Mandy. I guess Sally might have been jealous because she left me for another boy in my class.
- P Oh dear ...
- S But I loved being on the stage and the star of the show. Anyway, going back to your original question, the schoolwork, which I was never brilliant at, got even worse and I ended up leaving school at 16 with two GCSEs, in drama and music – not surprisingly. I enjoyed school, though, and most of the teachers were cool enough to realise I was never going to become a doctor or scientist or anything like that and the best thing for me was to concentrate on what I was good at.
- P Definitely the right thing to do.
- S The song's nothing to do with any of that,

though. It couldn't really be because I didn't even write it. It's about being in a gang and learning about life from your mates, playing truant, which I never did and generally trying to act all grown up at the age of 15. There were people like that at my school, there are at every school, I guess, but it's not about anyone special.

TEST 4 | UNITS 9–10

RSH – Radio show host, PB – Professor Belling

- RSH Welcome to *Talking Point* and, this week we are looking at the way British people speak and whether regional accents affect communication, positively or negatively. Accents in Britain have been a controversial subject for many years. Sir Walter Raleigh, the famous 15th century explorer, had a strong West Country accent. Regional accents became fashionable again with the success of The Beatles in the 1960s. Our guest today is Professor Belling, a lecturer at Durham University, who will answer our questions in his beautiful, Yorkshire accent. Welcome, professor.
- PB Thank you.
- RSH Now, there was a lovely quote a few years ago in a newspaper about a top British diplomat ...
- PB That's right. It said that it had been a terrible mistake to allow ... well, I won't mention his name, to represent Britain because he sounded like the manager of a lower-division football club. I love the distinction between lower level and higher level football clubs as if, somehow, those with better clubs have better accents.
- RSH I think most managers of top football clubs nowadays are from other countries. So why did they write that?
- PB Well, no matter that this man has a PhD from Oxford University and speaks four languages fluently, his accent, in the view of the newspaper that wrote about him, is not quite right for a government representative. We want our politicians to speak like Hugh Grant!
- RSH And yet, on the TV and radio nowadays, we hear more and more regional accents.
- PB That's true but certain accents are heard on certain programmes. A Scottish, Irish, Welsh or Yorkshire accent is fine for the news or documentaries as long as they aren't too strong. A slight 'lilt' we say, like Anthony Hopkins' Welsh accent. It's just strong enough to hear but doesn't affect our understanding. The other interesting distinction is between

the Edinburgh and Glasgow Scottish accents. Edinburgh's is soft and gentle, ideal for radio. Glaswegian is much harder and more difficult to understand.

RSH Are there any other trends?

PB Yes. For youth programmes, it is better to come from one of the big urban centres: Newcastle, Manchester or Liverpool. These accents give the sense of excitement and fashion. The London accent, or estuary English is still less acceptable, even for the young people's shows. Perhaps because it is spoken over such a wide area nowadays, the whole of south-eastern England really, it doesn't have the big city association that the other accents have.

RSH Are there any accents which are no good at all for radio or TV?

PB Well, the country accent, a west country or Norfolk accent isn't often heard. The vision of farms that you see in your mind when you hear it is wrong for radio. Mind you, it's an excellent accent for a politician. It's so honest and sincere and of course, it is associated with the old Britain. And, finally, of course, there's the midlands accent which is just not fashionable at all, never has been. I can't think of any national figure with a strong midlands accent except the comedian Jasper Carrott.

RSH Well, thank you very much, professor. If anyone can think of a famous person with a midlands accent, please phone or text the show.

TEST 5 | UNITS 1–10

P – Presenter, **C** – Clare, **D** – Don, **S** – Shelley

P Good evening and welcome to *Shop Talk*, the weekly consumer affairs programme which gives you, the consumer, advice, warnings and recommendations about products in the shops. This week, we are looking at children's food products which are being heavily advertised on TV at the moment. Which ones to buy, if any, and which ones to avoid. And we start with *Bioyog*. As usual, I'm joined by my team of reporters, Clare, Don and Shelley. Clare.

C Yes, this is advertised as being 100% natural, full of vitamins and tasty enough for any child.

Well, surprisingly, perhaps, it seems that the adverts are telling the truth. There is nothing added to the natural fruit juice and organic yoghurt. And it is very tasty. One word of warning, though – it does have a lot of sugar in it. Natural sugar but it's still not very good for children's teeth so make sure you brush well after eating one of these.

P So, *Bioyog* gets the thumbs up from Clare. What about *Thick Crisps* in ten different flavours, Don?

D Well, I've eaten a crisp from every packet and they certainly do have ten different flavours but not exactly as they are advertised. The chicken tastes like bacon and the *Chinese Crispy Duck* tastes like nothing on earth. There are no actual lies in the advert but there are lots of things unsaid. For example, the fat content is about double that of a normal packet of crisps and even a small packet contains 750 calories. They also contain more salt and more chemicals. All crisps are bad for you but these are really bad.

P Oh dear. No *Thick Crisps* for me, then. Lastly, we have Shelley out and about looking at the new *BestBurger Kids' Pack*. There has been lots of advertising for these on TV. Shelley, what are they like?

S Hello from *BestBurger Brighton*. The advertising here in the restaurant is much more concerned with the prizes you can get by collecting points on the packs than the food inside them. And that's not surprising because, when you open them up, you'll get a big disappointment. You could buy all the food inside for a little over half the price of the pack if you bought it separately. This one has five, small chicken pieces, chips, a pie and a drink. That would cost me about £1.80 but the pack was £3. I do get three points, though. Unfortunately, you need ten points for the smallest prize, which I would imagine is worth about 50p. The best prize is a radio which requires 50 points. That's 17 packs. I think I'd rather go to my local electrical store and buy a better radio for half the money of the packs and use the rest to buy some healthy fresh food from the shops.

P Thanks, Shelley. So, the advice is, don't bother with *BestBurger Kids' Packs*. Now you may remember that last week, we ...