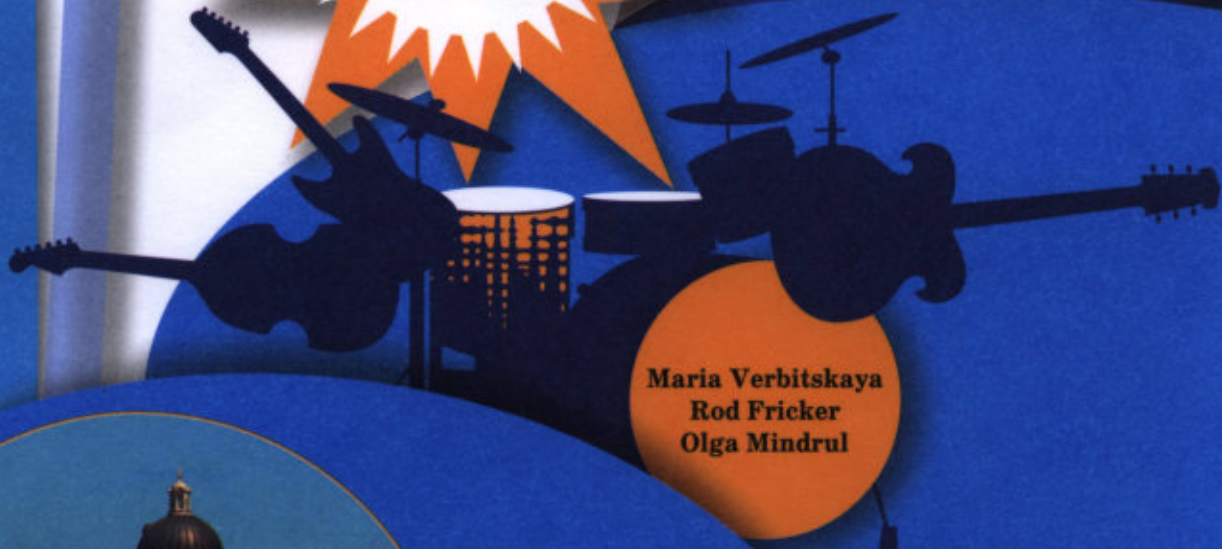


FORWARD

ENGLISH
Workbook



11



Maria Verbitskaya
Rod Fricker
Olga Mindrul



PEARSON



ВЕНТАНА
ГРАФ

FORWARD

RU | российский учебник



АНГЛИЙСКИЙ ЯЗЫК

класс

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,
Р. Фрикер, О. С. Миндрул

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Рабочая тетрадь входит в состав учебно-методического комплекта «Forward» для 11 класса и дополняет учебник системой заданий, обеспечивающих комплексное развитие умений и навыков в аудировании, говорении, чтении и письме. В тетрадь включены тесты для самопроверки с ответами.

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01

Bridging the gap

GRAMMAR

Present and past habits → see page 96

1 Complete the text with the correct forms of the verbs in brackets. More than one answer is possible.

POLITICAL COMMENT

Tony Blair — then and now

When Tony Blair was young, was there any indication that he might, one day, be one of Britain's longest serving Prime Ministers? At his public school, Tony Blair ¹ was always challenging (always challenge) and breaking the rules. He ² _____ (often go) to the pub with his friends and ³ _____ (hate) some of the, as he saw them, pointless and old-fashioned rules. However, he ⁴ _____ (justify) his opinions through clever and passionate debate. At Oxford University, he formed a rock band, *Ugly Rumours*, with some other students. One of his fellow band members remembers that he ⁵ _____ (be) confident, ambitious and charming and ⁶ _____ (not do) anything if it wasn't done well. After graduating, with a degree in law, Tony Blair and his wife Cherie moved to Hackney in East London. A friend and neighbour remembers that he ⁷ _____ (always read), he ⁸ _____ (sit) for hours at home or on holiday with a good book. He ⁹ _____ (also be) a real 'early bird' getting up at dawn while everyone else was asleep. Today we can see a lot of these characteristics in Tony Blair the politician. He is still charming, ambitious and confident. He ¹⁰ _____ (still debate) passionately and he ¹¹ _____ (constantly fight) against rules and regulations that he sees as being wrong for today's society. The difference is that now people listen to him.



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

1 I had a lot of videos when I was younger, but I've lost them.

HAVE

I _____ a lot of videos when I was younger, but now I've lost them.

2 Whenever we went on holiday, my parents always bought me ice creams.

WOULD

My parents _____ me ice creams when we went on holiday.

3 My friend talks on her mobile phone all the time.

CONSTANTLY

My friend _____ on her mobile phone.

4 Our teacher always used to give us extra homework for no reason.

GIVING

Our teacher _____ extra homework for no reason.

5 He doesn't do anything to help us.

WILL

He _____ anything to help us.

6 She will stay in the bathroom for hours every morning.

ALWAYS

She _____ in the bathroom for hours in the morning.

7 What did you do in the summer holidays when you were young?

DO

What _____ in the summer holidays when you were young?

8 My brother and I never argued about anything when we were young.

USE

My brother and I _____ about anything when we were young.

- 3 This text is written in the Past Simple only. For each of the underlined verbs (1–11), decide whether they can only be used in the Past Simple, or could also take **used to** and **would**.

A DIFFICULT CHILDHOOD



John Lennon was born at the beginning of the Second World War in Liverpool, an important port which was heavily bombed. His father was a sailor and so ¹didn't see the family very often and, after the war, he ²left them.

John's mother ³found it difficult to look after John and go out to work, so he often ⁴stayed with his mother's older sister, his Aunt Mimi. Eventually, he ⁵moved to his aunt's permanently and grew up in a nice, semi-detached house in a good part of Liverpool. When he was fifteen, he ⁶started listening to rock'n'roll groups and decided to start his own group. They often ⁷played small concerts and, at one of these, he met Paul McCartney. John's aunt always ⁸told him that he should concentrate on his school work, but he ⁹didn't listen to her, which was lucky as John and Paul went on to become the main songwriters in the Beatles, the most famous pop band of all time.

John's mother came back into his life when he was about seventeen, and he ¹⁰visited her a lot because she ¹¹liked his music, unlike his aunt. Then, just as John's relationship with his mother was becoming very close, she was killed in an accident, which affected John very badly and turned him into even more of a rebel.

		used to	would
1	<u>didn't see</u>	✓	✗
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

SPEAKING

- 4 Imagine that you want to show photos from your photo album to your friend. Think of 2–3 introductory phrases and the concluding phrase.
- 5 Look at the photos on page 6 of your Student's Book. Imagine that these are the photos from your photo album and you want to show them to your friend. Choose one photo to present to your friend. Don't forget about the introductory and the concluding phrases.

In your talk remember to speak about:

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

- 6 Complete the dialogue with the correct phrases from **Speak Out** on page 8 of your Student's Book. Put one word in each gap.

Announcer Today we have two panelists discussing the question: 'Whose generation is better?'. Steve grew up in the 1970s, and Liz was born in the early 1990s. Good evening to you both. Steve, over to you.

Steve The 70s were an incredible decade. Great music, wonderful fashion, brilliant films.

Liz ¹Frankly, _____'s _____! Too colourful. Would you wear a pink shirt and purple tie? And the films weren't that good. Look at the shark in *Jaws* compared to the dinosaurs in *Jurassic Park*.

Steve ²You've _____, but computer effects don't make a film better. Films had more plot and less action.

Liz ³I'm _____. I think, if you look away from the Hollywood blockbusters, you'll see that there are plenty of intelligently and excellently made films around. Maybe you're just too old.

Steve ⁴_____, you've _____!

READING

7 Six young people are talking about problems they have with their parents or families. Read the text quickly and match the topics to the people. Write J — Jeff, S — Sarah, B — Barry, H — Henrietta, K — Karl, L — Louise.

- | | |
|--------------------------------|---------------------|
| 1 Boy/girl friends ___ | 5 Hairstyles ___ |
| 2 School/studies ___, ___, ___ | 6 Holidays ___, ___ |
| 3 Fashion/clothes ___, ___ | 7 Money ___ |
| 4 Music ___, ___ | 8 Nationality ___ |

8 **TOEFL** Read the text again and as you listen to it match the headings (a–g) to the people (1–6). There is one extra heading.

- | | |
|--------------------------|---------------------------|
| a It's just the way I am | e I hope she stays away |
| b I can't afford it | f Culture clash |
| c Please, listen to me | g Why is she so negative? |
| d He thinks he's right | |

9 Who do you think said these things?

- | | |
|---|-----|
| 1 He will insist that he knows best. | ___ |
| 2 I'm always surprising people. | ___ |
| 3 I didn't use to understand my place in society. | ___ |
| 4 She can never be happy for me. | ___ |
| 5 She thinks I have to do what she tells me to. | ___ |
| 6 She won't let me decide for myself. | ___ |

10 Match the people to the character types.

- | | |
|---|--------------------------|
| 1 Jeff's parents' opinion of him when he was fourteen | <input type="checkbox"/> |
| 2 Sarah | <input type="checkbox"/> |
| 3 Barry's father | <input type="checkbox"/> |
| 4 Henrietta's mother | <input type="checkbox"/> |
| 5 Karl | <input type="checkbox"/> |
| 6 Louise's sister | <input type="checkbox"/> |
-
- | | | |
|----------------|---------------|---------------|
| a wet blanket | c space cadet | e bossy-boots |
| b loose cannon | d cry baby | f know-it-all |

11 Look at the underlined phrases in the text. Choose the correct meaning of each.

- | | |
|------------------------------|--|
| 1 got into a real state | <i>became very upset/became very happy</i> |
| 2 drives me up the wall | <i>makes me angry/makes me laugh</i> |
| 3 make out | <i>make me admit/make it look as if</i> |
| 4 long-faced | <i>sad looking/happy looking</i> |
| 5 didn't bat an eyelid | <i>didn't move at all/weren't surprised at all</i> |
| 6 be at each other's throats | <i>shout at each other/ignore each other</i> |

12 Complete the sentences with the correct forms of the phrases from Exercise 11.

- Bill is always trying to _____ that he's the best in the class, but we know he isn't.
- Why are you looking so _____? Cheer up! It's nearly summer!
- John and Dave are _____ all the time. It started when Dave became captain of the athletics team, and John thought he should have been captain instead.
- Marking these tests is really _____. It takes ages!
- Our mum is incredibly open-minded. Paul came home with green hair, and she _____!
- When I crashed my car into his, he _____, shouting and threatening to call the police.

SIX READERS DISCUSS PROBLEMS IN UNDERSTANDING

1



Jeff, aged 18, Coventry

2



Sarah, aged 16, Manchester

3



Barry, aged 17, Lincoln

4



Henrietta, aged 16, Truro

5



Karl, aged 16, Bath

6



Louise, aged 17, Swindon

Last week we asked you if you have any problems in understanding or being understood by other members of your family. We have received hundreds of replies and here are just a few of them. You can read more on our website.

My parents came to Britain from Bangladesh in 1978. They're still quite traditional and don't really understand English teenagers. I've lived here all my life and have never even visited Bangladesh, so it's sometimes difficult for us to get on the same wavelength. When I was about fourteen, I was just a normal teenager, but they thought I was completely wild. They got into a real state. I think they saw my friends and listened to my loud rock music and thought there was something seriously wrong with me. They couldn't talk to me, and I couldn't talk to them. In the end they sent me to live with an uncle, and he knew exactly what was wrong. He sat me down and talked to me for hours and hours. It took a few weeks, but, eventually, I worked out who I was and what my parents wanted, and now I have a good relationship with my parents. I think you definitely have to look at things from both sides.

My mother really drives me up the wall! She won't let me choose my own clothes, and, when I do buy something, with my own money, she always criticises it. Honestly, it's so unfair. Doesn't she realise I'm old enough to think for myself? It's ridiculous! Why does she treat me like this? It doesn't matter how much I scream and shout, she won't change her mind. Next time she tells me I can't wear something, I'm going to lock myself in my room and refuse to come out.

I'm having real problems with my father at the moment. I want to study sociology at university, the University of East Anglia. It's a good distance from here, not too far if I want to come home, but far enough away to be independent. I've read a lot about the course and the university. They sound really good, but my father thinks he knows better. He's always trying to give me advice about where to go and what to study as if he was some kind of expert. He didn't even go to university. He's always like this, even with computers. He can't even send an email, but, when I wanted to buy a new computer, he was giving me his expert opinion and trying to make out that I didn't know what I was talking about.

I'm having problems with my mother. It started when I met Paul, my boyfriend. My dad was happy for me, but my mum suddenly started worrying about me and fearing the worst. First of all she told me I was too young to know what love was and that we would split up in a couple of weeks. Then she tried to find all the negative points about Paul — his clothes, his earring, that sort of thing. Now she won't talk to me. We'll be sitting eating dinner, and she just stares at me all long-faced, not saying a word. We want to go on holiday together this summer — camping in France — so she's got a whole lot of new things to worry about. She's sure something will go wrong. She doesn't like Paul's dyed hair either!

I'd like to write something positive. I think my parents are great. They do worry about my school work, especially when they get my reports — I always get comments like 'Could do better' and 'Has ability, but needs to concentrate' — but they never get angry. They sort of understand because I'm exactly the same at home. I try to listen, but I go off into daydreams about things, and my mind goes blank, sometimes even when I'm talking I'll forget what I wanted to say. I remember last Christmas, when my grandparents came round, they got quite worried about me because I had several half unwrapped presents in front of me and I was busy watching television. They looked really upset. They thought I was ungrateful and not interested in the presents, but my parents didn't bat an eyelid — they know what I'm like now. I just sort of got distracted. I opened them in the end.

I don't usually have any problems at home. I get on well with my parents, and they treat me like an adult. The only problems I have are when my sister comes home from university at holiday times. She's two years older than me and thinks she can tell me what to do all the time. She goes on and on about university and her amazing new friends and criticises my 'unsophisticated' taste in music. Christmas was a nightmare. We were at each other's throats all the time. Easter was the same, and now summer is coming. I hope she goes travelling like she always says she will. I don't think I can stand her pushy, domineering attitude for two whole months.

GRAMMAR

would prefer/would rather → see page 96

13 Tick the four sentences that are grammatically correct.

- 1 I'd rather go to the park.
- 2 I'd rather we go to the park.
- 3 I'd rather we went to the park.
- 4 I'd rather to go to the park.
- 5 I'd rather us to go to the park.
- 6 I'd rather us go to the park.
- 7 I'd prefer go to the park.
- 8 I'd prefer we go to the park.
- 9 I'd prefer we went to the park.
- 10 I'd prefer to go to the park.
- 11 I'd prefer them to go to the park.
- 12 I'd prefer us go to the park.

14 Complete the table using the four correct sentences from Exercise 13.

Sentence	Form	Negative
1	'd rather + infinitive without to	I'd rather not go to the park

15 Circle the correct answers.

- 1 She'd rather we didn't/don't talk so loudly.
- 2 Would you rather/prefer I smoked outside?
- 3 Where would you prefer go/to go this afternoon?
- 4 I'd rather she/her didn't spend so much time on the computer.
- 5 She'd prefer we/us to be more polite.
- 6 I'd rather not go/to go out tonight.
- 7 He'd prefer to not/not to set off so early.
- 8 I'd prefer/rather them to finish their homework before they go out.
- 9 I'd rather he wasn't/isn't so lively.

*16 Write the answers to the questions using the words in brackets. Do not change the form of the words or the order in which they are written.

- 1 Would you like to go to the beach?
(rather/went/lake)
I'd rather we went to the lake.
- 2 Do you want to play football this afternoon?
(prefer/swimming)

- 3 Shall we go for a burger?
(rather/not/burger/prefer/pizza)

- 4 There's a great horror film at the cinema.
(went/see/comedy)

- 5 We can go to America on holiday.
(rather/go/Europe/prefer/not/fly)

- 6 Can I borrow your player?
(didn't)

17 Complete the text with one word in each gap.

- A What shall we do today? Shall we go out?
- B I'd rather we didn't. It looks as if it might rain. Why don't we watch some DVDs?
- C Oh, John! I'd ¹_____ to get wet than sit in front of the TV. Anyway, it won't rain. It's clearing up.
- B OK, what do you want to do? I'd rather ²_____ do anything too energetic because I had a late night last night. I was ...
- A I'd prefer not ³_____ hear about your wild night just now. In fact, I'd rather ⁴_____ didn't tell us at all. I'm fed up with your stories.
- B That's nice. ⁵_____ you rather I ⁶_____ home?
- C No, no, no. What's up with you, Sally?
- A It's nothing.
- C Come on, tell us.
- A I'll tell you later, Dave, when John's not listening. I'd prefer ⁷_____ not to hear it.
- B Right, that's it. I'm going. I know when I'm not wanted. I'd prefer to ⁸_____ with people who actually want me around.

PRONUNCIATION

- 18 Mark the stressed syllables and read aloud the words. You can check yourself using the Vocabulary at the end of your Student's Book.
Gene'ration, generation gap, especial, especially, difference, different, independent, dependent, irresponsible, responsible, unreliable, reliable.

WRITING

Dear Sir,

Order your points → Firstly, I would like to disagree with the idea that it is a shame that young people are not more interested in politics. I know that people say that it is this young generation who are our country's future and, if they lose interest in politics, they will leave the country at the mercy of minority, extremist parties of the left and right, but let's be realistic.

Join two contrasting clauses → This lack of interest is not at all surprising. Too many of our young people have no sense of responsibility and no sense of purpose. As a result, they live only for today and for their own pleasure and, anything which they see as being boring, they ignore. While they can happily spend ten hours playing computer games or talking on their mobile phones, they don't have the patience to spend ten minutes casting a vote once every five years. I think that, if we really want young people to vote, we should turn the whole election into a reality TV show and let them vote by SMS.

Introduce a contrasting clause → However, there are reasons not to be too worried by this. It seems that, generally, young people do grow up to become responsible citizens eventually and, in addition, they do start to take an interest in the outside world.

Make a general point → In my opinion, the best solution to the problem would be to raise the voting age to thirty because the last thing we need is for important decisions to be made by people with spiky hair and pierced tongues!

Introduce a result →

Add or emphasise a point →

Express your attitude/viewpoint →

Give a reason →

Yours,
Colonel Henry Sturgeon (retired)

19 Read the letter sent to a newspaper and answer the questions.

- 1 Why don't eighteen-year-olds vote?

- 2 What can we do to encourage them to vote?

- 3 What changes should we make to the voting law?

20 Match the underlined words and phrases in the text to the expressions that could replace them.

- 1 In general _____ generally _____
- 2 As _____
- 3 Nevertheless _____
- 4 Moreover _____
- 5 To begin with _____
- 6 Personally, I think _____
- 7 Consequently _____
- 8 Although _____

21 Match the two halves of the sentences.

- 1 I don't like politics although e
- 2 I don't like politics. Consequently
- 3 I don't like politics because
- 4 I don't like politics. In fact,
- 5 I don't like politics. In spite of this
 - a I always vote.
 - b I hate politics.
 - c I don't trust politicians.
 - d I never read about it.
 - e I understand why it is important.

22 Complete the sentences with the phrases from Exercises 20 and 21. Put one word in each gap.

- 1 Generally speaking, people are richer now than in the past.
- 2 I'd like to thank you for a wonderful year and, in _____, I'd like to say that I hope next year will be even better.
- 3 _____ we were happy in our jobs, we decided to look for new ones.
- 4 We searched for many hours but _____ this, we couldn't find the missing documents.
- 5 We've put a lot of effort into our work this year and, _____, we've been promoted by the chairman.

*23 You are writing to disagree with the letter and give your own opinions on the subject.

- Use at least three of these points in your letter and other ideas of your own.
- Not voting is a choice people make, not just laziness.
 - You would vote if there was somebody worth voting for.
 - Politicians have to earn our respect.
 - Young people are much more responsible these days.
 - Looks are not important.
 - There should be an upper age limit of fifty because older people don't understand the modern world.

WORD LIST

abolish	convinced	get your own way	out of touch	sticker
addicted to	cramp my style	homemaker	pay attention	strangely
adventurous	critical	hopeless	personality trait	sulk
age difference	cry baby	hunter	predictable/ unpredictable	superior
anxious	dare	ignorant	provoke	sympathise with sb
approachable/ unapproachable	dismissively	impulsively	pushiness	taboo
appropriate/ inappropriate	disobey	incident	rant and rave	take for granted
bore (n)	diversity	incompatible	reasonable	temper
bossy-boots	down to a fine art	infantile	reassure/ reassuring	tense
break into	drum (v)	inferior	relaxed	That's rubbish!
break up	dull	initially	remain	therefore
bring up	encouragement	intriguing	responsible/ irresponsible	traditionally
busybody	endearing	ironic	right wing	treatment
campaign (v, n)	engineering	know-it-all	sensitive/ insensitive	turn up
canteen	entirely	knowledgeable	shield	uncertainty
caption	especially	language barrier	slob	uniqueness
care	exclude	left wing	small talk	unreliable
cautious	expertise	lock (n)	space cadet	unwanted
come round	face value	loose cannon	spend ages	valid
committed	fiddle with	loser	spoil	walk all over sb
competitive	forever	march (n)	spoilt	wavelength
complimentary	forgotten	mature	spot on	well-matched
compromise (v)	frustrated	modest	stand up to sb	well-prepared
conceited	frustrating	moodiness	stem from	wet blanket
consider	generation gap	moody		world of your own
constantly	get along with	negative		worrying
	get back	option		
	together	out of control		

VOCABULARY ACTIVATOR

24 Replace the underlined words with a word or phrase from the Word List. Make any necessary changes.

1 My parents and I don't really understand each other because of the differences in tastes, values and beliefs between people born at different times.

My parents and I don't really understand each other because of the generation gap.

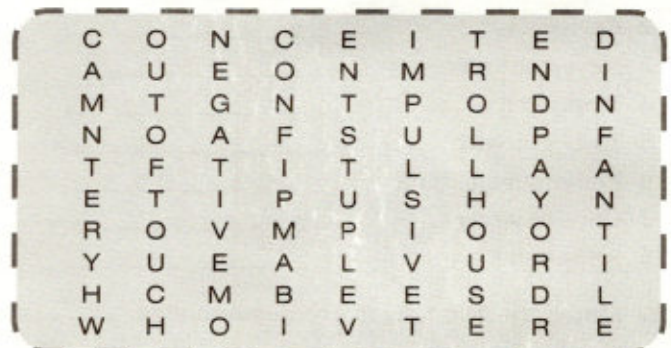
2 Some things about her character had made her unpopular with the rest of the class.

3 I don't really know what to talk about with my cousin. There isn't much of a gap in years between us, but we don't have much in common.

4 I've got a pen pal in France. I speak a little French, but sometimes there are problems in understanding each other when we try to talk to each other.

5 I find it difficult to have a good relationship with my brother.

25 Find six character adjectives from the Word List in the word search.



26 Match the types of people to the adjectives from Exercise 25.

- 1 Wet blanket _____
- 2 Space cadet _____
- 3 Loose cannon _____
- 4 Bossy-boots _____
- 5 Cry baby _____
- 6 Know-it-all _____

27 Complete the sentences with an adjective from the Word List.

- Beth is quite a cautious person, but her brother is very adventurous.
- I feel relaxed at home, but I'm always _____ when I'm out.
- I'm ignorant about science, but very _____ about politics.
- The film was dull, but the original book was really _____.
- I'd rather you were truthful and critical than _____ about something that you don't really like.
- They seemed to be a well-matched couple, but after a year it was obvious that they were _____.
- My boss thinks he is superior to everyone else, but I don't feel _____ to him.

28 Change the underlined words for the adjectives from Exercise 27 and complete the new sentences.

- There was a very interesting and strange story in the newspaper.
There was an intriguing story in the newspaper.
- Tony and Cheryl couldn't get on together, and in the end they split up.
Tony and Cheryl _____, and in the end they split up.
- Steve finds it hard to relax at parties.
Steve _____ at parties.
- My friends said nice things about my new haircut.
My friends _____ my new haircut.
- I want to be Tom's partner in the quiz. He knows a lot about a wide variety of subjects.
He _____ about a wide variety of things.

29 Choose the correct answers.

- The government wants to ___ free bus passes for pensioners.
 a abolish b exclude c provoke d spoil
- He talks ____. He never stops.
 a especially b entirely c constantly d dismissively
- He's really ____. He always has to win.
 a cautious b competitive c endearing d frustrated
- She's got a terrible ____. She often gets angry for no reason.
 a temper b diversity c treatment d shield
- Usually, she's pleasant, but she can be ____ and sulk when she doesn't get her own way.
 a modest b spoilt c moody d unreliable

6 John's a real ____. He never tidies his room or brushes his hair.

- a bore b slob c loser d sticker

7 Why do some children ___ their parents?

- a consider b spoil c exclude d disobey

***30 Complete the sentences with one word in each gap to make a phrase from the Word List.**

- We've got to stand up to John or he'll never change.
- Sue always wants to get her _____ way. She never wants to do what I want to.
- I'm sure Sarah takes us for _____. She never seems to appreciate what we do for her.
- Bob has got his bossy behaviour down to a _____ art. He can make his sister do anything he wants.
- What's that noise? Just Pauline ranting and _____ about something as usual.
- Is Steven alright? He seems to be in a _____ of his own at school.
- This time we're going to say 'no' to Jack. He's walked all _____ us for the last time.
- When Carole said that she didn't want to come, I knew that she did really, but I pretended to take what she said at face _____ and told her I'd see her the next day. She was really upset!
- One thing that always annoys me is when someone _____ their fingers on their desk while I'm talking.
- Stop _____ with your hair and concentrate.
- I don't belong here. I'm on a different _____ to everyone else.

Extend your vocabulary

***31 Match the character idioms (1-5) to the descriptions (a-e).**

- Don't believe Tom. He's a bad egg.
 - Daria's an eager beaver. She comes in earlier than anyone else and leaves later.
 - Steve's a bit of a dark horse. I wonder what he's really like.
 - You haven't got any real responsibility. You're just a pen pusher.
 - You'll have to be nice to Celina. She's the top dog in this company.
- a Someone secretive or about whom little is known.
 b The most important or powerful person.
 c Someone who is unpleasant or who can't be trusted.
 d Someone who is enthusiastic and hard-working.
 e An office worker who just does the administrative work and nothing else.

GRAMMAR

Past Perfect and Past Perfect Continuous → see page 97

Participle clauses → see page 97

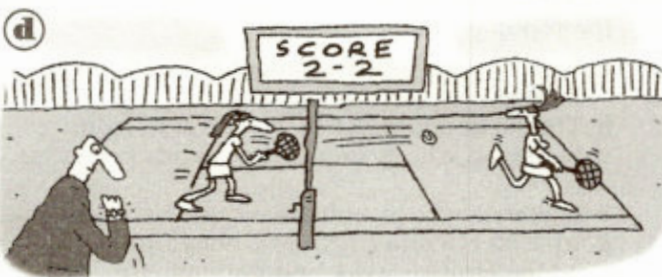
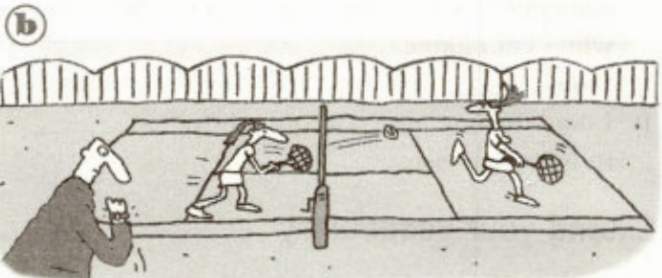
1 Match the sentences (1-4) to the pictures (a-d).

1 When I got there, they were playing.

2 When I got there, they had played four games.

3 When I got there, they had been playing for twenty minutes.

4 When I got there, they played.



2 Circle the correct answers.

- When we looked at the map, we realised we had gone/went/were going the wrong way when we left London.
- We were late for the meeting because *we hadn't set off/didn't set off/hadn't been setting off* early enough.
- I watched him for a few minutes, and, when he had finished, I asked him what he *had been doing/was doing/did*.
- When we got to the party, the food *had all gone/was all going/all went* and there was nothing for us to eat.
- We asked where Henry was, but no one *had seen/saw/was seeing* him.
- I had been thinking about the holiday for ages before I *went/had gone/was going*.
- They had been playing for ten minutes when the Italians *scored/had scored/were scoring* a goal.
- I *was lying/had been lying/lay* on the beach when I suddenly remembered that I hadn't locked the front door.
- I met Jane last week. She had blond hair, which was a surprise because she *had had/had/had been having* red hair when I met her for the first time.

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

- When my friends arrived, I had been cooking (cook) for three hours.
 - When my friends arrived, I had cooked (cook) dinner and washed up.
- We were tired because our neighbours _____ (dance) all night.
 - We were tired because our neighbours _____ (wake) us up three times in the night.
- I was ready for the exam because I _____ (read) five books.
 - I was ready for the exam because I _____ (revise) for three weeks.
- We _____ (drive) very far when the accident happened.
 - We _____ (drive) very long when the accident happened.
- When I fell asleep, I _____ (write) for hours.
 - When I fell asleep, I _____ (write) 25 pages of my project.

***4 Rewrite the sentences starting with a participle.**

- 1 I had an idea while I was in the bath.
_____ I had an idea.
 - 2 When I had read the email, I knew there was a problem.
_____ knew there was a problem.
 - 3 When I had finished my homework, I switched on the TV.
_____ switched on the TV.
 - 4 When I saw the post office, I knew I was in the right place.
_____ knew I was in the right place.
 - 5 After I had written two pages, I needed a rest.
_____ needed a rest.
 - 6 I didn't know the word, so I looked it up in the dictionary.
_____ looked it up in the dictionary.
- 5 Complete the sentences with the correct forms of the verbs in brackets.**

6 Complete the text with the phrases from the box. Find the Past Perfect forms and explain their use.

One reason By the end of the war
By that time This meant A week after

GREAT RUSSIANS



Alexey Maresyev

One of the most amazing stories of the Second World War was that of a Soviet pilot who was shot down over German-occupied territory in Russia in April 1942. Alexey Maresyev was badly wounded and could not walk. It took him 18 days of creeping through forests to reach the nearest village. ¹_____ a Soviet plane landed near the village and Aleksey was taken to hospital. ²_____, however, Maresyev's wounds had been infected, and the doctors had to amputate both his legs. He slowly learned to walk on artificial legs and to fly with his new legs. ³_____, Maresyev had completed 86 combat flights and shot down 11 enemy planes. ⁴_____ for his success as a pilot was actually the fact that he had artificial legs. When pilots turned very quickly, the blood left their brain and often flowed to their legs. ⁵_____ that they could lose consciousness and crash. Perhaps Maresyev's artificial legs meant that he could turn more quickly without losing consciousness.

A SHORT HISTORY OF IQ TESTS

In 1916, the Stanford-Binet measure of intelligence ¹became (become) the standard IQ test used in the USA. Alfred Binet, a French psychologist, ²_____ (come up) with his own test twelve years earlier in France. He ³_____ (create) the original test to identify students needing extra educational help, but the Stanford-Binet test ⁴_____ (be) used to test all students. By the 1920s, so many students ⁵_____ (do) tests each year that testing ⁶_____ (become) a multi-million dollar industry. ⁷_____ (study) IQ tests for many years, the mathematician Banesh Hoffman questioned whether they measured anything except an ability to do IQ tests. However, by the time his book, *The Tyranny of Testing*, was published in 1962, millions of children ⁸_____ (take) the test and ⁹_____ (live) with the effects for up to forty years. Studies which were done in the 1960s and 1970s ¹⁰_____ (show) IQ tests to be unreliable and of limited value in assessing intelligence.

LISTENING

7 **TO2** Listen to Professor Crabtree talking about problem solving and tick the things that he says an intelligent person does.

- a ask for help
- b know they are right
- c listen to others
- d use past knowledge
- e use all their senses
- f be persistent
- g be patient
- h work quickly



8 **TO2** Listen again. Choose the correct answers (a-d).

- 1 In the introduction, the presenter says that
 - a some people are obviously more intelligent than others.
 - b you have to be intelligent to be good at sport or music.
 - c it is difficult to say exactly what intelligence is.
 - d Mozart was more intelligent than many footballers or modern musicians.
- 2 The professor says that
 - a the only important factor is whether someone can solve a problem or not.
 - b the most important thing is how someone solves a problem.
 - c intelligent people can solve problems immediately.
 - d intelligent people don't have to face problems.
- 3 Which of these is NOT true?
 - a Asking for help is intelligent because someone else may know the answer.
 - b It isn't very intelligent to spend time unnecessarily solving a problem.
 - c It is no good asking if you don't listen.
 - d Intelligent people don't need help.

- 4 The professor says that
 - a intelligent people look for help wherever possible.
 - b you should never work alone.
 - c you should ignore things you have learned in the past because each problem is different.
 - d each problem is unique.

- 5 The professor says that
 - a once you have found a solution your work is finished.
 - b there may be more than one way to solve a problem.
 - c you should start trying to solve the problem immediately.
 - d intelligent people don't take risks.

9 **TO3** Listen to seven speakers and choose the right answer.

- 1 Speaker 1 cannot start a business because
 - a he lost his job.
 - b his friends are on holidays.
 - c his money is gone.
- 2 Speaker 2 didn't pass his A level exams because
 - a he didn't make enough effort to succeed.
 - b no one controlled his work.
 - c he had too much reading to do.
- 3 Speaker 3 has become more careful about safety because
 - a he had an accident during water rafting.
 - b he was without friends doing bungee jumping.
 - c he ignored the rules of extreme sports.
- 4 Speaker 4 had not had her own gallery until she was 46 because
 - a she did not do well at university.
 - b her friend failed her.
 - c she was not interested in marketing.
- 5 Speaker 5 had to leave the job of a waiter because
 - a he didn't get enough money.
 - b he failed to do his job properly.
 - c he couldn't work in the mornings.
- 6 Speaker 6 and Jerry have stayed friends though
 - a they had different jobs.
 - b the speaker was his supervisor at a factory.
 - c the speaker criticised Jerry's professional performance.
- 7 Speaker 7 is unhappy because
 - a she regrets not having accepted her friend's proposal.
 - b her friend found another partner.
 - c she was in debt and had to borrow a lot of money.

WRITING

10 Read the story quickly and answer the questions.

- 1 What is it about? Circle the correct answer.
a The place b The people c The journey
- 2 Where is it set?
- 3 How many main characters are in it?

11 Look at the story and find the nouns related to the topic of train travel.

- 1 t i c k e t o f f i c e
- 2 p _ _ _ _ _
- 3 c _ _ _ _ _
- 4 t _ _ _ _

12 Look at the story again and find the examples of the writing tips (a-g) below.

a Use a variety of tenses and some participle clauses.

Past Simple

He tried to sleep, but the burning heat was too much.

Past Continuous

Past Perfect

Past Perfect Continuous

Participle clause

b Make sure your story has a turning point.

The turning point in this story is when the train started its journey/stopped/started up again.

c Use dramatic verbs.

walk: wander

think: w _____

shout: c _____ o _____

close (a window/door): s _____ s _____

d Use extreme adjectives.

bad terrible

full _____

empty _____

e Use adverbs to show how people are feeling.

fighting _____ to get on

He closed his eyes _____

f Use adjectives and noun phrases to describe feelings.

He was _____ that everyone was so friendly.

He was _____ to see that no one had been left behind.

g Use a variety of time phrases.

15 hours _____

_____ a whistle blew

It had been a terrible journey. He had got on the packed train at five o'clock in the evening after queuing for hours at the ticket office and fighting desperately to get on when the train finally arrived at the platform. And now, fifteen hours later, the train was standing still in the middle of the empty desert with the sun, even at eight in the morning, already incredibly hot. What would it be like at midday?

He hadn't slept because of the noise and constant movement of people in the carriage. One group had been singing all night, another family had cooked dinner on a small gas fire. He was amazed that everyone was so friendly. Too friendly, keeping him awake to ask him if he wanted anything to eat or drink. He hadn't, he'd been too tired to eat. Now the carriage was strangely quiet as the people had all got off when the train stopped and were now standing on the tracks outside, eating and wandering about, stretching their legs.

He tried to sleep, but the burning heat was too much. He wondered when the train would start moving again and whether everyone would manage to get back on. What would happen to them if they couldn't? That was the reason he had stayed on the train, the thought of being left here alone. He got up slowly and walked up and down the deserted carriage, trying to find a cooler spot, but without any luck.

Suddenly a whistle blew, a guard called out that the train was leaving and the silence was shattered as the passengers excitedly climbed back on. Looking out of the window he was glad to see that no one had been left behind. The doors slammed shut and the train shook, once, twice and then, slowly, its wheels turned and it started to move again. As it built up speed, a cool breeze blew in through the open windows and he closed his eyes tiredly, but with a smile on his face as he knew his nightmare would soon be over.

*13 Write a story finishing with the line: *It was the best day she had ever had.* Before you start writing, plan your ideas.

- 1 What is it about?
- 2 Where is it set?
- 3 How many main characters are in it?
- 4 What is the turning point?
- 5 Before the turning point what is happening and how are the characters feeling?
- 6 After the turning point what is happening and how are the characters feeling?
- 7 Note down some useful topic vocabulary related to your story.

Nouns	Adjectives	Adverbs	Verbs
1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____

*14 Now write the story in about 200 words.

- 19 The letter *g* denotes two different sounds [g] and [dʒ]. When it is followed by the letters *a*, *o*, *u* or a consonant, it is pronounced [g]. When it is followed by the letters *e*, *i* or *y* it is usually pronounced [dʒ]. Read the following words. The last 2 words have two *g* letters pronounced differently.

Begin, go, grow, energy, groups, intelligent, against, great, geographic, angle, sugar, intelligence, original, Germany, gift, genius, rugby, age, begin, illogical, background, ranger, logic, Guinness, agree, regular, programme, paragraph, energetic, gigantic, gorgeous.

- 20 The combination of letters *ng* denotes a specific nasal sound [ŋ] which we don't have in Russian. When the combination *ng* occurs at the end of the word, there is no [g] sound after the nasal. Train the pronunciation of these words.

Reading, writing, fishing, skiing, skating, sing, beginning, thing, something, everything, nothing, good-looking, following, including, wedding.

- 21 Read the words where the combination of letters *ng* occurs in the middle of the word and denotes two sounds — a specific nasal sound [ŋ] and the [g] sound after the nasal.

Anger, finger, hunger, hungry, angry, jungle, kangaroo, longer, language, linguistics, linguist, linguistic, penguin, tango.

- 22 Read the words derived from the verb *to sing* [sɪŋ] — they are pronounced without the [g] sound after the nasal in the middle of the word. Can you explain why?

To sing — singing — singer.

- 23 104 Listen to an extract from Professor Crabtree's interview and underline all the stressed words. What kinds of words are usually stressed and what are not stressed? Why *back* in sentence 2 is stressed? Listen again and mark the pauses the speaker makes (|). Read the extract aloud paying special attention to sentence stress.

An intelligent person needs to be creative, a risk taker. You can't be afraid of criticism because that will stop you trying something new and criticism also brings new ideas, which takes us back to the idea of listening to others. Finally, sometimes, when I'm sitting in an exam hall, I see students sitting there staring into space and then, when I mark their essays, I find stupid mistakes, it makes me want to scream. I don't care how clever they are, they aren't very intelligent at all. An intelligent person, having finished their work, always checks it.

- 24 105 Listen to the rhetorical questions the presenter uses at the very beginning of the interview with Professor Crabtree. Which of them are pronounced with a rising tone at the end (/) and which — with a falling tone (\)? What tone is used at the end of an affirmative sentence? Listen again and mark the pauses the speaker makes. Read the extract aloud paying special attention to the final tones.

What is intelligence? What is genius? Is a footballer who failed all his school exams but can calculate exactly the power and angle needed to find the corner of the net intelligent or not? What about the rock star who can manipulate 10,000 people at a concert but can't sign his name? And what about Mozart, the genius composer who was so hopeless at managing his finances that he spent most of his life running away from creditors?

- 25 When we are speaking or reading a text aloud, why do we make pauses? What helps us to make pauses correctly? Mark pauses in this text (|) and read it aloud paying special attention to intonation — pauses, sentence stress and tones.

John Lennon was born at the beginning of the Second World War in Liverpool, | an important port | which was heavily bombed. His father was a sailor and so didn't see the family very often and, after the war, he left them.

John's mother found it difficult to look after John and go out to work, so he often stayed with his mother's older sister, his Aunt Mimi. Eventually, he moved to his aunt's permanently and grew up in a nice, semi-detached house in a good part of Liverpool.

When he was fifteen, he started listening to rock'n'roll groups and decided to start his own group. They often played small concerts and at one of these he met Paul McCartney. John's aunt always told him that he should concentrate on his school work, but he didn't listen to her, which was lucky as John and Paul went on to become the main songwriters in the Beatles, the most famous pop band of all time.

WORD LIST

amazement	exceptionally	membership	significant
anxiously	excitedly	multiple	similarity
appreciate	exclaim	multiply	skilfully
astonish	exhausted	musical	slam shut
attribute (v)	extraordinary	navigate	slip through
be the brains behind	fly open	nervously	spiral
bizarre	frequent	out of tune	spout (<i>of a teapot</i>)
bodily-kinaesthetic	fun fair	physicist	spring open
bolt of lightning	furious	pick someone's	stage
boost (v)	gifts (<i>musical</i>)	brains	stem
brain dead	handle (v)	ponder	stick out
brainbox	horrified	praise	still (adj)
brainless	household	pray	strike (v, n)
brainstorm	hum	preference	stroll
brainwash	humanitarian	prodigy	stumble
brainwave	hurry (v, n)	profession	swing shut
brainy	impact	prolific	thrill (v)
brilliance	influence	psychoanalyst	toadstool
brush (n)	inspect	railing	tree trunk
call out	intelligence	ranger	trip (v)
categorise	interpersonal	reference	trunks (<i>swimming</i>)
consistent	intolerant	reflect (v)	turning point
coordination	introspective	relevance	unconscious
council	lie down	relief	uncoordinated
crossing	life span	relieved	use your brain
curious	lightening	reluctantly	variety
deafening	limp	restless	visual
development	linguistic	role	vivid
disguise	logic	royalty	wander
dismay	logical-mathematical	sail (v)	wonder
edge	long to	sandcastle	work out
effective	maker	seek out	wrap
empress	master	self-conscious	yell
end up	mechanism	sense of direction	

VOCABULARY ACTIVATOR

26 Look at the Word List and find:

WAYS OF WALKING

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

WAYS OF SHOUTING

- 1 _____
- 2 _____
- 3 _____

WAYS OF THINKING

- 1 _____
- 2 _____
- 3 _____

WAYS OF OPENING OR CLOSING WINDOWS AND DOORS

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

27 Complete the sentences with a word or phrase from the root *brain*. Put one word in each gap.

- 1 He's very brainy. He's going to study physics at Harvard.
- 2 If you have a _____, please let us know. We can't think of anything.
- 3 I helped with the project, but Carlos was the real _____ it.
- 4 How can you like this? I think you've been _____ by those magazines you read!
- 5 Don't sit worrying about what to do. Diana and I will sit with you, and we can all _____ some ideas together.
- 6 I've got to write an essay on 20th century English literature. I know you're an expert on the subject, so can I _____ when you've got a minute?
- 7 This film is awful! I think you need to be completely _____ to appreciate such a badly written script.
- 8 What am I upset about? _____ and work it out!

28 In some cases, the stressed syllable in related words may vary. Read the words paying special attention to the stress. Do you know the meaning of these words?

'Present — to pre'sent, 'record — to re'cord, 'increase — to in'crease, 'export — to ex'port, 'contract — to con'tract, 'project — to pro'ject, 'produce — to pro'duce, 'contrast — to con'trast, 'progress — to pro'gress, 'digest — to di'gest.

'Photograph — pho'tographer — photo'graphic, phi'losophy — phi'losopher — philo'sophical, 'general — gene'ration, ad'mire — 'admirable, 'vary — va'riety — 'various, 'probable — proba'bility, 'possible — possi'bility, 'incident — inci'dental, 'accident — acci'dental, 'melody — me'lodic — me'lodious, 'human — hu'manity — in'human.

29 Complete the text. Form new words from the words in capital letters.

Dumb Britain?

Over the last few years, there have been ¹significant changes in the way that intelligence is looked upon by the media in this country. Only a few years ago, anyone who was ²_____ **SIGNIFY** intelligent was looked up to by journalists, and the idea that this situation would change was unthinkable. However, today's media, obsessed by personality, has decided that ability is less important than physical attractiveness. ³_____ **EXCEPTION** is met with suspicion or indifference, and intellectuals are less newsworthy than those who have ⁴_____ of the **BRILLIANT** 'right' clubs. How were these ⁵_____ **MEMBER** allowed to happen? One, rather positive, **DEVELOP** view is that, as people have become less ⁶_____ of minorities and less **TOLERATE** fortunate members of society, we feel that, to be ⁷_____, we should also **CONSIST** look kindly upon the less intellectual members of society. I'm not convinced by this argument, and I am ⁸_____ **HORROR** by the fact that a contestant on a reality TV show can earn more in one week than a top ⁹_____ can earn in a year. **PHYSICS**

editorial ...

Extend your vocabulary

30 Read the definition of the English word *humanitarian* and compare its meaning with that of the Russian adjective *гуманитарный*. What do we mean in Russian by *гуманитарные науки*? What is the English for it?

Humanitarian (*adj*) — concerned with improving bad living conditions and preventing unfair treatment of people: *humanitarian aid/assistance/reasons/purposes*.

*31 Match the underlined words in the sentences (1–9) with the definitions (A–I).

- 1 He peered at the dark shape at the back of the photograph. What was it?
- 2 As the robber went past, she grabbed his arm and made him drop his gun.
- 3 He looked at the letter and sighed sadly.
- 4 The dog was panting happily after its long walk.
- 5 He sat staring blankly at the wall.
- 6 They hugged and kissed goodbye at the airport.
- 7 He had a very bad cold and wheezed loudly in his sleep.
- 8 As he sat, waiting for his friends, he glanced at his watch. Where were they?
- 9 She sat on the crowded bus and clutched her bag tightly. She didn't want to lose it.

To breathe ...

- A noisily and with difficulty because of illness.
- B out deeply and loud enough to be heard to show sadness, disappointment, relief, etc.
- C quickly and loudly because you have just been doing exercise.

To look ...

- D quickly at something.
- E hard at something because it is difficult to see.
- F at something for a long time, sometimes without really seeing it because you are thinking of something else.

To hold ...

- G something tight so that you won't lose it.
- H someone lovingly.
- I or try to hold on to something suddenly, often because you or it is moving.



He peered at his watch and realised it was time to get his eyes checked.



Is it good for us?

GRAMMAR

Infinitives and gerunds → see page 98

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

- The fitness instructor forced us to do (do) fifty sit ups.
- I avoid _____ (eat) anything fried.
- When I feel like _____ (have) a snack, I always eat fruit or vegetables.
- I would like _____ (lose) 3 kg this month.
- They offered _____ (cook) us dinner, but we said no.
- I don't mind _____ (be) on a diet.
- They made us _____ (turn) the TV off.
- I helped my mother _____ (work) out what to eat each day.
- Have you ever considered _____ (go) to a health farm?
- I pretended _____ (be) on a diet, but ate crisps secretly in my room.
- I wish people would let me _____ (decide) what I can and can't eat.
- I got used to _____ (eat) less bread.

*2 Complete the sentences with the correct forms of *used to*, *be used to* or *get used to*.

- I'm slowly getting used to living in Switzerland.
- I _____ living in a cold country. I'm from Iceland!
- Did you _____ worry about your weight when you were young?
- Please forgive me. I'm English. I _____ driving on the right. We drive on the left there.
- I don't think I'll ever _____ working in an office.
- I don't like early dinners. I _____ eating dinner in the evening.
- I _____ like going to the gym, but I love it now.
- Where did you _____ work before you came here?
- I _____ read women's magazines, but they made me depressed.

3 Complete the sentences with the correct forms of the verbs from the box.

go	take	do	lose
run	drink	have	buy

- I'm a little bit nervous about running in the marathon next week.
 - It can be dangerous _____ too many vitamin tablets.
 - Peter is worried about _____ a heart attack at work.
 - I'm going to the shop _____ some bread.
 - It is difficult _____ weight unless you're careful about what you eat.
 - It's not very sensible _____ on a diet without asking your doctor first.
 - I was told that it was healthy _____ carrot juice.
 - Are you bored of _____ this exercise?
- 4 Use the words in capital letters and rewrite the sentences so that they mean the same.
- We aren't allowed to eat fast food because my parents don't like it.
LET
My parents don't let us eat fast food because they don't like it.
 - The exam was difficult, but I passed it.
MANAGED
I _____ the exam even though it was difficult.
 - Paul asked me to help him, and I said yes.
AGREED
I _____ Paul when he asked me.
 - Our teacher says we have to stay in the school at lunchtime.
MAKES
Our teacher _____ in the school at lunchtime.
 - My plan is to study French at university.
THINKING
I'm _____ French at university.
 - Playing football is quite fun. I don't dislike it.
MIND
I _____ football.
 - My parents often told me that joining a youth club would be a good idea.
ENCOURAGED
My parents often _____ a youth club.

READING

- 5 Complete the gaps (A-F) with fragments 1-7. Each fragment is used only once. There is one extra fragment.

Are you allergic to the modern world?

In 1995 Todd Haynes directed a film starring Julianne Moore called *Safe*. Julianne plays a rich housewife **A** _____ and perfect as it could be. Slowly, however, she starts to suffer from headaches and sickness. Doctors can't understand what is wrong with her, but it turns out that she has become allergic to aerosols, exhaust fumes and all the chemicals and toxins **B** _____ and which pollute the air, water and food. No one really knows what the problem is and film ends with Carole still trying to understand **C** _____.

Although this is just a story, there is a real allergy to the modern world called

electrosensitivity. Sufferers can become violently ill by just talking on the phone, watching the TV, or using a fridge, a kettle or anything else that uses electricity. Could you get used to living without those things? Sufferers have to. Or do they? There is some disagreement as to **D** _____. Some doctors acknowledge that people do suffer from such allergies but claim **E** _____ is still unknown. In the UK, there is the Electrosensitivity-UK association **F** _____ and which is trying to get the problem recognised.

- 1 what has happened with her life
- 2 which brings sufferers together
- 3 whose life seems to be as safe
- 4 that says there is no link
- 5 that we use in the modern world
- 6 whether the condition really exists
- 7 that the cause of the problems

SPEAKING AND LISTENING

- 6 Study the advertisement.

You are considering staying in this hotel, and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- location;
- the cost of a single room for 3 nights;
- if breakfast is included;
- sports facilities;
- tourist attractions nearby.



- 7 Read the questions and match them with the key words. Add two more questions for each key word.

- 1 How much does it cost?
- 2 What sport facilities and equipment do you have?
- 3 Where is it situated?
- 4 What is the cost of ...?
- 5 Is there a sauna/swimming pool/...?
- 6 Is there an admission fee?
- 7 Where will the event take place?
- 8 How far is it from ...?
- 9 Are there any attractions in the neighbourhood?
- 10 Are guided tours available?/ Are there guided tours?

Travelling

Money

Location

Facilities

- 8 **106** Listen to a mother and daughter talking about their differences. What is the problem and how did it all start?

READING

- 9 Read the text quickly and match the beginnings (1-8) to the endings (a-h).

- | | |
|--------------------------|--------------------------|
| 1 It really made me | <input type="checkbox"/> |
| 2 I used | <input type="checkbox"/> |
| 3 My dad expects | <input type="checkbox"/> |
| 4 He won't even consider | <input type="checkbox"/> |
| 5 She expected | <input type="checkbox"/> |
| 6 I did manage | <input type="checkbox"/> |
| 7 I don't mind her | <input type="checkbox"/> |
| 8 You get used | <input type="checkbox"/> |
- a to hate Sunday lunch.
 b trying anything new.
 c cooking for herself.
 d think about what I was eating.
 e me to have loads of interesting ideas for meals.
 f to have his joint of beef or roast chicken.
 g to cooking in your own way.
 h to make some meals.

- 10 **106** Read the text as you listen to it and find out who says these things. Write C (Cesca), H (Helen) or B (both).

- | | |
|--|-----|
| 1 Cesca never liked Sunday lunches. | ___ |
| 2 Cesca thought her mum should know some vegetarian recipes. | ___ |
| 3 Cesca bought some recipe books. | ___ |
| 4 The recipe books are easy to use. | ___ |
| 5 The recipes in the books often have ingredients which are difficult to find. | ___ |
| 6 Cesca's mum cooked some vegetarian meals using ideas from the recipe books. | ___ |
| 7 Cesca complained about her mum's vegetarian meals. | ___ |
| 8 Cesca's mum never wanted to make vegetarian meals. | ___ |
| 9 Cesca's dad refused to change his diet. | ___ |
| 10 When Cesca offered to cook for them, they laughed at her. | ___ |
- 11 Read the text again. Are the statements true (T) or false (F)?
- | | |
|--|--------------------------|
| 1 Cesca knew she wanted to be a vegetarian before she read the magazine article. | <input type="checkbox"/> |
| 2 Cesca didn't like Sunday lunches because she doesn't like peas or carrots. | <input type="checkbox"/> |
| 3 Cesca agrees that her mother shouldn't cook two meals a day. | <input type="checkbox"/> |

- | | |
|---|--------------------------|
| 4 Cesca thinks that if her parents ate vegetarian food, they would like it better than the food they usually eat. | <input type="checkbox"/> |
| 5 Cesca's mum knew that Cesca didn't like her Sunday dinners. | <input type="checkbox"/> |
| 6 Before Cesca bought the vegetarian cookbooks, her mum didn't know any recipes that didn't include meat. | <input type="checkbox"/> |
| 7 Cesca's mum used the recipe books but changed some of the ingredients. | <input type="checkbox"/> |
| 8 Cesca's mum didn't want to cook at the same time as Cesca because there wasn't enough room in the oven for two meals. | <input type="checkbox"/> |

- 12 Look at the underlined words in the text and choose the best synonym for each.

- | | |
|---------------------|--|
| 1 inhumane | <i>cruel/not human</i> |
| 2 lump | <i>a thin slice/a large, shapeless piece</i> |
| 3 unappealing | <i>tasteless/unattractive</i> |
| 4 scoffed at | <i>laughed at/argued with</i> |
| 5 hadn't got a clue | <i>hadn't got any ideas/hadn't got enough time</i> |
| 6 convoluted | <i>simple/complicated</i> |
| 7 adapting | <i>changing/improving</i> |
| 8 massive | <i>very big/very loud</i> |

- 13 Complete the sentences with the words from Exercise 12.

- | |
|---|
| 1 It is <u>inhumane</u> to keep animals in tiny cages. |
| 2 The experts _____ my idea, but I was proved right in the end. |
| 3 I couldn't get used to living away from home, but I am slowly _____ to my new life. |
| 4 There was a big _____ of wood in the middle of the garden. |
| 5 It was a very _____ diagram, and I couldn't understand it at all. |
| 6 The thought of getting out of bed was very _____ on such a cold day. |
| 7 There was a _____ explosion which destroyed half the building. |
| 8 The last government _____ about how to run the country. |

PRONUNCIATION

- 14 Read the text on page 23 again and write out the words with the g letter into the right group.

- | | |
|------|-------|
| [g] | _____ |
| [dʒ] | _____ |
| [ŋ] | _____ |

A Family Divided

In this, the twelfth article in our series about divided families, we talk to a mother and daughter about the problem of being or having a vegetarian in the family.

They don't care



Last year I read an article in *Teen* magazine which was all about vegetarianism. It was a great article, and it really made me think about what I was eating and how animals were suffering in inhumane conditions. After that I decided to become a vegetarian as well. I bought some recipe books which have got loads of great ideas in them which are easy to cook. It's amazing what most people miss out on. I mean, most people just stick with their typical 'meat and two veg' and don't have the imagination to try anything different. I used to hate Sunday lunch with the lump of tasteless meat and the peas and carrots and potatoes floating in a thick, unappealing gravy.

Now I'm having problems with my parents. Well, mainly my mum. She says it's too much trouble to cook two dinners every day. I agree. So why can't she cook us all a nice lasagne or nut roast? Because my dad expects to have a joint of beef or roast chicken and he won't even consider trying anything new. So, it's not me making my mum cook two meals, it's him.

I told them I would cook dinner for all of us — I mean, at weekends. I can't do it during the week because I'm at school and have homework to do. Anyway, they scoffed at my idea and said I'd probably burn the house down or give them food poisoning. I told them it was because they were used to eating dead animals and that they are worried that they'll find out what they've been missing all these years. So, at the moment, I'm living on cheese on toast or meat and two veg without the meat, or I have to wait until my mum's finished in the kitchen and I can cook my own meals.

I really tried



We're having a lot of problems with Cesca at the moment. All the usual teenage problems with clothes, music and so on, but also with food. It all started when she read an article in one of her magazines and it convinced her to become a vegetarian. She now says that she always hated our Sunday lunches, but she never used to complain and always ate more than anyone else.

When she first started her vegetarianism, she expected me to have loads of interesting ideas for meals, but my husband and I have always preferred more traditional meals, so I hadn't got a clue apart from cheese on toast or eggs. Eventually, she did buy a couple of recipe books, but the recipes are so convoluted and there's always some vegetable or herb that's impossible to find. It'd be alright if we lived in a big city, but out here there's just the village shop or a twenty mile drive to the nearest supermarket.

For a while I did manage to make some meals using ideas in the books, but adapting them slightly because of the things I couldn't buy. They were fine, if you like that sort of thing, but did I get any thanks? Not at all. Just complaints, so I told her she could make her own meals after that. That led to a massive argument and, of course, it meant that we had to try to use the kitchen together, and it's not very big for one person. In the end I told her to wait until I'd finished my cooking. I don't mind her cooking for herself, but I won't have her telling me to move my meat lower down in the oven because the juice (or blood as she calls it) might drip onto her precious nut roast — I mean you get used to cooking in your own way. If I moved the meat down, it would affect the timing, wouldn't it?

Oh, yes, she did offer to cook her meals for us, but my husband refused to even consider the idea. He told her she would probably poison him, which was a bit unfair, but I have to admit that I did laugh when he said it.

GRAMMAR

-ing/to → see page 98

15 Use the words given to make sentences about the pictures.



stop/eat
They stopped eating.



like/go



try/swim



stop/eat



remember/buy



try/swim



remember/buy



like/go

16 Match the questions (1-9) to the answers (a-i).

- | | |
|---|---------------------------------------|
| 1 Why did you stop? | <input checked="" type="checkbox"/> h |
| 2 How often do you go to the doctor? | <input type="checkbox"/> |
| 3 Do you remember swimming in the Adriatic? | <input type="checkbox"/> |
| 4 What's your favourite way of relaxing? | <input type="checkbox"/> |
| 5 Did you remember to pay the bills? | <input type="checkbox"/> |
| 6 What are you doing? | <input type="checkbox"/> |
| 7 How are you going to get fit? | <input type="checkbox"/> |
| 8 Why has the car stopped? | <input type="checkbox"/> |
| 9 Aren't you sad to be leaving? | <input type="checkbox"/> |
- a I like sitting in the garden and reading.
 b I like to go once or twice a year, just to make sure everything's OK.
 c Yes, don't worry. I did it yesterday.
 d I'm trying to put up some new shelves, but they keep falling down.
 e I'm going to try playing tennis and going to the gym.
 f Oh no! I forgot to fill it up with petrol.
 g Yes, but I'll never forget being here with you.
 h I stopped to look at the map.
 i Yes, it was wonderful.

17 Complete the sentences with the correct forms of the verbs from the box.

learn shop play watch get
lock give use meet buy

- I remember meeting her for the first time. It was in Tomsk in 2015.
- I remembered _____ the car, but I can't remember where I parked it.
- I tried _____ Japanese, but it was too difficult.
- Last time I washed the car, I tried _____ some liquid that I saw advertised on the TV.
- I stopped _____ tennis when I broke my leg.
- I like _____ old films on the TV.
- We stopped at a small shop _____ some soft drinks and chocolates.
- The waiter was angry because we forgot _____ him a tip.
- I don't like _____, but when I do go to the supermarket, I like _____ there as early as possible to avoid the crowds.

READING AND WRITING

18 Read the leaflet quickly and complete the sentences.

- 1 You shouldn't cut out food like red meat completely because _____.
- 2 For breakfast we should eat foods like fruit, bread, _____.
- 3 If you have to eat between meals, try something like _____.
- 4 It's a shame that people work so hard and _____.
- 5 Try not to eat too much food after _____.
- 6 You can go to a fast food restaurant once a _____.
- 7 Before you start a diet _____.

19 Choose the best heading for each paragraph.

- 1 a What is a balanced diet?
b Do you really need to diet?
- 2 a Don't drink coffee
b The importance of breakfast
- 3 a How many meals a day should you eat?
b Snacking between meals
- 4 a Light or heavy lunch?
b How have our working lives changed?
- 5 a No time to use up the energy
b No time to eat
- 6 a The dangers of fatty foods
b Rare treats
- 7 a Doctors know the best diets
b The dangers of dieting

20 Write a leaflet called 'Success in exams'. Look at the five pieces of advice and write DO or DON'T in the gaps.

- 1 _____ organise a timetable for studying.
- 2 _____ stay up late on the night before your exam.
- 3 _____ take energy drinks.
- 4 _____ read the questions carefully before you start.
- 5 _____ try to learn anything new just before the exam.

21 Match the pieces of advice in Exercise 20 with headings a–e. More than one answer is possible.

- a Long-term planning
- b The night before
- c On the day
- d Avoiding stress
- e They don't help!

*22 Write the leaflet.

HEALTH ADVICE HEALTHY EATING

1

Before you start a diet, it is important to understand what your body needs. The problem with cutting down is that you may miss out on some of the vital ingredients to a healthy life, especially those found in foods that are often cut out when dieting, such as bread and potatoes. Milk and dairy products contain calcium and essential vitamins. Red meat contains iron. A little of everything is much better for us than a lot of one thing and none of another.

2

During the day, we use up a lot of energy as we go about our lives, and so it is vital that we start the day by giving our bodies the food necessary to provide this energy. This should be a mixture of fruit, bread, cereals and maybe eggs or cheese. Drinking a cup of coffee on its own or going without breakfast altogether to try to lose weight is not at all a good idea and is very unhealthy.

3

Some people say it is best to have three 'proper' meals, others suggest four or five smaller meals spread out over the day. However, everyone would agree that, between these meals, we should try to avoid eating anything, especially cakes, biscuits, crisps or sweets, the usual things we grab as a 'putter on'. If you have to have something to keep you going, try fruit or vegetables — grapes, tomatoes or a raw carrot, rather than the usual sugary choices.

4

As people's lives get busier, there is often less chance for a meal in the middle of the day. A quick sandwich in front of the computer is as much as many people have time for. This is a great shame because, as we saw with breakfast, we need energy early in the day so that we have time to burn it off. If you can sit down and eat a proper meal in the middle of the day, do so and be full of energy in the afternoon.

5

A lack of time during the day means that, for many of us, the main meal of the day comes after school or work, at six or seven o'clock. And what happens to this food? It sits in our stomachs all night with no chance of us burning off the calories. Anything eaten after five o'clock should be light and easily digested.

6

Cutting out all the sugar and fat in your diet may seem like a good idea, but we are all human, and most of us will miss our favourite unhealthy foods. Some of us cannot cope with this and after a few weeks of abstinence suddenly eat too much, and all the hard work is lost as we consume a packet of biscuits, a double burger and large fries or a giant-sized bar of chocolate. Far more sensible is to allow ourselves a little unhealthy luxury every now and then; a trip to a fast food restaurant once a month or chocolate once a week for example.

7

Many people, after reading this leaflet, may be tempted to start one of the many diets available on the Internet or in magazines. Be careful! Don't do anything without first consulting your doctor. Many of these diets ignore the idea of a balanced diet and can be harmful to your health.

WORD LIST

addict/ addiction/ addictive/ get addicted to	compulsive gambler couch potato counsellor cramps curb (v) cure deadline disciplinary disrupt distract do away with dose enhance entertaining estimate fad (adj) fix: get my fix force (v) fur/furry gain/put on weight gene gently get rid of give up gory graph	hay fever head off health farm high heels homeopathic hooked (on) increasingly inevitable informative ingredient injection insight internal keep an eye on keep on track kick the habit lie-in make ends meet matter of time obesity obsessed with overweight overwhelming parsley part with particularly pick at pig out	plastic surgery plummet pollen count pressure prevent psychiatrist quarter question (v) reassurance redhead regime remedy remove response retail industry run up a debt sacrifice (v) scribble serviette severe shopaholic shopping spree sleepwalker slip (v) slippery slope spine squander stick to	strategy strengthen subscriber sweaty take its toll take note take to extremes target (v) therapeutic thought-provoking threatening trauma trial trigger (v) turn down unavoidable underlying understatement unwillingly wages waiting room wear off work out workaholic workout (n)
--	--	--	--	--

VOCABULARY ACTIVATOR

23 Complete the sentences with the correct forms of the verbs from the Word List.

- The lesson was *d i s r u p t e d* by a noise from the street.
- We *_ _ t _ _ _ _ _* to buy a ticket for the concert but without success.
- My brother is *_ _ _ _ _ e _* with his appearance. He's addicted to the mirror.
- The doctors are trying to *_ _ _ v _ _ _* the disease from spreading.
- You shouldn't *_ u _ _ _ _ _* his advice. He's an expert.
- All that money, just *_ _ _ _ _ _ _ _ _ d* on rubbish.
- The police *_ _ _ c _ _* us to wait for three hours before we could leave the airport.
- I think this wall needs *_ _ r _ _ _ _ _ _ _ _*. It looks as if it is going to fall down.
- I have to be careful with my food as nuts can *_ _ _ _ g _ _* a bad allergic reaction.

***24** Choose the correct answers (a-c).

- Serious problems can *_ _*.
a take their toll on you

- take you to extremes
- keep an eye on you

- There are so many things happening at once. It's completely *_ _*.
a enhanced b inevitable c overwhelming
- I used to eat salty peanuts doing my homework, but now I've *_ _*.
a been bitten by the bug
b kicked the habit
c kept on track
- Ageing is *_ _*. There's nothing we can do about it.
a enhanced b inevitable c overwhelming
- Anything that is *_ _* can be dangerous.
a taken to extremes
b kept on track
c hooked on
- I think the living room would be *_ _* by lighter furniture. It would look really nice.
a overwhelmed b squandered c enhanced
- I never thought I'd be interested in texting, but I've really *_ _* since I bought my cell phone.
a been bitten by the bug
b taken it to extremes
c got my fix
- I earned \$200 a week and spent \$300 and soon *_ _*.
a took its toll b ran up a debt c got my fix

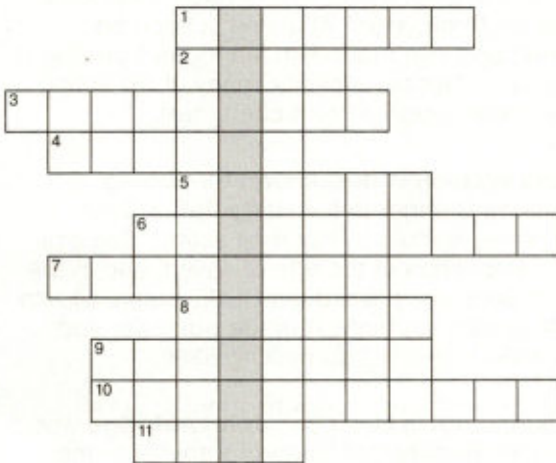
*25 Change the underlined words for a phrasal verb from the Word List in the correct form.

- 1 I was sad when I had to move to a new school and leave all my friends. part with
- 2 I usually think of ideas for songs while I'm in the bath. _____
- 3 I don't do exercise in a gym, but I do go jogging. _____
- 4 The children have gone very quiet. I'm sure they are doing something naughty.

- 5 I hope this love we have for each other doesn't get weaker over the years. _____

*26 Complete the crossword. Then complete the phrase.

I've got _____



- 1 There have always been overweight people, but levels of ___ in western countries are very worrying.
- 2 Doctors may find a ___ for cancer, but they'll never prevent the common cold.
- 3 You can take tablets for hay fever, or I can give you an ___.
- 4 I've got a fever. I'm all hot and ___.
- 5 Why don't you try a natural ___ for your illness?
- 6 My husband's a ___, twelve hours a day in the office, seven days a week.
- 7 Don't go around ___ on this beach. There is a lot of broken glass on the sand.
- 8 There's an excellent doctor's ___ round the corner.
- 9 Scientists ___ that, if current trends continue, heart disease cases will double in the next twenty years.
- 10 My wife is very interested in ___ medicine.
- 11 Take a ___ of medicine once every twelve hours for a week.

*27 Complete the sentences with a word from each box.

health shopping blood bed plastic hay
waiting ~~bank~~ couch pollen
potato pressure fever time surgery farm
count spree ~~account~~ room

- 1 I've got \$25 in my bank account.
- 2 Come on. It's nine o'clock. It's past your _____.
- 3 Dan never goes out. He just watches TV. He's a real _____.
- 4 You're sneezing a lot. Have you got _____?
- 5 The doctor is busy at the moment. Please sit down in the _____.
- 6 I want to lose 10 kg, so I'm going to spend a month at a _____.
- 7 Your heart rate is fine, but you have got high _____.
- 8 Whenever I feel miserable, I go out on a _____.
- 9 Look at these actresses. They all look so perfect. They must have had _____.
- 10 I'm sneezing very badly today. There must be a high _____.

Extend your vocabulary

*28 Match the underlined phrasal verbs (1-6) to their meanings (a-f).

- 1 I'm not going to allow them to open a fast food restaurant in this street without putting up a fight.
 - 2 If he doesn't eat something soon, he'll waste away.
 - 3 Do you want to go to a restaurant or shall we eat in tonight?
 - 4 Sue won't eat my food now that she's taken up with a group of vegetarians.
 - 5 I've cut all fried foods out of my diet, and I feel much better.
 - 6 She turned to her doctor because no one else knew what to do.
- a to eat at home
b to stop eating or drinking something unhealthy
c to show opposition to something
d to go to someone and ask for help or advice
e to get thinner and weaker
f to become friendly with (negative connotation)

READING SKILLS

1 Read the article on six amazing people. Match the headings (A-G) to the people (1-6). There is one extra heading. (6 points)

- A Playing by the rules
- B It runs in the family
- C Still remembered
- D Different from the rest
- E Royal approval
- F You can't do better than that
- G A strong voice

VOCABULARY

2 Complete the text with the words from the box. (6 points)

change increase spending unsuccessful
reasons prevent growing reduce

THE ALTERNATIVE PARTY



Maybe you were wondering why you should vote for us. Well, there are two main ¹ reasons. You've had enough of the usual political parties and you are excited by our policies. Did you know that this government has increased taxes by ten per cent in the four years it has been in power? And that after they promised to ² _____ taxes? Why do you think they have been so ³ _____? You won't be surprised to hear that this government has lied in the past and is still lying today. I'm sure you'll agree that it's time for a ⁴ _____.

In this booklet we hope that you'll learn a few things about our policies that our opponents would rather you didn't find out. You might know that we are the newest and the fastest ⁵ _____ political party in Britain. What you probably didn't know was that we have ideas to reduce unemployment and to ⁶ _____ wages. Were you aware that we have also promised to reduce ⁷ _____ by twenty per cent without cutting services? It's true, and you can read how inside this booklet.

**Vote for an alternative.
Vote for the alternative.**

LIFESTYLE AMAZING PEOPLE

Your amazing people

Last week we asked you to vote for your choice in our 'Amazing Britons' competition. Here are seven suggestions. Keep your ideas coming in, and we will print more of your ideas next week.

1 **Ian Botham** is one of the greatest sports stars England has ever produced. He was a great cricketer and also played professional football. His son Liam also started as a cricket professional but then became a professional rugby player until injury forced him out of the game. Ian Botham is also known for his long distance walks for charity, which have raised over £5 million so far.

2 **Ray Winstone** wasn't academic, leaving school with just one exam pass, in drama. However, he was good at boxing and was London schoolboy champion for three years. At acting school, his background and size made him stand out from the other students. Not surprisingly, many of his acting roles have been tough, violent characters.

3 **Emma Watson** is best known for playing Hermione Granger in the Harry Potter films. However, there is more to her than acting. She won a poetry competition at the age of seven, and in the summer of 2006 she passed ten GCSE exams all with an A or A* grade, the highest grade possible. And that was while she was also making films.

4 Although born in Liverpool, **John Aldridge** was a famous Republic of Ireland footballer in the 1990s. He is perhaps best known for shouting at officials during a match at the 1994 World Cup when he was trying to come on as substitute. Recently, he won a charity singing competition on Irish TV, raising money for a children's hospital.

5 **Rolf Harris** was a junior swimming champion in Western Australia, but he left Australia to attend art college in England. He became a popular singer and TV presenter and is famous for his large, quickly drawn paintings which look as if they will be of nothing at all but suddenly turn into beautiful pictures. The Queen asked him to paint her portrait for her 80th birthday celebrations in 2005. Some people didn't like the painting, but she did.

6 **Paul Foot** was a journalist who spent much of his life writing about injustice and trying to help people fight the system. He was never interested in money, leaving well-paid jobs which didn't give him the freedom to write what he wanted for lower-paid work elsewhere. There is now an annual Paul Foot Journalism award given each year in his memory.

VOCABULARY AND GRAMMAR

3 Match the beginnings (1-7) of the sentences to the endings (a-g). (6 points)

- 1 Jerry seems to be in a world
- 2 He should stand
- 3 He's always upset when he doesn't get
- 4 We're on different
- 5 He's got his moaning down
- 6 When he's upset, he always rants
- 7 If we're not careful, he'll walk
 - a wavelengths.
 - b and raves.
 - c to a fine art.
 - d up to the bullies.
 - e all over us.
 - f his own way.
 - g of his own.

9

4 Complete the sentences with the correct forms of the verbs in brackets. (6 points)

- 1 My two brothers are always getting (always get) into trouble with my parents.
- 2 I'd prefer _____ (not listen) to any more of your excuses.
- 3 Our company ____ (do) very badly for several years.
- 4 I'd prefer ____ (not go out) and eat at home.
- 5 Would you rather we _____ (not go) there?
- 6 _____ (walk) to work, I met an old friend.
- 7 I'd rather they _____ (be) normal children, not child prodigies.

5 Complete the text with the correct forms of the verbs from the box. There are three extra verbs. (6 points)

bang drum lose spend take stay leave fiddle talk play

Friday 10

Day 3 of the school trip. Shelly is really annoying us. She'll spend ages in the shower, and none of us can get in there before breakfast. Sammy's cool. I thought he was a bit strange. He used ² _____ his fingers on the desk all day when we were at school, but here, he's been great. Darlene is always ³ _____ with her hair, and Sharon is still ⁴ _____ behind my back. The team competition is going badly. I blame Billy. He ⁵ _____ us all for granted and doesn't help at all. I'm trying hard not to ⁶ _____ my temper with him. The surprise is Kelly, my little sister. When we shared a room at home, she would ⁷ _____ her things lying around all over the place, but here she's the tidiest person on camp. Very strange.

6 Fill in the gaps with an appropriate form of the word in capitals. (8 points)

Divorce Turns Nasty

All of Hollywood ¹ is talking (TALK) about the divorce of the year. Gloria Shenks and Paul DeVert are fighting over their money, houses and ² _____ (CHILD). Paul said in court that he had been trying hard to make the marriage work, but Gloria's behaviour made it impossible. 'I'd rather not talk about it,' he ³ _____ (TELL) reporters, but in court we heard him talk about Gloria's moods. 'She would often come home at three or four in the morning,' said Paul 'and she often woke up the kids with her shouting. Even though she ⁴ _____ (MOVE) out, she will sometimes ring up in the middle of the night.' Paul was confident that the judge ⁵ _____ (BE) sympathetic. 'Having heard my story, I'm sure he ⁶ _____ (AGREE) to let me keep everything,' said Paul. Gloria, though, had a different opinion about the case. 'Paul is nothing without me,' she shouted. 'I was the brains behind his last movie. And ⁷ _____ (EARLY) I helped him with his career. He ⁸ _____ (TURN) the kids against me. I'm going to get ⁹ _____ (THEY) back!'

7 Fill in the gaps with the words formed from those given in capitals. (7 points)

Guitarists of the World

Have you ever heard the name Marcelly Rosa? She is a young Latin American ¹ musician (MUSIC), who has won many artistic prizes, among them the Souza Lima Guitar Contest in 2009. She showed her ² _____ (NATURE) talent very early. At the age of nine she began to study classical guitar at the ³ _____ (LEAD) conservatory in Latin America. A highlight moment of her career was performing in a duo with world famous ⁴ _____ (GUITAR) Paulo Rochel. Their concerts were a great success. This professional ⁵ _____ (ENGAGE) allowed Rosa to work on an exclusive repertoire with ⁶ _____ (VARY) renowned soloists and ensembles. From that period, musical ⁷ _____ (REVIEW) started to follow her career. Rosa is a member of the guitar ensemble Quarteto Abayomi, which has recorded the album *Delicado* (*Delicate*), dedicated to ⁸ _____ (BRAZIL) composers.

Total /45

GRAMMAR

Modal and related verbs → see page 99

- 1 Choose the phrase which could replace the underlined words.
- He's amazing. When he was only eight years old, he could speak three languages.
a) had the ability to b) was allowed to
 - Can you come out with us tonight?
a) Have you got the ability to?
b) Have you got permission to?
 - He must be out. There are no lights on.
a) He is obliged to be b) I'm sure he is
 - You can't walk your dog here. Look, there's a sign up there.
a) are forbidden to b) don't have the ability to
 - You should do some shopping for your mum and dad.
a) I advise you to b) It is your duty to
 - They could be at the cinema. I remember Mark talking about it earlier.
a) It is possible that they are
b) They had the ability to be
 - You must read this book. It's great.
a) You are required to
b) My advice to you is to
 - We couldn't go because our parents were angry with us.
a) didn't have permission to
b) didn't have the ability to
- 2 Circle the correct words.
- Don't worry yet. He could/can just be stuck in a traffic jam.
 - You mustn't/don't have to tell anyone. It's a secret.
 - Don't worry. You're bound/supposed to pass your test one day. Keep trying.
 - Don't touch anything. There might/can be a trap.
 - I was locked in a room, but I could/was able to escape.
 - You are obliged/forbidden to leave the country, so, please, hand over your passport.
 - You are supposed/obliged to be a secret agent, but you can't even use a radio!
 - Are we permitted/required to wear a hat? — No, but you can if you want to.
 - Next year I'll can/be able to join the club.
- 3 Complete the text with the modal verbs from the box.
-
can could might ~~had~~ must mustn't
needed ought
.....

Everybody knows Ian Fleming's books about James Bond, a spy. But not many know that this fictional character had a prototype — Richard Sorge, a journalist, Nazi Party member, and press officer in the German embassy in Tokyo, who was in fact an officer in the Soviet military intelligence service. Richard Sorge was born in 1895 in Russia, to a German father and Russian mother. He spent his formative years in Germany and became a member of the German Communist party. But he ¹ had to flee to the Soviet Union and became a junior agent for the Comintern (Communist International Organisation).

Before World War II began he took the post of press attaché in the German Embassy in Tokyo. He was given instructions to join the Nazi Party, 'You ² _____ to be one of them to secure your position!' He ³ _____ to form connections in the highest circles of the Nazi embassy and started forming a network of agents. His role in history ⁴ _____ hardly be overestimated.

He was in Tokyo on June 22, 1941 when he heard newsboys shouting in the streets, 'Germany has invaded the Soviet Union!' 'Hitler's a criminal!' he exclaimed in English. 'A murderer! But Stalin will teach him a lesson! You just wait and see!' Nobody ⁵ _____ calm him. He called the German Embassy from a public telephone. 'This war is lost!' he shouted to the ambassador, who was his long-time friend.

Sorge hated war and believed that Hitler's attack would lead to a catastrophe. But there was another reason for his anger — just weeks earlier, his warnings to Moscow of the imminent German attack had been ignored. But he kept telling himself, 'I ⁶ _____ give up! I ⁷ _____ keep going! I ⁸ _____ be able to do something.'

Sorge continued his espionage work — and after the shock of the German attack proved him right, Moscow began heeding his reports. Within a few months, the activities of this man, who many regard as the most important spy of World War II, provided information that enabled the Soviets to halt the Nazi blitzkrieg at the gates of Moscow, and altered the course of the war.

4 Use the words in brackets to respond to these situations. Make any necessary changes.

- 1 Gerry looks nervous.
(must/go on a dangerous mission)
He must be going on a dangerous mission.
- 2 He's not packing his passport.
(can't/go abroad)

- 3 He feels guilty about not taking his phone.
(supposed/easy to contact)

- 4 He's taking some warm clothes.
(bound/cold at night)

- 5 He hasn't told anyone where he is going.
(forbidden/talk about the mission)

- 6 He's wearing a suit and tie.
(ought/look smart)

5 Choose the correct answers (a-d).

LETTER OF THE WEEK Secret Societies

I enjoyed your article on secret societies in yesterday's paper. However harmless they are, this secrecy is ¹ ___ to make others a little nervous. We have all heard stories of criminals who succeeded in getting their sentences reduced because they share membership of the same club as the policeman or judge dealing with their case. These stories ² ___ be true, or they ³ ___ just be urban myths, but we all know the saying 'There's no smoke without fire.' So, what ⁴ ___ we do about such societies and clubs? Do we ⁵ ___ to have any rules or laws governing them? In some countries, people are not ⁶ ___ to join such societies at all. Many would say that we shouldn't worry and that such societies are harmless. I think the truth is ⁷ ___ somewhere in between. We ⁸ ___ allow such societies to exist, but we ⁹ ___ to watch them very carefully.

Yours,
Dr Donald King

- 1 a permitted b required **c bound** d obliged
- 2 a can't b can c must d might
- 3 a mustn't b could c must d can
- 4 a need b ought c should d must
- 5 a ought b have c must d should
- 6 a allowed b required c forbidden d obliged
- 7 a likely b bound c sure d probably
- 8 a ought b have c need d should
- 9 a must b should c can d ought

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

- 1 It is possible that this assignment will be dangerous.
MIGHT
This assignment might be dangerous.
- 2 You must take great care.
NECESSARY
It _____ take great care.
- 3 It is certain that there will be guards waiting for you.
BOUND
The guards _____ waiting for you.
- 4 It is not necessary for you to hurt anyone.
HAVE
You _____ hurt anyone.
- 5 My advice to you is to get a good night's sleep.
TO
You _____ a good night's sleep.
- 6 Our last agent was able to draw a map of the enemy camp.
IN
Our last agent _____ a map of the enemy camp.
- 7 He was unable to find anything else.
MANAGE
He _____ anything else.
- 8 In my opinion, it would be better not to trust anyone.
SHOULDN'T
You _____ anyone.
- 9 Can I contact you by phone?
TO
Am _____ you by phone?
- 10 You have to let us know where you are every night.
REQUIRED
You _____ know where you are every night.



"I'm writing about all the things I ought to do before I die. It's my oughtobiography."

SPEAKING AND LISTENING

- 7 Look at the photo on page 9 of your Student's Book (right hand top corner). Imagine that this is a photo from your photo album and you want to show it to your friend.

In your talk remember to speak about:

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

SPEAK OUT | Describing pictures

Start by addressing your friend to whom you'd like to show a photo from your album.

Would you like to have a look at my photos?/Look at this photo, please. It's one of my favourites, though the quality is not very good.

Say where and when it was taken (you can also mention who took the photo – you or someone else).

It was taken a year ago in a café in my grandma's town./I took the photo some time ago in Suzdal where my grandparents live. It was my granny's birthday.

Say what the picture shows in general.

The picture shows a nice café with live music.

Talk about who/what you can see in more detail. Use the following phrases to describe where people/things are.

in the foreground/in the background
at the bottom/at the top
on the right/on the left

Use the Present Continuous to describe what the people are doing, what is happening.

People are dancing and enjoying themselves. In the foreground you can see my grandparents. They are dancing a modern dance, though they are no longer young. There is a jazz band playing and a girl singing in the background. A dark figure on the left is my father. He is looking at his parents. We are celebrating my granny's birthday in this café.

Say why you keep the photo in your album.

I keep the photo in my album because I love my grandparents and I'm proud of them. They are very active, they don't feel old, they are interesting people.

Say why you decided to show the photo to your friend.


I wanted to show the photo to you because you have never seen my family. I hope one day we'll visit my grandparents together.

- 8 Read Speak Out and analyse your description of a photo in Exercise 7. Have you used all the strategies described in Speak Out? Prepare an improved version of your talk.

- 9 Look at the photos at the top of page 122 of your Student's Book. Imagine that these are photos from your photo album and you want to show them to your friend. Choose one photo to present to your friend. Use Speak Out to help you.

In your talk remember to speak about:

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

- 10  Listen and match the speakers (1–5) to the headings (a–f). There is one extra heading.

- | | | |
|-------------|--------------------------|-----------------------------|
| 1 Speaker 1 | <input type="checkbox"/> | a We never knew |
| 2 Speaker 2 | <input type="checkbox"/> | b Great publicity |
| 3 Speaker 3 | <input type="checkbox"/> | c It was a bit confusing |
| 4 Speaker 4 | <input type="checkbox"/> | d We were cruel |
| 5 Speaker 5 | <input type="checkbox"/> | e Grandmother to the rescue |
| | | f Why did he do it? |

- 11 Look at the sentences from the recording and choose the best meaning for the underlined words.

- I didn't want to join the wrong one — I might get expelled from college.
thrown out of/fined by
- I carefully wrote a letter and bought a postal order.
a kind of money you could send safely by post/an envelope
- I remember my mum and grandmother getting this big old trunk down from the attic.
a kind of bag/a kind of box
- He (Elvis) offered to be an informer.
someone who gives the police information/someone who arrests people
- The British government were obviously worried by the idea of secret agents writing books, so they banned it.
criticised it/stopped it from being sold

Tom Robbins is back and better than ever

- ① **S**tunning, magical and beautifully written, I thoroughly ^aenjoy/enjoyed *Jitterbug Perfume*, Tom Robbins's fourth and, possibly, best, novel. The story is the tale of a thousand-year-old man and the search for the world's most wonderful perfume.
- ② **T**he book ^bopens/opened with a description of the qualities of beetroots. Why? You will have to read the book to find out. It ^ccontinues/continued with four separate but related tales set in Seattle, New Orleans, Paris and 10th century Bohemia. Alobar is the king of a small 10th century Bohemian village, and he ^descapes/escaped from the death which all the village's kings must face when they show signs of ageing. After meeting the god Pan, a pipe playing, half man — half goat character with an alarmingly strong smell, he ^edecides/decided to continue escaping death for as long as he can. He is joined by a young Indian widow, Kudra, and they ^fspend/spent the next 700 years travelling around Europe. They have to keep moving because others become suspicious when they don't age like everyone else. Kudra ^gleaves/left Alobar to see 'the other side' (death), and Alobar, with the dying Pan's help, ^hcreates/created a perfume that will guide her

back should she wish (and be able) to return. The other three stories concern modern day perfumers who keep receiving beetroots, but have no idea who is delivering them or why.

- ③ **O**ne of the things I ⁱlike/liked best about the book, and all Tom Robbins's books, apart from the wonderful stories, is the incredibly beautiful description he uses. A grey hair in Alobar's beard is described as being 'as white as the snow that a swan has flown over'. He brings characters to life and can make the most unbelievable ideas seem totally real. The idea of a thousand-year-old man talking to an ancient Greek god in 17th century Paris doesn't seem strange at all. My only criticism of the book centres on the modern day stories which are funny but not as magical. I ^jfind/found myself reading these sections more quickly to get back to Alobar and Kudra's travels.
- ④ **A**ll in all, though, if you're a fan of fantasy books, you'll love this. And, if you're not, I would still recommend it because it is also an adventure story, a comedy, a historical novel and a romance, as well and it has one of the most heartwarming endings ever written.

WRITING

12 Read the review and complete the information.

- 1 Name of book: _____
- 2 Author: _____
- 3 Three characters in the book: _____

- 4 Best thing about the book: _____

- 5 Type of book: _____

13 There are four paragraphs in the review. Complete the words to show how the review is organised.

Paragraph 1 is an i _____. It tells you the t _____ of the book and the a _____' name.

Paragraph 2 gives a s _____ of the p _____. Paragraph 3 gives the reviewer's o _____ about the book, the b _____ things about the book and any c _____ the reviewer may have.

Paragraph 4 is a c _____, tells you what t _____ of book it is and gives the reviewer's r _____.

14 Look at verbs a-j in the text and circle the best form.

15 Look at the text and complete the key phrases with one word in each gap.

- 1 I _____ enjoyed ...
- 2 The book _____ with ...
- 3 One of the things I _____ best about the book was ...
- 4 My only criticism of the book _____ on ...
- 5 If you're a _____ of fantasy books ...
- 6 I would still _____ it because ...

16 Find these adjectives or adverbs in the text and match them to the things they describe.

- | | | |
|------------------------|--------------------------|---------------|
| 1 magical | <input type="checkbox"/> | a four tales |
| 2 heartwarming | <input type="checkbox"/> | b description |
| 3 separate but related | <input type="checkbox"/> | c ending |
| 4 unbelievable | <input type="checkbox"/> | d book |
| 5 alarmingly strong | <input type="checkbox"/> | e ideas |
| 6 incredibly beautiful | <input type="checkbox"/> | f smell |

*17 Write a review of a book you have recently read. Answer these questions.

- 1 What was the title?
- 2 Who wrote it?
- 3 What kind of book was it?
- 4 What kind of person would enjoy it?
- 5 Who are the main characters?
- 6 Where was it set?
- 7 When was it set?

WORD LIST

absurd	detect	incredible	passageway	see the funny
alchemist	dimension	initiation rite	pass by	side
animal rights	discreet	kneel	passionate	see the light
attentive	dome	labyrinth	permitted to	see the point of
average (n)	dust	leaf through	pharmaceutical	see through
beehive	eventually	liberate	pierce	see to sth
believable	expected to	likely to	pigeon	shadow
bitterly	extensively	look daggers at	pledge (v)	sinister
bond (v)	forbidden to	look down on	plot (n)	sorority
bound to	fraternity	look down your	potential	soul
boundless	gaze	nose at	precise	specified
brotherhood	geometry	look into	preserve	spirit
brutal	gleam (v)	look sb in the eye	profoundly	stunned
bureaucrat	greed	look sb up and down	reformer	subsequently
caress	greet	look (sth) up	reluctant	succeed (in)
carved	guardian	look up to	required to	summit
cemetery	guide dog	make out	ritual (n)	supposed to
centre on	heartbreaking	manage to	sanctuary	suspense
cleverly	heartless	marine	scratch	tendency
codename	heroic	mark out	sea lion	timidly
confide (in)	heroine	messenger	secret agent	undergraduate
constant	hilarious	mine/landmine	secretly	underwater
courageous	humorous	mystery/mysterious	see at a glance	universe
criticism	hushed	navy	see eye to eye	wink
cruelty	idealistic	obliged to	see red	
crusade	immense/	occur: it occurred	see sb off	
cynicism	immensity	to me	see sb out	
debate (v)	in search of	palatial		

VOCABULARY ACTIVATOR

18 Complete the sentences with the correct forms of the words from the box.

pierce timid stun bond gleam make out
caress gaze pledge

- 1 He _____ her arm gently.
- 2 He was _____ by what he heard. It couldn't be true!
- 3 I spent the journey _____ out of the window at the passing countryside.
- 4 The _____ of moonlight on the lake was a beautiful sight.
- 5 'Would you like to dance?' he asked _____.
- 6 In the dark, it was difficult to _____ how many people were there.
- 7 The student _____ his obedience to his fraternity house.
- 8 When you _____ with someone at university, the relationship can last for ever.
- 9 It was black. A complete darkness that the sunlight couldn't _____.

*19 Replace the underlined words with a correct idiom from the Word List. Make any necessary changes.

- 1 Luckily she was able to laugh at her problems.
see the funny side
- 2 I can't understand why we need to employ a new secretary. _____
- 3 We don't always have the same opinion.

- 4 I shouldn't have shouted, but when he insulted me I became very angry.

- 5 She studied him closely before saying 'Hello'.

- 6 I thought he was a friend but suddenly I realised the truth.

- 7 When he insulted her, she looked at him very angrily. _____
- 8 In the interview, make sure you look directly at the interviewer and not at the floor.

- 9 It's obvious that you don't like us, but you don't have to look at us as if you were superior to us.

- 10 I could see immediately that there was going to be trouble. _____

*20 Complete the phrasal verbs with one word in each gap.

- 1 Can you look up the time of the next train to London, please?
- 2 I think we should look _____ this matter carefully before making any decisions.
- 3 I'm not going to see you _____ at the airport. I'll only cry.
- 4 Don't look _____ the workers. They're just as important as you.
- 5 I'm not sure James Bond is a good person to look _____. He's not very nice.
- 6 He told quite a good story, but I saw _____ it immediately and arrested him.
- 7 Right, Smith. You see _____ the report, and I'll make us a cup of tea.
- 8 Thank you. That's the end of the interview. My secretary will see you _____ now.

21 Complete the text. Form new words from the words in capital letters.

BOOKS



THE GADFLY by Ethel Lilian Voynich

I first read this book in Russian translation when I was 12. Although I didn't fully understand the ¹ _____ (POLITICS) aspect of the novel, I cried over the story for weeks. The story is set in 19th century Italy when it was under Austrian rule. The main character, Arthur Burton, is ² _____ (SECRET) struggling against the Austrians for the freedom of Italy. The police learn about his activities, and his friends consider him a ³ _____ (HEART) traitor. Gemma, the girl he loves, refuses to see him. Arthur leaves for South Africa, making everyone believe he has taken his own life. His life in South Africa is very hard, he faces human ⁴ _____ (CRUEL). Fifteen years later, he returns to Italy and becomes a ⁵ _____ (JOURNAL) and a revolutionary known as the ⁶ _____ (MYSTERY) Gadfly. He expresses his ideas in brilliant ⁷ _____ (SATIRE) essays published under the pseudonym *the Gadfly*. Like a gadfly, Arthur Burton bites and annoys people in positions of power with ⁸ _____ (CRITIC), ideas, and demands. In his ⁹ _____ (WRITE) he bitterly criticises the Austrian Empire rulers of Italy and Catholic Church. The end of the book is deeply moving. Facing execution, this ¹⁰ _____ (COURAGE) man still promises more revolutionary protests.

22 Complete the text with one word from the Word List in each gap.

Dear Mum,

Today was my first day as a secret agent. I got the job because the head of the secret service was a member of the same university ² _____ as me. I had a terrible day though and need someone I can confide ³ _____. The first thing that happened was that I was given my ⁴ _____. From now on, I am 'Grey Fox'. Then I got some papers. I leafed ⁵ _____ them and found out what my duties were. I was to be sent in ⁶ _____ of an enemy agent. I followed the instructions and found myself in an ⁷ _____ building, the biggest I have ever seen. I walked along a dirty, dark ⁸ _____. Suddenly, a light came on, and I could see the ⁹ _____ of two men on the wall. One of them had to be him. I followed quietly. They stopped and talked in ¹⁰ _____ voices, then one of them left. I could see the other man ¹¹ _____ down and look at something on the floor. He stayed there for ages. I thought he would never get up again, but, ¹² _____, he did and, when he had disappeared, I went to look at what he had seen. There, on the floor, written in the ¹³ _____ (I told you it was dirty) was a coded message. It ¹⁴ _____ to me that it could be a trap, but I wasn't scared. I left the building, but where had the enemy agent gone? There wasn't a sign of him anywhere. I was ¹⁵ _____ disappointed. I went back to headquarters to tell my boss. When I told him what had happened, he was furious, especially as I had forgotten to write down what the message was. The other agents thought it was ¹⁶ _____ and were laughing at me all afternoon. I hope I do better tomorrow.

Love,

Simon

Extend your vocabulary

*23 Match the underlined idioms with the word book (1-4) to their definitions (a-d).

- 1 'Why are you in Mr Smith's bad books?' — 'Oh, I wasn't paying attention in class today.'
 - 2 We're doing everything we can to bring graffiti artists to book. We can't ignore this problem anymore.
 - 3 'Is that allowed in this game?' — 'Oh yes. James always plays exactly by the book. He would never cheat.'
 - 4 You've caused us a lot of problems. I'm going to throw the book at you. You will go to prison.
- a To punish someone as severely as possible.
- b To catch and punish someone.
- c To do things properly, following the rules completely.
- d Somebody is annoyed with you.

GRAMMAR AND SPEAKING

Reported Speech → see page 101

- 1 Look at the quotes by famous people. Then complete the text with the correct forms of the verbs.



'To say that a work of art is good, but incomprehensible to the majority of people, is the same as saying of some kind of food that it is very good but most people can't eat it.'

Leo Tolstoy, Russian writer

'Turgenev's writings are beautiful in form, but their content is not worthwhile, and his attitude towards writing is not serious. Dostoevsky's writings are rich in content but bad in form, though his attitude to writing is serious.'

'I have never seen this man and I have never had any relations with him, but suddenly, when he dies, I understand that he was the closest, the dearest person, whom I badly need.'

Leo Tolstoy about Feodor Dostoevsky

'Poets have been mysteriously silent on the subject of cheese.'

G.K. Chesterton, English writer



'Anything that is too stupid to be spoken is sung.'

Voltaire, French writer, historian, philosopher



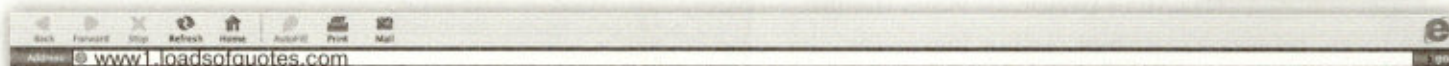
'Not everything that can be counted counts, and not everything that counts can be counted.'

Albert Einstein, theoretical physicist



'It's kind of fun to do the impossible.'

Walt Disney, American cartoonist



There are many famous quotes, some of which are very funny or thought provoking, and some which are just strange. The poet and writer G.K. Chesterton, most famous for his Father Brown detective stories, said that poets ¹ had been silent on the subject of cheese. Maybe he liked cheese?

Leo Tolstoy, like G.K. Chesterton, brings art and food together, but his quote is easier to understand. He thought that to say that a work of art ² _____ good but incomprehensible to the majority of people ³ _____ the same as saying of some kind of food that it ⁴ _____ very good but that most people ⁵ _____ eat it. Leo Tolstoy was uninterested in following fashion and didn't pretend to enjoy 'art for art's sake' which was in vogue at his time. His views on his contemporaries were rather controversial. Once he said about Ivan Turgenev, that Turgenev's writings ⁶ _____ beautiful in form, but their content ⁷ _____ not worthwhile and his attitude towards writing ⁸ _____ not serious. This caused storms of protest from Turgenev's readers.

Leo Tolstoy compared Turgenev to Dostoevsky, whose writings, in Tolstoy's opinion, ⁹ _____ rich in content but bad in form, though his attitude to writing ¹⁰ _____ serious. Upon Dostoevsky's death, Leo Tolstoy wrote in a letter to Nikolay Strakhov, a literary critic, that he ¹¹ _____ that man and he ¹² _____ any relations with him, but suddenly, when Dostoevsky died, he understood that he ¹³ _____ the closest, the dearest person, whom Tolstoy badly needed.

2 Find the quotes that have not been mentioned in the text. Convert them to reported speech. Choose one of them to give a comment.

3 Change the questions from reported form to direct form.

1 She asked us what the time was.

'What is the time?'

2 They asked me if I would be late.

3 I asked him if he played the piano.

4 She asked me whom I knew in the group.

5 He asked us where we were going.

6 I asked her why she hadn't been at the meeting.

7 He asked us if we had been driving fast when the accident happened.

4 Complete the sentences so that they mean the same as the original sentences.

1 'Don't forget to write to me.'

He told me not to forget to write to him.

2 'Tell me what you think.'

She asked them _____

3 'Water boils at 100 °C.'

Our teacher told us _____

4 'You shouldn't be upset.'

My mother said that _____

5 'When does the concert finish?'

She asked us _____

6 'Are you going to stay the night?'

He asked me _____

7 'What are you thinking about?'

I asked her _____

8 'Do you write poetry?'

I asked him _____

9 'I don't like modern music.'

My mother said that _____

10 'Peter Jackson, the film director, is a genius.'

My brother says _____

11 'I didn't enjoy the play.'

She said that _____

*5 Report the dialogue in as much detail as possible using verbs such as *ask*, *say* and *tell*.

A ¹Good morning, this is Dave Smith. Today on the breakfast radio show, I am going to talk to Marlene Shill, the modern art-dance artist. Good morning, Marlene!

B Good morning!

A ²When did you start dancing, Marlene?

B ³I started when I was five. I started going to ballet classes. I was quite good, but I wanted to do more than just dance.

A ⁴So what did you do?

B ⁵When I was ten, I wrote my first art-dance show. It was called *Moods*. I performed four short dances to show four moods that I often felt at that time.

A ⁶Do you remember what the moods were?

B ⁷Yes, the moods were anger, happiness, love and boredom.

A ⁸And what is your latest show called?

B ⁹It's called *Portraits*, and it starts next week. I will dance for two minutes and then stop still for one minute while the audience look at me like a painting. Then I'll dance for another minute and continue like that for the whole show.

A Fascinating. Don't go away, I'll be asking Marlene more questions after the news.

1 Dave Smith said that he was going to talk to Marlene Shill, the modern art-dance artist.

2 He asked her when

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

READING

6 Read the text quickly and match the people to who they were.

- | | |
|------------------|---------------------------|
| 1 René Magritte | a Dutch designers |
| 2 The Fool | b an inventor |
| 3 Magic Alex | c a painter |
| 4 Allan Klein | d a record producer |
| 5 Paul McCartney | e a businessman |
| 6 George Martin | f a member of the Beatles |

7 **TOB** Read the text again and put the sentences (A-I) into the gaps (1-8). There is one extra sentence. Listen and check.

- A One of these was Apple Electronics.
 B His ideas were again unlikely to succeed.
 C However, forty years ago it was a bit more difficult.
 D A successful artist is now one who can make a profit from their ability.
 E The company was soon in the news.
 F Many of the clothes were also designed or chosen by the group.
 G This, though, was one of his better ideas.
 H It seemed like a good idea, but it didn't quite turn out as they had expected.
 I The name was a play on words.

8 Read the text again. Are the statements true (T), false (F) or not stated (NS)?

- | | |
|--|--------------------------|
| 1 The Beatles started Apple because they were interested in art. | <input type="checkbox"/> |
| 2 The Beatles didn't want their company to make a profit. | <input type="checkbox"/> |
| 3 The painting that Paul bought was called <i>Apple</i> . | <input type="checkbox"/> |
| 4 The Fool painted the Apple Boutique building. | <input type="checkbox"/> |
| 5 The Nothing Box was invented by Magic Alex. | <input type="checkbox"/> |
| 6 The Beatles didn't like their original recording studios. | <input type="checkbox"/> |
| 7 The Beatles couldn't make their album in the Apple recording studios. | <input type="checkbox"/> |
| 8 The writer thinks that artists now have different feelings towards making money. | <input type="checkbox"/> |

9 Match the underlined words in the text with their definitions.

- | | |
|---|-----------------|
| 1 without any money and unable to pay off your debts | <u>bankrupt</u> |
| 2 happening by chance, with no preplanned order | _____ |
| 3 an effect you have on history, something left after you have gone | _____ |
| 4 having the same ideas and opinions | _____ |
| 5 imagined or planned in the future | _____ |
| 6 honest and unselfish | _____ |
| 7 changed slightly | _____ |

A look back at Apple Corps

Artistic freedom

In these days of the Internet, anyone with an idea and a computer can reach like-minded people throughout the world. ¹ C All aspects of culture, whether music, film, books or art, were controlled by traditional businesses who were suspicious of ⁵ new ideas and reluctant to help out unless there were guaranteed profits. Help was at hand ...

In 1968, the Beatles' accountants told them that they had a large amount of money which they could either invest in a business or lose to ¹⁰ the taxman. The group decided that a business would be a better way to spend their money and explained their ideas at a press conference. They said that it was unfair that artists had to beg ¹⁵ businessmen to help them with their ideas. Now that they were rich, they said, they would give financial help to anyone who had an interesting idea, whether it was profitable or not.





2 ___ They called the group of companies Apple Corps. The inspiration for the name of the company was a painting by René Magritte which Paul McCartney, one of the members of the group, had just bought. 3 ___ 'Corps', meaning a group of people working together, is pronounced with a silent 'ps'. It has the same pronunciation as 'Apple core', the centre of the apple containing the seeds.

20

25

The first Apple company was Apple Retail, which mixed art and fashion. It set up a boutique in Baker Street, London, which was decorated by a huge painting, designed by a Dutch group of designers called The Fool. 4 ___ Unfortunately, local businesses complained and they were forced to re-paint the building in its original colour. Inside the shop, there were also problems. In an era of peace and love nobody wanted to employ security guards or accuse people of shoplifting, and, after six months, the shop had lost so much money that it was forced to close down. There were several other areas of artistic expression envisaged by the group, some of which were set up fairly successfully, whilst others were failures for one reason or another. 5 ___

30

35

40

This was run by Magic Alex. He told the group he was an inventor and the idea was that he would create artistic inventions which would be sold at a profit. One of these was the Nothing Box, on which a number of lights would flash on and off in a random order. 6 ___ In fact it was one of his only ideas. Every British patent he applied for was rejected on the grounds that he hadn't actually invented anything new, only built modified versions of someone else's ideas. He was sacked when Allen Klein, a tough New York businessman, took control of the company in 1969 to try to stop the financial losses before the Beatles became bankrupt. Before this, Magic Alex had also been given the job of designing Apple Recording Studios. He had told the group that the studios they were using were out of date, and they left him in charge of designing something more modern. 7 ___ When they asked him why he had taken away the soundproofing from the drums, he replied that he would install an invisible force field instead. In the end, they had to ask their record producer, George Martin, to find a different studio so that they could finish their album.

45

50

55

60

65

70

So, looking back, what can we say about Apple Corps? It was a noble idea to allow artists of all kinds to get their work published in one form or another, but noble idealism isn't enough. Perhaps its most important legacy is that artists today understand the need for aggressive business practices. 8 ___ As for Apple Corps, it is now in the news only for its long running dispute with Apple Computers over trademark rights and seems to hold more opportunities for lawyers than for artists.

75

GRAMMAR

Reporting verbs → see page 102

*10 Complete the sentences with the reporting verbs from the box.

complained denied decided refused
threatened invited ordered insisted
accused persuaded

- Our director ordered us not to speak to the press.
- He _____ that he hadn't been given enough time to prepare.
- The teacher _____ her class to be in the school play because she knew they would enjoy it.
- The police _____ to arrest the man unless he sat quietly for the rest of the match.
- Jake _____ to do what he was told, so he wasn't given a part in the play.
- John _____ being responsible for starting the fire.
- The producer of the play _____ the whole cast to a celebration party.
- The actor _____ on having his own dressing room.
- We _____ to go to the art gallery in the afternoon.
- He _____ us of not being fair at the meeting last week.

11 Complete the sentences with the correct forms of the verbs in brackets. Use prepositions where necessary.

- I was accused of not taking (not take) my work seriously.
- What do you suggest _____ (do)?
- My mother offered _____ (drive) us to the gallery.
- Bill agreed _____ (take) charge when Tom left.
- Claire advised _____ (change) the chorus and (add) _____ a verse.
- Steve promised _____ (work) more seriously in the future.
- The director criticised us _____ (not learn) our lines.
- The director insisted _____ (film) the scene one more time.
- John apologised _____ (miss) the rehearsal.
- He regretted _____ (not visit) the National Gallery while in London.

12 Choose the correct answers (a-d).

DAYS OUT AND ATTRACTIONS IN NORTH-EASTERN ENGLAND

ASHINGTON

Ashington is a small mining town in north-eastern England, but in 1934 it became famous for its art. Robert Lyon, an artist from Durham University, encouraged the miners ¹ _____ up a painting club. They learned quickly and were praised ² _____ their talent. Newspapers and magazines wrote about them, and galleries invited ³ _____ their works. During the 1950s it became more and more difficult to persuade youngsters ⁴ _____ the club, and by the early 1980s there were only two members left. When the rent on their hut was increased in 1983, they ⁵ _____ to pay the extra and decided to close the club down. No one has ever ⁶ _____ that the paintings were masterpieces and the miners would be the first to ⁷ _____ that they were just enthusiastic amateurs. However, if you are in the area, I would definitely recommend ⁸ _____ the Woodhorn Museum. The local council has recently ⁹ _____ to spend £2,000 on reframing the painting, and the museum is a great day out for all the family.



- a starting b for starting c to start d start
- a for b by c about d from
- a them exhibit b them to exhibit c to exhibit d exhibiting
- a to join b joining c from joining d join
- a agreed b threatened c refused d promised
- a admitted b claimed c promised d decided
- a deny b suggest c admit d insist
- a visiting b to visit c for visiting d visit
- a refused b threatened c agreed d objected

13 Report the dialogue using the verbs from the box.

order threaten refuse deny insist say

- Choreographer** Lift your leg higher.
Dancer No way!
Choreographer You're a troublemaker.
Dancer I'm not a troublemaker. I want to do it my way.
Choreographer I'll tell the director about you.

The choreographer ordered the dancer to lift his leg higher. The dancer

SPEAKING AND LISTENING

14 Study the two photographs on page 53 of your Student's Book. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location);
- say what the pictures have in common;
- say in what way the pictures are different;
- say which of the activities presented in the pictures you'd prefer;
- explain why.

15 Read *Speak Out* and analyse your comparison of the photos in Exercise 14. Have you used all the strategies described in *Speak Out*? Prepare an improved version of your talk.

SPEAK OUT | Comparing pictures

Start by an introductory phrase.

I'd like to compare and contrast these two photos.

Give a brief description of the photos (action, location).

The photo on the right shows a dancing pair. They are dancing on some kind of a stage in the open air. In the left-hand photo, in the foreground we can see two boys wearing white clothes. You may think that they are fighting, but actually they are playing capoeira – a Brazilian martial art which is really like a dance.

Say what the pictures have in common.

As for the similarities between the pictures, they both show people in movement. Moreover, we can say that they show dancing people because capoeira is both a martial art and a dance. Like a real dance it needs music and we can see boys playing different instruments in the background. Another feature they share is that both scenes take place outdoors. They are both very dynamic.

Say in what way the pictures are different.

As for the differences, there are many more people in the capoeira photo and we can see more of the surroundings. In the second picture there are just two dancing people. Another difference is that the dancers are wearing special clothes typical of Latin American dances, while capoeira players are dressed casually in white. One of them has trainers, the other is barefoot. The most important thing is that capoeira players look aggressive, while dancers don't.

Say which of the activities presented in the pictures you'd prefer.


As for me, I'd prefer dancing. Dancing is a great way to add more physical activity to our lives. It's good for our bodies and minds.

Explain why.

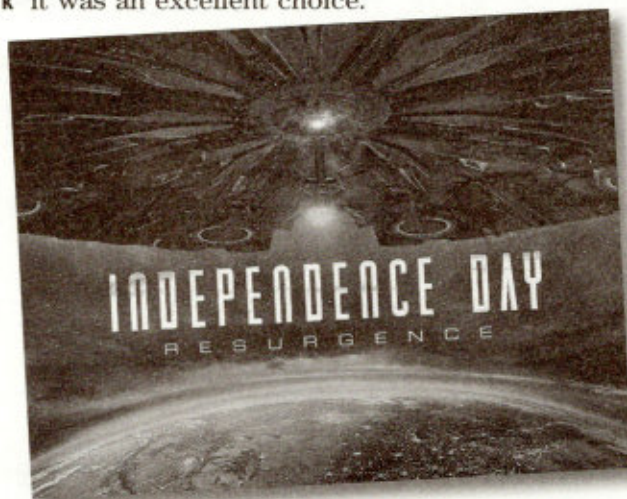
I think it's a great advantage to dance well and I'd like to take a few lessons. Dancing is also a fantastic activity when you are feeling stressed.

16 Read expressions 1–6 and decide when you can use them in comparing pictures (a–b).

- 1 They are almost the same in terms of ... a
 - 2 As for the similarities, ...
 - 3 The photos are very different, because ...
 - 4 Both pictures show ...
 - 5 Photo ... doesn't show ... as clearly as photo ...
 - 6 Both pictures are interesting, but picture ... gives a stronger idea of ...
- a Describing what the pictures have in common
b Describing in what way the pictures are different

17  Match the beginnings (1–11) of the sentences to the endings (a–k). Then listen and check.

- 1 You have to admit that k
 - 2 The way I see it,
 - 3 I really don't see the point
 - 4 And you can't deny that
 - 5 Well, to be frank,
 - 6 The truth of the matter is
 - 7 As far as I can see,
 - 8 That might not necessarily be true,
 - 9 But on the other hand,
 - 10 I think it goes without saying
 - 11 You have to bear in mind that,
- a I thought it was awful.
b there was a lot of humour there.
c that it gives a false view of the world.
d films should be about entertainment.
e you see, I think that the film was actually laughing at itself.
f that a film which shows a spaceship with manual gear levers is not taking itself too seriously!
g despite the so-called pro-Americanism, the baddy, apart from the aliens, was the very pro-war defence chief.
h of intellectual films.
i *Independence Day* is entertaining.
j the Americans think the rest of us are all useless.
k it was an excellent choice.



WORD LIST

abstract (adj)	make	fusion	philosophy	soloist
acclaimed	a confession	glorious	playwright	sonata
accompanied	congratulate	graceful	portrait	soporific
appeal (v, n)	courteous	gypsy	preview	spice
applaud (v)	craze	haiku	pride	stage
arty type	culture vulture	hypnotic	primal	stalls: the stalls
associate (v)	delight in (v)	inhibition	production	stamp out
attracted to	depressing	insist	rating: film	still life
audition	disturbing	instinct	ratings	stressed out
backstage	drag (v)	intoxicating	rave about	string quartet
balletomane	drama	intriguing	relaxing	stunt
ballroom dancer	dramatic	Irish jig	remind	supporting role
bear in mind	drawing	journal	retain	take (n): sb's
benefit	dress rehearsal	landscape	rhythm/	take on sth
blow sb away	dressings room	leading role	rhythmic	tango
box office	definitive	let yourself go	ritual (n, adj)	theatre-goer
capoeira	duet	mambo	rumba	ultimate (n): the
cast	embarrassment	monotonous	ruthless	ultimate in
choreographer/ choreography	energetic	novel/novelist	salsa	understudy
circulation	engaging	object to	scary	universal
clumsy	eternal	opera buff	score: film	uplifting
comic	exhilarating	originate	score	upsetting
committed	far-fetched	parental guidance	sculpture	uptight
composer	fiery	passion	selection	vitality
concert	flamenco	peaceful	sensual	walk of life
conductor	flop (n)	percussion	set (<i>theatre</i>)	waltz
confession:	force (n)	performance	shyness	watercolour
	formality	philistine	smash hit	

VOCABULARY ACTIVATOR

18 Find twelve culture words in the word search.



19 Complete the sentences using the words from Exercise 18.

- Chopin wrote a number of beautiful *sonatas*.
- He is excellent at painting _____ scenes, such as vases of flowers or bowls of fruit.
- I've ordered the tickets. We just have to pick them up at the _____ when we arrive.

- I've heard that Kylie Minogue and Robbie Williams are going to sing a _____ together.
- _____ painting is quite interesting, but I'm never sure what the artist is trying to say.
- It was a lovely concert. The best thing was the _____. She sang beautifully.
- We've got a _____ painting in our living room. It shows a view of the English countryside in the 18th century.
- I'm quite good at _____ painting, but I can't use oils at all.
- The best thing about the film was the _____. The music really gave the film the right atmosphere.
- Last night we sat in the _____ and had a wonderful view of the actors.
- Everything looked calm to the audience, but _____ it was chaos!
- It was nice at the end when the director thanked all the _____ for making the show a success.

20 Complete the text with the correct forms of the words from the Word List.

Dear Carole,
 Sorry I haven't written for a while, but I've been very busy. You won't believe this, but I've been in a play. Not in a leading 1 role of course, but in quite an important 2 _____ role. It was a real theatre, too, not just a school hall. I had my own 3 _____ room, and the 4 _____ was big and well lit with lovely gold curtains. Last week, we had our final 5 _____ rehearsal. Unfortunately, the main actor was ill, so his 6 _____ had to take his part. We were all worried that the play would be a flop. On the opening night, we were nervous and watched from an upstairs window as the theatre-7 _____ arrived and took their seats. I was so nervous, I don't remember anything about my own 8 _____, but it must have been OK because, at the end, the audience stood and 9 _____ really loudly and, in this morning's paper, the reviewer 10 _____ about the play and said it would be a smash 11 _____. He even mentioned my name and said I had been 'very good' in my role. Well, I must go.
 Love,
 Jackie

21 Complete the text. Form new words from the words in capital letters.

I love art. All kinds of art and music. To see a great 1 sculpture (SCULPT) or an exhibition of paintings by an unknown artist. To go to see a modern 2 _____ (PRODUCT) of a play written by a talented young 3 _____ (PLAY). To thrill to a 4 _____ (GRACE) dance routine put together by an imaginative 5 _____ (CHOREOGRAPH) or, perhaps, to listen to a 6 _____ (DRAMA) symphony orchestra, led by a master 7 _____ (CONDUCT), making the music come alive with a 8 _____ (VITAL) that others just can't reproduce. To lose my 9 _____ (INHIBIT) in a darkened nightclub, dancing with a 10 _____ (GLORY) feeling of freedom to the sounds of modern music, so wildly 11 _____ (LIFT) when you are in the right mood. And, after a tiring day at work, to come home and lie on the sofa, listening to a 12 _____ (PEACE) piece of music, or watching a DVD, nothing too exciting, just a 13 _____ (RELAX) romantic comedy that will let me forget the strains of the day.

***22 Replace the underlined words with a phrase from the Word List. Make any necessary changes.**

- 1 Their performance really amazed us.
blew us away
- 2 You must remember that this is his first film.

- 3 Come on. Stop worrying so much. Relax.

- 4 The cast was made up of people with all different kinds of jobs and backgrounds.

- 5 He is very interested in and knowledgeable about opera.

- 6 After two days of questioning by the police, the criminal told them he had committed the crime.

Extend your vocabulary

***23 Complete the sentences with the words from the box.**

self-portrait ensemble leotard wings bust tap dancing prompt repertoire

- 1 A/An self-portrait is a painting an artist makes of him or herself.
- 2 When you do _____, you wear shoes with pieces of metal at the bottom, which make a sound as you move.
- 3 A/An _____ is a group of two or more musicians who play together.
- 4 The _____ are the areas at the side of the stage where actors stand just before they go on.
- 5 A/An _____ is a person who is hidden from the audience, and, if the actors forget their lines, this person whispers them so that the actor can continue.
- 6 A/An _____ is a sculpture of someone from the chest upwards.
- 7 A person's _____ is all the songs and pieces of music that they are able to play.
- 8 A/An _____ is a skin-tight, costume that covers the body, often worn by ballet dancers.

READING SKILLS

- 1 Read the text. Fill in the gaps (A-I) with the fragments (1-9). Then fill in the table below. (8 points)

20/10/2015

Dear Sven,

Thank you for the letter. It was nice to hear from you, but (A) I was sorry to hear about your problems at university. I'm sure you'll soon get used to living (B) _____. I remember my first year. For the first couple of weeks I felt like crying all the time (C) _____. The only thing that prevented me from leaving were my studies, which I really enjoyed. I shut myself (D) _____. I (E) _____ money and I couldn't see the point of spending it in cafés when there were so many books I needed. When I did go out, though, I soon (F) _____.

The problem with university is that no one will make you do anything. You (G) _____, and it's up to you to make the most of it. For someone like me that was (H) _____. My parents wouldn't let me do anything when I was at home! I was 18, and they still told me what to do and controlled my every step. At least you have had some freedom before. I'm really excited about my new job! I start on Monday, and I'll write you more about it next week. Cheer up, you'll be fine!

Looking forward (I) _____ at Christmas!

Love,

Jenny

- 1 didn't have much
- 2 made good friends
- 3 to seeing you
- 4 are free to choose
- 5 in my room
- 6 away from home
- 7 a big surprise
- 8 I was so lonely
- 9 I was sorry

A	B	C	D	E	F	G	H	I
9								

VOCABULARY

- 2 Replace the underlined word with a correct one. (7 points)

- 1 The two singers sang a solo together. duet _____
- 2 The playwright taught the dancers their new routine. _____
- 3 He's very narrow-minded – willing to consider new ideas. _____
- 4 The ill actor's part had to be played by his score. _____
- 5 It was a beautiful 18th century portrait showing a view of the English countryside. _____
- 6 Everyone in the stalls got on well from the leading actor to the members of the chorus. _____
- 7 We had our first dress audition a week before the play opened. _____
- 8 The Royal Shakespeare Company also have many modern plays in their performance. _____

- 3 Choose the correct answers (a-d). (6 points)

Dear parent,

We'd like to remind you of the policies of the school. There are ¹ ___ to be times when you will need to refer to our regulations. However, some of the most important information is given below:

- All students are ² ___ to wear a uniform at all times without exception.
- Parents ³ ___ enter school premises without an appointment.
- Parents are ⁴ ___ to attend our twice yearly parents' day although, of course, we understand that sometimes this is impossible.
- Parents will be ⁵ ___ to observe certain classes during May and June if they wish.
- School fees ⁶ ___ be paid until October 31st, but there are discounts for early payment.
- Students are not ⁷ ___ to leave the school during school hours under ANY circumstances.

Thank you for your cooperation.

Yours faithfully,

Dr Jean Preston, headmistress

- 1 a possible (b) bound c supposed d required
- 2 a obliged b supposed c permitted d needed
- 3 a don't have to b must not c have to d should
- 4 a supposed b required c able d expected
- 5 a supposed c permitted b forbidden d required
- 6 a must b should c ought to d needn't
- 7 a obliged b required c permitted d expected

VOCABULARY AND GRAMMAR

- 4 Complete the second text so that it has the same meaning as the original. (6 points)

Interview notes post concert – Big D

11/10/2015

Me: What did you think of the concert?

Mark: I thought it was excellent.

Me: Have you ever seen Big D before?

Susie: No. This was the first time. I'd definitely like to see him again.

Me: Did you enjoy the concert?

Terry: No. I wasn't allowed in. I was told I was underage.

After the concert, I spoke to some of the audience. The first person was Mark. I asked him ¹ what he had thought of the concert, and he replied that he ² _____.

I asked a young girl called Susie ³ _____, and she replied that she ⁴ _____, but that she ⁵ _____.

I then talked to a local teenager called Terry, who was standing outside the concert hall. When I asked him ⁶ _____, he said that ⁷ _____.

- 5 Complete the sentences with the correct forms of the verbs in brackets. (6 points)

- I'll never forget seeing (see) a film in 3D for the first time.
- It's very quiet here. Did you remember _____ (send) the invitations?
- I tried _____ (make) a cake, but it was too difficult for me.
- Stop _____ (fiddle) with your hair and listen to me.
- Why don't you try _____ (eat) more fruit and vegetables? I'm sure that'll make you feel healthier.
- I hate cooking, but it has to be done, so I like _____ (do) everything on a Sunday and freeze our meals for the week.
- We had to stop _____ (ask) for directions at a garage.

- 6 Circle the correct prepositions. (6 points)

- Try to forget about it and you'll soon cheer down/out/up.
- Please don't pick at/with/from your food. Eat properly.
- If you don't stick for/up/to the rules, you'll get into trouble.
- Don't worry. The unpleasant sensation in your ears will soon wear down/out/off.
- I don't work out/up/in, but I do a lot of cycling and swimming.
- I don't mind parting from/with/of my hard earned money for something useful.
- I was offered a better job, but I turned it out/down/off because I didn't want to leave my friends.

- 7 Complete the sentences with the correct forms of the phrases from the box. (6 points)

to look someone in the eye
to see eye to eye
to see the light
to look down your nose at someone
to see the funny side
~~to look up to someone~~
to look someone up and down

- When I was young, I really looked up to my older brother because I thought he was so clever.
- Dave and I have never _____ and can't agree about anything.
- Even though I felt embarrassed by my mistake, I could still _____.
- When I walked in, he _____ me _____ before smiling and saying hello.
- Don't be worried. Just _____ him _____ and tell him what you think.
- Some of the people on our estate really _____ their _____ us, just because we aren't as rich as them.
- It's taken me three years to understand but finally I have _____.

GRAMMAR

The Passive → see page 103

1 Change the sentences into the passive by making the underlined word or phrase the subject of the sentence. Use *by ...* only if necessary.

1 A taxi took them to the airport.

They were taken to the airport by a taxi.

2 This time last week Michael Johnson was interviewing us on TV.

3 I have just found out that the company hasn't offered me a job.

4 Are you still upset that they didn't choose you for the team?

5 When are they going to pay me my money?

6 This radio doesn't use batteries. You have to wind it up.

7 When I first got my dog, no one had trained him at all.

8 Somebody had broken this computer before I bought it.

9 'Where are the new students?' – 'Someone is giving them a tour of the school.'

*2 Complete the sentences with the correct forms of the verbs in brackets: passive infinitive or gerund.

1 I hope to be given (give) some more time for this project.

2 I don't mind _____ (ask) to work late. I get paid a lot of overtime for it.

3 Do you ever worry about _____ (sack) from your job?

4 How did you manage _____ (pick) for the school team? You're terrible at football.

5 My brother needs _____ (show) what to do. He can't work out anything for himself.

6 I'm getting used _____ (tell) what to do.

7 I hate _____ (forced) to go clothes shopping by my girlfriend.

8 Do you expect _____ (pay) for such poor work?

9 You realise you risk _____ (kill) every time you go on that motorbike.

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

THE ENVIRONMENT

Taxing times for Olivier Lainé

In August 2006, French farmer Olivier Lainé was driving along the road in Normandy when he ¹was stopped (stop) by the police and arrested. He ² _____ (tell) that he ³ _____ (stop) because he had used petrol from crops that he grew on his land. Although he ⁴ _____ (allow) to use the fuel on his own land, he didn't have a licence to use it on the road. In these days of global warming and high energy prices, it may be surprising to hear that you ⁵ _____ (can arrest) for doing something environmentally friendly. However, the real reason for the arrest is that, at the moment, petrol ⁶ _____ (tax) by the government, but the fuel made from plants isn't. Interestingly, in 2005, a law ⁷ _____ (pass) by the EU which stated that environmentally friendly fuels ⁸ _____ (should use) as much as possible. At the same time that Olivier was having his problems, the oil company Total announced that a new fuel ⁹ _____ (develop) which would be made up of a mixture of petroleum-based and plant-based oils. They said that, using this fuel, carbon dioxide ¹⁰ _____ (reduce) by 20%. Of course, when this fuel ¹¹ _____ (sell), it ¹² _____ (do) legally. The government may decide that this new petrol ¹³ _____ (should not tax) in order to encourage people to use greener fuels, but, judging from the reaction in the Olivier Lainé case, it seems that the new fuel will become another source of tax revenue.

4 Complete the text with the correct forms of the verbs in brackets.

The History of Lomonosov Moscow State University

In January 2005 Lomonosov Moscow State University celebrated its 250th anniversary. It ¹ was founded (found) by Mikhail Lomonosov. He ² _____ (consider) to be one of the intellectual titans of the 18th century. He ³ _____ (describe) by the great Russian poet Alexander Pushkin as a person of keen scientific mind, whose lifelong passion was learning. ... In 1724, the time when Russia ⁴ _____ (reform) by Peter I, the St Petersburg Academy of Sciences ⁵ _____ (found). It ⁶ _____ (establish) a university and a grammar school to educate the intellectuals and researchers the country needed. However, these educational establishments ⁷ _____ (not fulfil) the task they took on. It was Mikhail Lomonosov who suggested, in his letter to Count Shuvalov, establishing a university in Moscow. Count Shuvalov was a patron of the arts and science. He ⁸ _____ (support) Lomonosov's plans for a new university and ⁹ _____ (present) them to Empress Elizabeth, who ¹⁰ _____ (approve) the project.

5 Complete the text with the correct forms of the verbs from the box: active or passive.

remove vote reflect ask use realise
invent appear give

In 2002 the British Patent Office celebrated its 150th anniversary. To mark the occasion, the BBC radio programme *Today*, ¹ asked its listeners to vote for the best and worst inventions of the last 150 years. What was interesting was the number of transport-related inventions which ² _____ in the lists. Cats eyes ³ _____ one of the best ten inventions. 'Cats eyes' was the name that ⁴ _____ to the small pieces of metal in the road which reflect light, making it easier for drivers to see at night. They ⁵ _____ by Percy Shaw, a Yorkshireman, and ⁶ _____ since 1934. Shaw got the idea after tram lines ⁷ _____ from his home town. After they had gone, he ⁸ _____ that, when his car headlights ⁹ _____ on the tram lines, driving had been much easier. Speed cameras came in the top ten worst ever inventions.

*6 Read the first text and then complete the second text so that it has the same meaning.

SCIENCE AND TECHNOLOGY

Important inventions

What is the most important invention ever? Most people would say the wheel or electricity. However, many other inventions have also made our lives more comfortable. The Ancient Chinese gave us toothpaste. Think what you would be like without it. Staying in the bathroom, can you imagine life if no one had invented the flushing toilet? Alexander Cummins made the first one in 1775, although some people think the Chinese had invented one 2,000 years before. People have always wanted to make themselves look beautiful, and the first lipstick dates from Ancient Babylon. They used crushed stones, but Cleopatra's beautiful, red lips were the result of crushed beetles and red ants. Tasty!

I'm not sure if she was ever able to see herself as the Romans invented the mirror. Did Marc Antony take one to Egypt? Perhaps he did. People were able to look at the results of shaving in mirrors, though, and probably didn't like what they saw. Before the invention of the safety razor in 1880, most people ended up as red as Cleopatra's lips every morning.

What is the most important invention ever? Most people would say the wheel or electricity. However, ¹ our lives have also been made more comfortable by many other inventions. We ² _____ the Ancient Chinese. Think what you would be like without it. Staying in the bathroom, can you imagine life if the flushing toilet ³ _____? The first one ⁴ _____ in 1775 although some people think that one ⁵ _____ 2,000 years before. People have always wanted to make themselves look beautiful, and the first lipstick dates from Ancient Babylon. Crushed stones ⁶ _____, but Cleopatra's beautiful red lips were the result of crushed beetles and red ants. Tasty! I'm not sure if she was ever able to see herself as the mirror ⁷ _____, ⁸ _____ to Egypt by Marc Antony? Perhaps it ⁹ _____. People were able to look at the results of shaving in mirrors, though, and probably didn't like what they saw. Before the safety razor ¹⁰ _____, most people ended up as red as Cleopatra's lips every morning.

LISTENING AND VOCABULARY

7 **ⓐT10** Listen to the first part of a phone call between two school friends and answer the questions.

- 1 Who tries to answer the telephone?

- 2 Whose telephone is it? _____
- 3 Who does Jane call a Luddite? _____
- 4 Who knows what a Luddite is? _____
- 5 How does he/she know? _____

8 **ⓐT11** Listen to the second part of the phone call and complete the information with a word or short phrase.

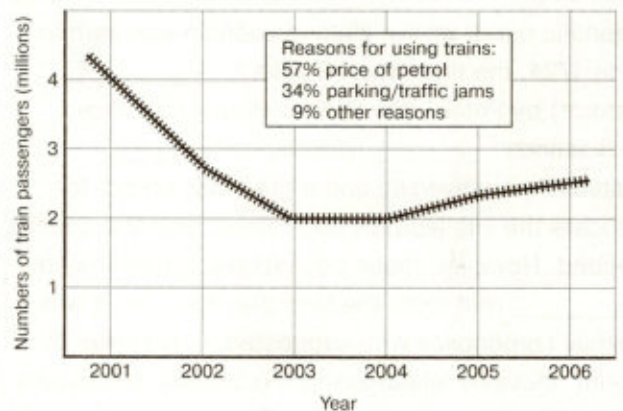
- 1 The industrial revolution in Britain started in _____.
 - 2 The leader of the Luddites was called _____.
 - 3 The Luddites began by smashing wool and cotton mills in _____.
 - 4 A new law said that people who smashed machinery could be _____.
 - 5 The Luddites only lasted until _____.
 - 6 Those Luddites who weren't killed were sent _____.
 - 7 Luddites were not really against progress but against _____.
 - 8 The protests started because workers were paid _____.
 - 9 Jane's father is a _____.
- 9 **ⓐT11** Listen again. Are the statements true (T), false (F) or not stated (NS)?

- 1 Jane's dad hasn't got a mobile phone.
- 2 Sara and Jane are in the same history class at school.
- 3 Jane had heard of the Luddites before.
- 4 The industrial revolution meant that many people had to change their way of life.
- 5 The Luddite movement only affected Nottingham.
- 6 Jane's first reaction is that it was good that the Luddites were stopped.
- 7 History is Sara's favourite subject.
- 8 Sara thinks the Luddites were right to protest.
- 9 Jane wants to apologise to her father because Luddite is a nasty thing to call someone.

10 Look at the graph and complete the information about train travel with one word in each gap. Do not use any word more than once.

Back on track

Passengers return to railways as costs of driving rise



In the years 2001—2003 the number of train passengers almost halved from over four million to around two million. The most ¹significant ²d_____ was between 2001 and 2002 when one and a half million passengers were lost. There was another ³s_____ ⁴f_____ in numbers the following year, but from 2003 to 2004 the number of passengers changed ⁵v_____ ⁶i_____.

In 2005 there was a ⁷s_____ ⁸i_____ in numbers, the first for seventeen years. This ⁹g_____ ¹⁰r_____ in numbers continued in 2006, and ¹¹m_____ than twenty percent of the passengers lost between 2001 and 2003 have now returned to the railways. A ¹²s_____ ¹³m_____ of people interviewed said that increases in petrol prices have been the main reason for them to leave the car at home and go back to trains. About ¹⁴o_____ ¹⁵i_____ three people interviewed gave traffic jams and parking problems as the reason for travelling by train.

SPEAKING

11 Look at the graph and read the text in Exercise 10 again. Prepare a talk describing the data. Try to use all the information given.

WRITING

12 Read the essay and circle the correct words or phrases given in italics (1–5).

The best way of building up a music collection is downloading music from the Internet

In 2001 Apple launched iTunes, which enabled people to legally download songs from the Internet. Almost overnight the music industry had changed unrecognisably. Since then the issue of the best way of building up a music collection has been discussed by music lovers the world over. *So what is the best way of building up a music collection?

In my opinion, the benefits of downloaded music seem obvious enough. To begin with, an MP3 player can hold hundreds of songs which can be carried around with you wherever you go. ¹*However/Although/Moreover*, you can choose exactly which songs you want and do not have to pay for album tracks that you used to have to skip. To quote music fan Chris Davies, of Leytonstone, ²*CDs have about ten tracks on them and at least two are usually terrible. That's twenty percent of my money wasted every time I buy a CD.* ³*In addition/Nevertheless/Therefore*, it is so much easier to buy online than to visit your nearest CD shop. ⁴*According to* the Walmart music downloads information page, one song 'takes under a minute' to download with a broadband connection and only fifteen to twenty minutes without.

There exists, ⁵*however/despite/besides*, a different opinion. Many people think that it is much more preferable to buy music on CD or even, on old fashioned vinyl. ⁶*In fact*, they believe that many albums ⁷*were made* to be listened to as a whole thing, not as a collection of individual tracks. ⁸*Despite/Besides/However*, they enjoy the process of looking through racks of records, they find it ⁹*wonderful* to look at the colourful sleeves and bizarre names of bands you have never heard of.

I cannot agree with this viewpoint. If you decide to build up a collection of music on CDs, you may have to spend too much time searching for what you like and need - it may not be easy to find a limited edition album or a song released decades ago.

I would like to conclude by saying that, if you want to build a collection of music getting CDs you like and need may take too much of your time and money. ¹⁰*Even though/All in all/According to/Even though*, the advantages of downloading music are obvious. ¹¹*My belief is that* it is safe, it is legal, it is less expensive and you can build a collection of your favourite music rather quickly.

13 Match the headings (1–7) with the underlined sections of the essay (a–g).

- 1 A phrase which adds emphasis to the argument.
- 2 A strong adjective which makes the arguments more persuasive.
- 3 An example of the passive to make the style of the essay more impersonal.
- 4 A phrase showing that this is the writer's own opinion.
- 5 A direct quote, percentage or statistics to support the points made.
- 6 A phrase which introduces what somebody has said to avoid repeating the word *say*.
- 7 A short, 'punchy' statement or question to catch the reader's attention.

14 Read the writing task. Does the essay in Exercise 12 correspond to this plan?

Comment on the following statement.

The best way of building up a music collection is downloading music from the Internet.

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

*15 Rewrite the essay so that it fully corresponds to the task given.

WORD LIST

absent-minded	cut off	halve (v)	mouth-watering	scenery
activate	decrease (v)/ a decrease in (n)	headquarters	narrow-minded	scratch (n)
aerial	deep-rooted	high-powered	nestle	sewing machine
analyst	destructive	host (v)	never-ending	slight
automatic	dilute	impoverished	open-minded	soak
dishwasher	dirt	increase (v)/ an increase in (n)	outsider	solar-powered
avalanche	double (v)	in spite of	overriding	spark (v)
badly-paid	durable (n)	inherently	package tour	sparsely
battery-powered	electric shock	ironing board	pained/at pains	spectre
beam (v)	empty-handed	irrelevant	pharmacist	spicy
beat up (v)	empty-headed	isolation	pose a threat	split (v)
big-headed	emulate (v)	kingdom	pre-arranged	spokeswoman
boarding card	enclose	labour-saving	premises	stream (of programmes)
brehtaking	endanger	latter: the latter	profound	synthetic
burglar alarm	energy-saving	launch (v, n)	protection	syrup
canvas	estate agent	lawnmower	radio-controlled	terrain
carbonated	existence	length: go to great lengths	rapid	time-saving
water	external	let alone	remarkable	transmitter
cater for	fabric	level-headed	remote	trend tune: be in tune with
choke (v)	frozen food	life insurance	restricted	two-faced
compensation	globalisation	loudspeaker	right-/left- handed	undeniable
compulsory	glued: be glued to	majority	rinse (v)	victory
considerable	gradual	medicinal	robe	wake up to
consume	groundbreaking	minority	rubber	wrestling
contestant	guided tour	modernisation	running shoes	writing paper
convincing			rustic	
correction fluid				

WRITING AND VOCABULARY

- *16 Make a list of 2–3 arguments for and against the following statement.

Television is the best entertainment.

For	Against

- 17 Write an opinion essay, commenting on the statement above and using the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Write **200–250 words**.

- 18 Complete the sentences with a word from each box.

battery ~~boarding~~ burglar ground
labour lawn mouth writing life

.....
saving powered ~~ear~~ alarm mower
paper insurance breaking watering
.....

- Nobody can enter this part of the airport without a boarding card.
- This is a completely _____ idea. Nobody has ever done anything like this before.
- We've got a big garden, so I have bought an electric _____. It's much quicker at cutting the grass.
- I couldn't sleep because someone's _____ was ringing all night.
- This is very nice _____. Have you got any envelopes to go with it?
- There's a _____ smell coming out of your kitchen. It's making me really hungry.
- There's a man at the door asking if we're interested in _____. For £50 a month, if one of us dies, the other would get £10,000.
- This vacuum cleaner is specially made to use in the car. It's _____, so you don't need to be near an electricity socket.
- Some of these _____ devices are very useful. This job used to take two people three hours. Now I can do it on my own in an hour.

19 Complete the text with one word from the Word List in each gap.

Left-handed products

From: gregmenzies@abc.co.uk
To: customerservices@gadgets.com
Subject: Left-handed products

Dear Sir/Madam,

I work as a business ¹ analyst in a major multinational company. When I come home from work, like many people, I'm usually ² _____ to my flat screen, high definition TV, but I don't really like modern gadgets.

Shall I tell you why? Well, in my kitchen, I've got all the usual time-³ _____ devices, but I don't really understand them and usually end up getting an ⁴ _____ shock every time I touch one. It doesn't help that I'm left-⁵ _____. Catering ⁶ _____ people like me seems to pose some kind of a ⁷ _____ to manufacturers. I can see no other reason why they go to such great ⁸ _____ to make their products so difficult for me to use. That's why I'm so grateful to your company for ⁹ _____ up to the fact that there is a large market for those who don't use their right hands. It is good to see a company who are in ¹⁰ _____ with the needs of people such as myself. Please send me regular updates on your products as advertised on your website.

Yours,
Greg Menzies

20 Complete the text. Form new words from the words in capital letters.

GREEN GROWTH

WHAT is it about mankind? **WHY** are we so ¹ destructive (DESTROY)? **WHY** is it that everything we seem to do ² _____ (DANGER) plants and animals worldwide, not just causing a few deaths but threatening the ³ _____ (EXIST) of entire species? We need to give such species some ⁴ _____ (PROTECT) from the negative effects of ⁵ _____ (MODERN). This doesn't mean that we are against ⁶ _____ (GLOBE) completely. We understand that this country can no longer live in ⁷ _____ (ISOLATE), an ⁸ _____ (OUTSIDE) in the world community. It is ⁹ _____ (DENY) that there are some benefits that come from growth. However, these do tend to favour the rich and we should use some of the profits to pay ¹⁰ _____ (COMPENSATE) to those who suffer from such progress. But, making vast profits and helping the poor will be ¹¹ _____ (RELEVANT) if we go on destroying the planet. If we do that, we will all suffer.

**Make your voice heard.
Join GREEN GROWTH today!**

Extend your vocabulary

*21 Look at the definitions and find the correct compound using one word from each box.

- drinking open dry oven house
dressing long hard hand pocket
tight high
trained legged fitting glove table
money fountain necked seas facts
cleaning made

- This is a place where you can press a button and get water to drink.
drinking fountain
- Children often get this every week from their parents to spend on whatever they like.

- You can use this to describe somebody whose legs are very long.

- When you wear a shirt with the top button undone you can say that the shirt is this.

- This is a piece of furniture found in bedrooms. It usually has a mirror on top of it. _____
- These are things that you know are definitely true.

- This is a process of washing materials without using water.

- Clothes which are not loose could be described as this.

- You should wear this when you are holding hot things in the kitchen.

- Things which are not made by machinery but by an individual can be described as this.

- When you have an animal, you want it to be this so that it knows where it should go to the toilet.

- The parts of the ocean which aren't controlled by a country.

GRAMMAR

Expressing dissatisfaction and regret → → see page 104

1 Change the underlined words so that the tense is correct for the second sentence.

1 We should try to get someone to help us.
We should have tried to get someone to help us last week.

2 If only she lived near us now.
If only she _____ near us when we were at school.

3 I wish I had been more confident when I was younger.
I wish I _____ more confident now.

4 I wish I had been able to think more clearly last week.
I wish I _____ think more clearly today.

5 I wish I didn't have so many responsibilities at the moment.
I wish I _____ so many responsibilities when I was a student.

6 He shouldn't be so selfish.
He _____ so selfish last night.

2 Complete the sentences with a word which shows the real situation.

1 I wish I wasn't so shy, but I am.

2 I wish you did more to help me, but you _____.

3 I wish I could understand this message, but I _____.

4 I wish he wasn't always so miserable, but he _____.

5 If only I had learned to swim when I was younger, but I _____.

6 You should have gone to the meeting last night, but you _____.

7 If only I didn't have so much work to do tonight, but I _____.

8 I wish you would tidy your room sometimes, but you _____.

9 If only my friends weren't late for the train, but they _____.

3 Look at the picture and match the sentences (1-10) with the people or animals (a-d) who said or thought them. Then complete the sentences with the words from the box.



had (x 2) hadn't should shouldn't was
wasn't could would wouldn't

- 1 I wish I hadn't bet on number four!
- 2 If only you _____ listened to me!
- 3 I wish I _____ run against him in every race!
- 4 I wish he _____ waste all our money on the horses.
- 5 I _____ better run faster next time.
- 6 I wish my luck with money _____ change.
- 7 I _____ have come here with her.
- 8 I wish I _____ so slow.
- 9 My trainer _____ say 'thank you'.
- 10 If only she _____ at work today and not here with me.

4 Use the words in brackets and rewrite the sentences so that they mean the same.

1 I didn't have much time to spend with my family when I was younger. (wish)

I wish I had had more time to spend with my family when I was younger.

2 It would be a good idea for me to phone the bank. (better)

3 I hate the way my friend bites his nails. (wish)

4 I'd love to be able to speak confidently in public. (could)

5 It wasn't very sensible for me to resign from my job. (have)

*5 Complete the text with one word in each gap.

October 1st 1929 I wish I ¹ _____ more money. The stock market is climbing every day. If only I ² _____ find \$10,000 to invest, I could make a fortune.

I should ³ _____ listened to Brett.

October 5th 1929 At last I've done it. I ⁴ _____ I'd done it a week ago, but prices are still rising. I'd ⁵ _____ talk to Brett tomorrow and find out the best companies to invest in. If only I had ⁶ _____ economics at university.

October 5th 1929 I've borrowed \$50,000, and I'm now worth half a million. Brett seems nervous. I wish he ⁷ _____ tell me what's worrying him. It ⁸ _____ be something personal. He can't be worried about the stock market.

October 28th 1929 What have I done? The stock market has crashed. If only I'd ⁹ _____ what was going to happen. I could have sold my stocks last week. I wish I ¹⁰ _____! Now, nobody will buy them, and I've ¹¹ _____ everything. I wish I ¹² _____ go back in time. And where's Brett? I wish he ¹³ _____ answer my calls. He ¹⁴ _____ have seen this coming and warned me. I'm ruined.

*6 Complete the conversation with the phrases from the box.

.....
 You shouldn't have should have
 you'd better not about time you
 You could have you'd better I wish you'd
 I wish you wouldn't

A I can't do this homework. Sarah, can you help me?

B Oh, I love having a younger brother! Honestly, Jeff. ¹ I wish you'd try to do it on your own.

A But it's difficult.

B Well, you ² _____ listened during the lesson. It's ³ _____ realised that you're going to have to start working harder if you want to pass your exams.

A I will, I will. But, just this one last time, please.

B OK. But ⁴ _____ be telling the truth.

A I am, I am.

B Now, let's have a look. Wait a minute. You haven't even started. ⁵ _____

at least tried before you asked me. Hey! Stop! Hey! ⁶ _____ do that! I'm trying to help you and you're talking on your mobile phone. Give me that ... There. It's off. Now try and concentrate.

A Hey. ⁷ _____ done that! That was an important phone call.

B Listen, Jeff. If you want me to help you, fine.

But ⁸ _____ forget that it's me who's doing you a favour. Now, put your phone down and listen ...

7 Complete the sentences with a suitable phrase.

1 A wife to a husband who never does any housework.

I wish you'd do the housework.

2 A wife who comes home to find dirty dishes in the sink and her husband watching TV.

You _____ the washing-up.

3 A boy to his girlfriend who often talks on her mobile phone while they are on a date.

I _____ mobile phone.

4 Parents to a child complaining that he feels sick.

You _____ much cake.

5 Parents to a child who has just kicked his ball into the neighbour's garden and broken some flowers.

You _____ apologise.

READING

8 Read the text quickly and complete the sentences.

- 1 Richard Branson left school at the age of _____.
- 2 The record cover is from the album _____.
- 3 Virgin Atlantic flew to cities in America including _____ and _____.
- 4 Two Virgin businesses not shown in the pictures include Virgin _____ and Virgin _____.
- 5 Richard Branson appeared in the film _____.

9 **ⓄT2** Read the text again and put the paragraphs (A–F) in the correct spaces (1–5). There is one extra paragraph. Listen and check.

- A** More companies followed the airline, some successful, others not, but all helped by Branson's obvious enthusiasm. Even when there is a failure, he doesn't let it bother him but moves on to the next venture.
- B** But has he always been so successful, and how did he start to amass such a fortune? As is so often the case, luck played a large part at the beginning.
- C** One reason for his continued success may be the enjoyment he gets from it all. One of his ten secrets for success is to 'have fun working', and it does seem that, whether records, planes or space travel, Richard Branson's businesses mirror his hobbies, which show a person who loves an adventure and has a desire to win against the odds.
- D** Such amazing successes have meant that Sir Richard has become one of the most famous businessmen in the United Kingdom. However, he isn't about to retire yet. Indeed it is unlikely that, with his energy and enthusiasm, retirement will ever be a consideration.
- E** However, at first, things were difficult, and two years later the business was in trouble. It was at this point that Branson needed something special to happen. That special thing came in the form of a record that had been rejected by all the major record labels.
- F** After ten years of concentrating on music, Richard Branson started looking at other ways of expanding his business into other fields. The first of these took off, literally, in 1984.

10 Are the statements true (T), false (F) or not stated (NS)?

- 1 Richard Branson showed business skills at an early age.
- 2 He opened a record shop in 1970.
- 3 His record business was immediately successful.

- 4 He liked the music on *Tubular Bells*.
- 5 Virgin Atlantic now flies all over the world.
- 6 Virgin trains are more expensive than any other rail companies in Britain.
- 7 There are similarities between Richard Branson's businesses and his hobbies.

11 Find the phrases in the text which have the meanings given.

- 1 to make a large amount of money
to amass a fortune
- 2 to be naturally good at business
to have a flair for business
- 3 a company which sells things by post
a mail order business
- 4 to do something that you don't know whether will succeed or not
to try a risk
- 5 to make a business bigger by doing different things
to expand a business into other fields
- 6 He doesn't worry about it.
He doesn't worry about it.
- 7 to make other people's opinions of you worse
to damage your reputation
- 8 to be similar or the same as something
to mirror something

12 Choose a paragraph in the text about Richard Branson, and mark there the pauses (| within sentences and || between sentences) and the stressed words ('). Prepare to read it aloud.

13 The combination of letters *ch* denotes the sound [tʃ] in Anglo-Saxon words and the sound [k] in words of Greek origin. There are also some words of French origin where *ch* is pronounced as [ʃ]. Read the following words aloud.

[tʃ]: chair, chess, chance, charming, choice, change, challenge, chat, check, cheek, cheap;

[k]: character, chemistry, school, toothache, headache, ache, echo, schedule, architecture, mechanic;

[ʃ]: chef, chic, machine.

Chair, character, chess, chemistry, chance, chic, charming, school, choice, toothache, headache, machine, ache, change, chef, challenge, echo, schedule, cheap, architecture, mechanic, chat, check, cheek.

A SUPERHERO FOR THE BUSINESS WORLD

BY JAMES SEALY

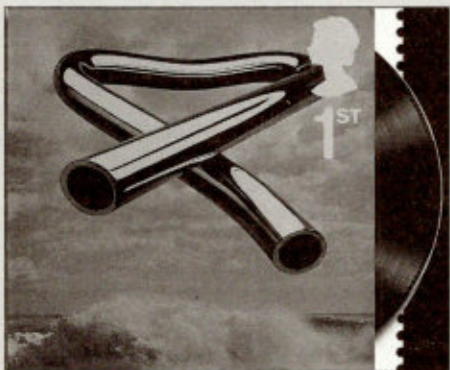
According to *The Sunday Times*, he is Britain's ninth richest person with a fortune of over £3 billion. A man, who it seems has a magic touch where business is concerned.

1



It was obvious, even as a schoolboy, that Sir Richard had a flair for business. He set up a school magazine at the age of fifteen, his first business venture. He was also a keen sports player and captain of the school football and cricket teams. Richard Branson left school at the age of sixteen and in 1970 he started out in the record business with a mail order company selling records by post. A year later he opened his first shop on London's Oxford Street.

2



A composer, named Mike Oldfield, had recorded a demo album of an instrumental record called *Tubular Bells*. The only record company that showed any interest had asked him to add vocals before they would consider releasing it. Eventually, Oldfield played the demo to a studio engineer, Tom Newman, who told Richard Branson about it. The record was released in 1972.

This was where Branson took the risk which could have sunk his business. He invested the money needed to record the album and released it on his own Virgin Records label.

If it had failed, he would have lost everything. In fact, the record sold millions, and Richard Branson, the success, was born.

3

Twelve years after *Tubular Bells* had given the world a new listening experience, Virgin Atlantic Airways promised a different kind of flying experience with in-flight music and entertainment including video games that passengers could play against each other.



The first route was from London to Newark, and two years later a route was added to Miami. Although Virgin Atlantic only flew to the Americas, Virgin have since added different routes throughout the world.

4



One such failure was Virgin Cola, first sold in 1994. Despite initial high sales, its popularity soon fell dramatically although it is still served on Virgin planes and Virgin trains. The train business has also been a difficult one for Virgin since it started running in 1997. High prices and poor punctuality have damaged Richard Branson's reputation slightly although performance is improving. Not that it is stopping Sir Richard from looking to the future. His latest venture, set up in 2004, is Virgin Galactic, which offers flights into space for £200,000 a ticket.

5



In 1986 he broke the speed record for crossing the Atlantic by boat and in 1987 he became the first person to cross the Atlantic Ocean by balloon. He repeated the feat four years later, becoming the first person to cross the Pacific Ocean by balloon. Four attempts to be the first to fly around the world by balloon ended in failure before he was beaten by a team of Swiss flyers. Branson then put all his efforts into repeating their feat but more quickly. It's no wonder that he makes an appearance in *Superman Returns*, he truly is a superhero for the business world.

GRAMMAR

Conditionals → see page 105

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

- 1 a If I haven't got any money, I always _____ (ask) my mother for some.
 b If I haven't got any money, I _____ (ask) my mother for some tonight.
- 2 a If we had a dog, burglars _____ (not break in) in the future.
 b If we had a dog, burglars _____ (not break in) last week.
- 3 a If I hadn't become a tour guide, I _____ (not be) to so many countries in my life.
 b If I hadn't become a tour guide, I _____ (not be) here now.
- 4 a If it _____ (snow) tomorrow, I'll go skiing.
 b If it _____ (snow) tomorrow, I'd be amazed — it's the middle of summer!

15 Complete the sentences with the correct forms of the verbs from the box.

go pass win do arrive not work
 borrow not go see be (x 2) study
 not forget not spend

- 1 If we had gone home at eight o'clock last night, we would have seen the football match on the television.
- 2 If you _____ before ten o'clock tonight, the restaurant will still be open.
- 3 We could open a shop if we _____ more organised.
- 4 If we _____ to send the entry form, we might _____ the competition last week.
- 5 If the computer _____, call us.
- 6 You would have more money in the bank now if you _____ so much on CDs every week.
- 7 If you _____ more careful last night, you wouldn't be lying in hospital now.
- 8 If people want to start a business, they usually _____ money from the bank.
- 9 What would you _____ if we had crashed?
- 10 If we _____ harder, we _____ the exam last week.
- 11 We _____ out unless you come with us.

16 Choose the correct answers (a-d).

IF YOU WANT ADVENTURE,
 1 _____ with us!
 We will give you your money
 back if you 2 _____ a good time!
 Phone now!
 0122 442323

Dear Jack,

I've just come back from an adventure camp. I was so lucky. If I 3 _____ the sports magazine, I'd never 4 _____ about it. I don't usually buy it, but last month my mum went into town shopping, and for once I decided to go with her. I never go shopping 5 _____ I'm really bored, so you can imagine how I was feeling!

Anyway, the holiday was great. I met some really cool people. I'm going to a party with some of them tonight. Just think, if I 6 _____ on the tour, I'd be sitting at home watching TV tonight.

We did all sorts of adventure sports. I did everything. I think, if I 7 _____, I would have regretted it later. It was all very well organised and safe. You don't go bungee jumping if you 8 _____ trust the guy fixing the cord! I also learned how to surf and paraglide. If you haven't surfed in two metre high waves, you 9 _____.

Right, I must get ready to go out. If you 10 _____ an advert like this one again, you must go. The only way you'd have a better time is if you 11 _____ the lottery!

See you soon,

Dale

- 1 a you will come b you came **c** come
 d you would come
- 2 a won't have b wouldn't have c didn't have
 d don't have
- 3 a hadn't bought b didn't buy c wouldn't buy
 d haven't bought
- 4 a know b knew c have known d known
- 5 a if b unless c when d whenever
- 6 a wouldn't go b hadn't gone c didn't go
 d haven't been
- 7 a haven't b didn't c hadn't d wouldn't
- 8 a won't b don't c didn't d wouldn't
- 9 a don't live b haven't lived c hadn't lived
 d didn't live
- 10 a see b will see c have seen d saw
- 11 a won b win c will win d would win

¹James Sealy has written an ²article about the successful businessman, ³Richard Branson. ⁴Mr Sealy is clearly an admirer of Richard Branson who lists Branson's successes, such as his Virgin Record label, and finds positive aspects even where there have been business failures, noting how Richard Branson 'doesn't let it bother him' but 'moves on to the next venture.'

The article lists Mr Branson's ventures in chronological order starting with his schooldays when he published a school magazine. After school he sold records by post and then opened a record shop in the centre of London, which wasn't very successful. Mr Branson first became successful when he invested money in a record, called 'Tubular Bells', which no one else was interested in but which became a huge hit. He then started his own record label and concentrated on the music business for the next ten years.

The article doesn't explain why he expanded his business interests away from music, but in 1984 he started an airline, Virgin Atlantic, which flew from Britain to the Americas. Other businesses mentioned in the article include Virgin Cola and Virgin Trains. His latest venture, set up in 2004, is Virgin Galactic, which offers flights into space for £200,000 a ticket.

Away from business, Branson's hobbies involve travelling at speed and trying to break records, and ⁵Mr Sealy suggests that these hobbies reflect Branson's view of business and that the reason for his success is his enjoyment of what he does. I'm not sure this is true, and I don't think you can make any comparisons between his business and free-time activities.

WRITING

17 Look at the summary of the text about Richard Branson from page 55. Match the tips for writing a summary (a–e) with the underlined sections (1–5).

- a State the author's main point and summarise the information which supports it in your own words.
- b Start by naming the author.
- c Be objective; do not include your own opinions or thoughts on the subject.
- d Identify the topic of the text.
- e Identify the text type.

18 There are two sentences which should not be in the summary. Find them and match them to the problem.

- 1 The sentence is copied directly from the main article.

- 2 The sentence gives the writer's own opinions on the topic.

19 Look at the text about Apple Corps on pages 38–39 and answer the questions.

- 1 Who is it by?
- 2 What or who is it about?

3 Which of these sentences best sums up the author's views?

- a It was a good idea but a failure.
- b It was a good idea and a success.
- c It was a bad idea and deserved to fail.
- d It was a bad idea, and it was a shame that it succeeded.

20 Decide which two of these sentences should not be included in a summary of the article.

- a The Beatles wanted to help other artists and to avoid paying so much tax.
- b The name of the company was inspired by a painting that Paul McCartney had recently bought.
- c In my opinion, the company was a good idea, but they should have asked some real businessmen for help.
- d Apple started business by opening a clothes shop in Baker Street, London.
- e In the end, they had to ask their record producer, George Martin, to find a different studio so that they could finish their album.
- f Apple records are now in the news mainly because of a court case with Apple computers.

***21** Write your summary of the article about Apple Corps or choose your own text to write a summary in about 250 words.

WORD LIST

airline	counter	hostage: take sb	paediatrician	serve (time in
apologise to	crash helmet	hostage	parachuting	prison)
assume a false	credentials	identity theft	parasailing	signature
identity	credit card	impersonate sb	pay back	skid (v)
attorney general	debt: be in debt	impulse: on the	pay off	slam
authenticity	defraud	impulse	perpetrate	sociology
bankrupt: go	deposit (v, n)	ingenious	pile (n)	spare cash
bankrupt	deposit slip	inherit	portray	specialise in
bar exam	diploma	insure/insurance	power up	spend money
bet money on sth	disintegrate	interest rate	procedure	on sth
billed to	donate	invest/investment	profit: make	split up
blackmail (v)	dotcom	irresponsible	a profit	steal sb's
blank	company	issue (v)	proof	identity
blow money	embezzle/	law enforcement	raffle (n)	stockbroker
on sth	embezzlement	agency	receipt	stunt
borrow	enable	legitimate	reckless	swindle sb out
break even	engagement	loan: get a loan	release (v, n)	of sth
broke: be broke	ring	lodging	repay	take off (<i>about</i>
catch up with	escapade	logo	risky	<i>a company</i>)
cheque	financial	magnetic ink	root for sb	tempt
claim	flip open	make up (a story)	sample	transfer (n)
client	forge/forgery	malicious	savings	turn out
come by	fraud	market research	account	unpaid debt
come into	genuine	masquerade as sb	scam	unsatisfying
con artist	get by	on the run	sceptical	warrant
confess	handful	opportunist	scheme	well-off
confidence trick	have access to	outline (v)	seasick	white-collar
consultancy	hijacking	owe	sentence sb to	willingly

VOCABULARY ACTIVATOR

22 Complete the sentences with the correct forms of the words from the Word List.

- 1 It is dangerous to borrow money unless you know you will be able to pay it back.
- 2 He lost everything and went _____ when his company collapsed.
- 3 I think, if we're lucky, our business will _____ this year. We won't make a profit, but we won't lose anything either.
- 4 I got a _____ of £5,000 from the bank. When will I be able to repay it?
- 5 Joe _____ me £10. He borrowed the money from me to buy a computer game.
- 6 John had a bonus of £500 from work, but he _____ it all on a huge meal for him and his friends.
- 7 If I won the lottery, I would _____ half of it to medical research.
- 8 Sandra _____ a house and jewellery from an aunt she'd never even met.
- 9 You can't _____ on a horse after the race has started.

23 Complete the text using a word from the Word List in each gap.

DON'T BE A VICTIM OF CRIME

How to prevent identity theft

Everytime you use your credit card, you are in danger of someone finding out your details and using them. That's why new technology has been introduced which means that your ² _____ n _____ is no longer used as proof of your identity — they were too easy for criminals to ³ o _____, and so 'chip and pin' was introduced so that you needed a number to be able to use your card. The problem now is that, if someone finds out your number, they can ⁴ _____ d _____ you out of every penny you own. However, identity theft is not just about stealing money. Criminals can find out all your personal details and ⁵ t _____ your identity. They can get a job, ⁶ _____ q _____ as you, ⁷ _____ f _____ the company they work for, ⁸ _____ b _____ millions of pounds and then leave. And who would the police be looking for? You. Don't be the victim of an Internet ⁹ o _____ artist.

- o Never give your card details to anyone.
- o Never answer emails from your 'bank'.
- o Always ask to see people's ¹⁰ _____ n _____ before giving them your card.

*24 Complete the text with a word or phrase from the Word List.

BUSINESS NEWS

¹ Interest rates have fallen in Britain and the EU. The Bank of England lowered theirs to 4%, and the European Central Bank decided on a 0.5% cut from 3.5% to 3%.

Police are looking for Ted Smith who has been pretending to be a Telecom engineer and has stolen thousands of pounds after entering people's houses. He has what looks like a ² _____ identification card, although, if you look carefully, you'll see that the photo has been changed. Police have a ³ _____ for his arrest and are confident of catching him soon.

Finally, if you have some ⁴ _____ and are feeling a little hungry, there is a new shop opening in the High Street this week. They will try to ⁵ _____ customers with their cakes and chocolates from around the world. The Belgian chocolates are certainly excellent – all journalists attending the special opening of the shop were given a ⁶ _____ to take away.

Extend your vocabulary

25 Match the verbs from the box to the nouns they can collocate with.

sign make take out charge
increase/decrease enter open

- 1 _____ sign a cheque
- 2 _____ interest
- 3 _____ a loan; insurance
- 4 _____ a donation; an investment; a loss
- 5 _____ your pin number
- 6 _____ a bank account
- 7 _____ the interest rate

26 Complete the sentences with the correct forms of the verbs from Exercise 25.

- 1 I forgot to sign the cheque before I sent it to the credit card company to pay off my credit card. Now they've sent it back.
- 2 'Can I pay by card?' – 'Yes, of course. If you could just _____ your pin number.'
- 3 The good thing about a student loan is that they don't _____ interest on it until you earn £15,000 a year or more.

- 4 Our company was doing well, but last year it _____ a loss for the first time.
- 5 If the interest rate _____ again this year, it will make it very difficult to pay off my debts.
- 6 The first thing I did when I was a student was to _____ a bank account.

SPEAKING

27 Study the advertisement.



You are considering buying the house safety system, and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1 the price of the system
- 2 the size of the system
- 3 the weight of the system
- 4 the functions of the system
- 5 the time needed to install it
- 6 how it informs the owner of burglary
- 7 where it can be ordered or bought
- 8 the number of programmes it has
- 9 service provided by the manufacturer

You have 20 seconds to ask each question.

28 Look at the photos on page 74 of your Student's Book. Imagine that these are photos from your album. Choose one photo to present to your friend. You will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- when and where the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the picture to your friend.

You have to talk continuously starting with 'I've chosen photo ...'

GRAMMAR

Relative clauses → see page 106

*1 Match the beginnings of the sentences (1–6) to the correct endings (a–f). Which of the sentences are defining (D) and which are non-defining (ND)?

- 1 There are a lot of old buildings in the town centre,
(f) which is very beautiful ND
- 2 We live in the house _____
- 3 We bought this flat from a very nice family, _____
- 4 Have you read about the castle _____
- 5 Tom Smith is a famous architect, _____
- 6 The most famous building in our village is the church, _____

- a who has been designing houses for over twenty-five years.
- b who lived here for ten years.
- c which was the first Catholic church in this area.
- d which we are going to visit tomorrow?
- e which is at the end of the street.
- f which is very beautiful.

*2 Look at the pairs of sentences and decide which one matches with the meaning given.

- 1 a My sister who lives in America is a nurse.
 b My sister, who lives in America, is a nurse.
 I've only got one sister.
- 2 a The students, who should have worked harder, got bad marks.
 b The students who should have worked harder got bad marks.
 All the students got bad marks.
- 3 a The workers, who demanded more money, were sacked.
 b The workers who demanded more money were sacked.
 Only some of the workers were sacked.
- 4 a The windows, which overlook the lake, were closed.
 b The windows which overlook the lake were closed.
 All of the windows were closed.

*3 Complete the sentences with the correct relative pronoun. Sometimes two are possible. Put the pronoun in brackets if it can be left out.

- 1 Four o'clock is the time (when) we finish work.
- 2 This is the man _____ sold us the furniture.
- 3 I've got an uncle _____ friend is a film producer.
- 4 There's a great shop in town _____ you can buy gorgeous ice creams.
- 5 It's a machine _____ you use to clean your carpets.
- 6 There are three children staying at the hotel _____ we met last year.
- 7 This is the sofa _____ he was sitting on when he wrote his hit record.
- 8 This is exactly _____ I was talking about when I told you we had a problem in the house.
- 9 He bought us a beautiful house-warming present, _____ was very kind of him.
- 10 There aren't many people with _____ I feel really relaxed.
- 11 _____ I don't understand is why we've never been here before.

*4 Join the sentences using relative clauses to make one sentence.

- 1 The Brighton Pavilion was built by John Nash. It looks a bit like the Taj Mahal.
The Brighton Pavilion, which was built by John Nash, looks a bit like the Taj Mahal.
- 2 St Paul's Cathedral is one of the most famous buildings in London. It is surrounded by modern office blocks.

- 3 The Royal Mile is a street in Edinburgh. Edinburgh is the capital of Scotland.

- 4 The Brontë sisters were famous writers. Their house in Haworth is a popular tourist attraction.

- 5 The best hotel in Scarborough is *The Grand*. It was built in 1867.

6 Hadrian's Wall was built by the Romans in the north of Britain in 122-128 A.D. It is named after the Emperor Hadrian.

7 St Pancras Station is one of London's most beautiful buildings. Trains go to the north of England from there.

8 There are six houses in our street. They were built in Victorian times and are now falling down.

*5 In each numbered line there may be one mistake. This could be a wrong word or an extra word or comma that should not be there. Find the errors and correct them.

*6 Rewrite the relative clauses to make them less formal.

1 Australia is the country

a to which prisoners were sent in the 18th century.

b (which/that) prisoners were sent to _____ in the 18th century.

2 They are the boys

a with whom we played football.

b _____.

3 This is the house

a in which we lived until last year.

b _____.

4 This is my uncle

a from whom we inherited the house.

b _____.

5 This is the place

a to which we are trying to get.

b _____.

6 This is the table

a on which I left the papers.

b _____.

7 This is the hat

a out of which a rabbit will jump.

b _____.

Back Forward Stop Refresh Home AutoFill Print Mail
Address: www1.stratford.com

Welcome to Stratford-upon-Avon
The birthplace of William Shakespeare

1 which One place ~~what~~ is on most tourists' tour of Britain, is Stratford,

2 ✓ the home of William Shakespeare. There are a number of places of interest, of which, Anne Hathaway's

3 of house is one of the nicest of

4 _____ and most popular. Anne, which married Shakespeare when she was twenty-six, lived here before her marriage.

5 _____ Shakespeare, who own home can also be visited,

6 _____ left Anne after just five years when he went to

7 _____ London to find fame as an actor and playwright.

8 _____ Apart from visiting old houses, which you should definitely do

9 _____ in Stratford, you should go to the Swan Theatre. There you can see plays, not only by Shakespeare,

10 _____ but by other writers, who lived at that time.

11 _____ These playwrights, which plays are also considered to be classics,

12 _____ include Christopher Marlowe, that some people say

13 _____ he was the real writer of Shakespeare's plays...
But that's another story ...

PRONUNCIATION

7 In English, there are words of Greek origin with specific pronunciation. Train the pronunciation of these words.

Ph=[f]: photograph, photo, physics, telegraph, geography, biography, autograph, telephone, microphone, symphony.

P before s = no sound (a silent letter): psychology, psychologist, psychiatry, psychiatrist, pseudonym.

Photograph, psychology, photo, psychologist, physics, telegraph, psychiatry, psychiatrist, geography, biography, autograph, telephone, microphone, pseudonym, symphony.

8 Read the following words where *que* is pronounced as [k].

Cheque, plaque, antique, boutique, unique, picturesque.

LISTENING AND SPEAKING

9 **0T13** Listen to three people talking about a tour of a building that they are going to take. Choose the correct answers (a-d).

- 1 Who has been to the building before?
 - a No one.
 - b The father.
 - c The son.
 - d The daughter.
- 2 The building they are going to visit is
 - a in the country.
 - b a palace.
 - c a castle.
 - d a normal house.
- 3 The daughter doesn't understand
 - a why people like the Sherlock Holmes books.
 - b why people visit the house of someone who wasn't a real person.
 - c how the building has survived so long.
 - d why her brother doesn't want to play hockey.
- 4 It's important for the son that
 - a the house looks exactly like Sherlock Holmes's house described in the books.
 - b his father spent a lot of money on the tickets.
 - c this is a popular museum visited by a lot of people.
 - d he visited the museum last year on a school trip.
- 5 The children are going to visit the house
 - a with a group and a guide.
 - b with their father.
 - c alone.
 - d on their own with a guide.

10 **0T14** Listen to the guide showing the children around the house. Match the people to the things they say or do. Write G (Guide), B (Billy) or C (Carole).

Who

- 1 is worried before the tour? _____
- 2 doesn't think the joke about 'Holmes's home' is funny? _____
- 3 wants to sit in Holmes's armchair? _____
- 4 takes a photo? _____
- 5 says that the camera is complicated? _____
- 6 asks how long the tour lasts? _____
- 7 tries to go into a room marked 'no entry'? _____
- 8 asks him/herself a question? _____
- 9 is unhappy at the end of the tour? _____

11 **0T15** Listen to the extracts (1-8) from the recording and match them to the attitudes (a-h).

- | | | | |
|----------------|--------------------------|-----------------|--------------------------|
| a Thrilled | <input type="checkbox"/> | e Condescending | <input type="checkbox"/> |
| b Suspicious | <input type="checkbox"/> | f Bored | <input type="checkbox"/> |
| c Apprehensive | <input type="checkbox"/> | g Indignant | <input type="checkbox"/> |
| d Self-pitying | <input type="checkbox"/> | h Sarcastic | <input type="checkbox"/> |

12 Match the beginnings (1-11) of the phrases to the endings (a-k).

- | | | | |
|--------------------|--------------------------|---|----------------------|
| 1 I hope you don't | <input type="checkbox"/> | k | a the subject ... |
| 2 I don't want | <input type="checkbox"/> | | b even better if ... |

- | | | |
|----------------------------|--------------------------|---------------------------|
| 3 It's nothing to | <input type="checkbox"/> | c I made a suggestion ... |
| 4 It's none of my | <input type="checkbox"/> | d do is ... |
| 5 I wasn't going to | <input type="checkbox"/> | e to interfere ... |
| 6 While we're on | <input type="checkbox"/> | f wondering if ... |
| 7 Perhaps, what you should | <input type="checkbox"/> | g thought of ... |
| 8 I think it might be | <input type="checkbox"/> | h do with me ... |
| 9 I wonder if you'd | <input type="checkbox"/> | i mention it ... |
| 10 Would you mind if | <input type="checkbox"/> | j business ... |
| 11 I was | <input type="checkbox"/> | k mind me saying so ... |

13 Read the introduction about London's blue plaques and complete the conversation with the phrases from Exercise 12.



London's blue plaques

English Heritage started placing blue plaques on buildings in London in 1986. They show that famous people once lived or did something important there. There are now over 800 in London.

- A I have invited you here to listen to some ideas for the next blue plaques to be put up in London.
- B Yes, I've got some ideas.
- A ¹I hope you don't mind me saying so, but I think I should give you our proposals first ... Now, our first thought was John Kennedy. I think it's an excellent idea.
- B No, I don't think so. ²_____ is go for someone more famous, like David Beckham.
- A Well, the rules clearly say that blue plaques are only given for people who have been dead for twenty years or more.
- B Well, I ³_____, but you have so, ⁴_____ of rules, maybe you should change them.
- A Thank you, but no. Now ...
- C ⁵_____ me, but I think we should celebrate classical European culture. ⁶_____ you'd thought of Mozart or Chopin? They both lived in London.
- A Well, we certainly had thought of them. Which is why both already have plaques.
- C Oh, I didn't know that ...

READERS' RECOMMENDATIONS

Gracelands

- ① One place I shall never forget is Gracelands, which was the home of Elvis Presley, in Memphis, Tennessee. I'm not even an Elvis fan, but I was touring America by bus and decided that Memphis would be a good place to stop for a few days. At the time, I was more interested in the Mississippi River than in visiting a house. It was a thirty-six hour bus ride from New York, and even the breathtaking autumn colours in the never-ending forests had lost their appeal by the time I arrived. It was definitely time to stretch my legs.
- ② Having checked in to the first motel I could find, I was planning to make my way to the river, when I noticed a colourful brochure. There was a bus to the house which stopped close by, and so the river was put on the back burner for the time being. My first thought on arrival was how small the house was. I mean, it wasn't exactly a two bedroom terraced house, but it wasn't the palace I was expecting either. The rooms were amazing. The famous jungle room, all green and brown with potted plants and bamboo curtains. The TV room with three blank screens sat in a row and a guitar leaning against the wall. Outside, I shuffled past the pink Cadillac car and on to the surprisingly tasteful grave in which Elvis lies buried.
- ③ Waiting for the bus to take me back to the centre of town, it suddenly struck me where I'd been. I had a vision of Elvis in that very same TV room, mindlessly watching three different programmes at once, playing his guitar and munching on one of his monster, calorie-filled burgers. The houses I have visited before have belonged to vague, shadowy figures from the past, 18th century writers, but Elvis had been alive in my lifetime. I decided against a guided tour, I've been stuck in too many historic houses listening to a long-winded guide to make that mistake again. I'll never forget standing soaked to the skin in the rain for thirty minutes being told about the glories of a rose garden, which I would have been happy to leave after thirty seconds.
- ④ Looking back, Gracelands was one of the highlights of my tour of America, certainly of Memphis where the Mississippi was a muddy disappointment. I wouldn't say that you should jump on a plane and fly there especially, unless you are a real Elvis freak, but, if you happen to be planning a tour of the country, you could do worse than plan a stop in that elegant, southern city and spend a day (there's much more to see than the house) finding out more about the man who gave us rock and roll.

READING AND WRITING

- 14 Match the paragraphs (1-4) with the information (a-d).
- a Reasons why it was memorable/exciting, etc and personal anecdotes.
- b Information about the place and why you went there.
- c Reflections on your experience and why you would recommend it.
- d Description of the place and your first impressions.
- 15 Match the underlined words and phrases in the text to these sentences.
- 1 Colloquial words and expressions that add colour and interest. _____
- 2 An adjective that makes the description more vivid. _____
- 3 An adverb that makes the description more vivid. _____
- 4 A relative clause that links ideas in a more complex sentence. _____
- 16 Find these colloquial words and phrases in the text and choose the correct meaning.
- a stretch my legs *have a rest/have a walk*
- b put on the back burner *left until later/done immediately*
- c munching on *eating slowly/eating noisily*
- d long-winded *full of energy/talking for a long time*
- e freak *a very big fan/very knowledgeable about*
- 17 Write about a memorable visit to a place. Before you start writing, answer these questions.
- 1 Where was it?
- 2 Why did you go there?
- 3 What were your first thoughts when you saw it?
- 4 Write six adjectives which could be used in a description of the place: _____, _____, _____, _____, _____, _____
- 18 Write the description using the ideas on this page.

WORD LIST

abundant	countless	iceberg	overlook	spontaneous
airy	cramped	imposing	painstaking	squalor
alluring	crockery	impromptu	patronising	steep learning
anarchical	crowded	inconceivable	peckish	curve
anonymous	curtain	indignant	pond	studio flat
apartment block	curve	infinite	prestigious	study (n)
apprehensive	cutlery	inverted	prop up	stuffy
awkward	damp	isolated	prospect of	suspicious
back onto	daunting	jump at	reef	terrace
balcony	dawn on sb	kennel	refurbish	thatched roof
basement	distinctive	lawless	renovate	the grass is
bed linen	do up	lawn	residence	always greener
blind (n)	draughty	lino	reversed	the ropes
bliss	dreamlike	loft	run-down	tiled/tile
burrow	dressing table	lush	sand dune	tiresome
bustling	dutiful	magnificent	sarcastic	unconventional
cabin	elated	mansion	scenic	undulating
cabinet	enthusiast	mantelpiece	scratchy	unthinkable
cage	envy (v)	marble	secluded	utensils
cave	exposed	master bedroom	self-pitying	utility room
communal	face (onto)	medieval	settle in	vague
compelled	fantasise	mundane	shed	verandah
condescending	floor/storey	nest	short-lived	when the mood
conservatory	gear (<i>clothes</i>)	net	shutter (n)	takes me
considerate	grime	notorious	sideboard	window sill
constraint	haranguing	novelty wears off	spacious	
convert	hive	ornament	spectacular	
cosy	hut	over-capacitated	spell (n)	

SPEAKING

- 19** Your city/town/region council decided to start placing white plaques on buildings where famous people once lived or did something important. Prepare your suggestions and get ready to take part in the discussion. Use words and phrases from Exercise 13 on page 62.

Remember to say:

- what the building looks like and where it is located;
- what famous person it is connected with and in what way;
- what is this person famous for;
- why you think the white plaque should be placed on this building.

VOCABULARY ACTIVATOR

- 20** Find in the Word List the places that are being described.

- 1 This is perfect for a young, single person who doesn't need much space. There is a bathroom, kitchen and spacious bed/living room.
studio flat
- 2 This consists of thirty flats altogether on five floors. _____

- 3 It is always useful to have one of these under your house for storing things. _____
 - 4 This small room with its desk for a computer and shelves for books and files can be your second office. _____
 - 5 This is a room where you can leave muddy boots, have a washing machine and hang out the washing to dry. _____
- 21** Complete the second sentence with words from the Word List.
- 1 There is a lot of space in this room.
This room is very s p a c i o u s.
 - 2 The wind comes in to this room through the window and under the door. This room is very _____.
 - 3 The house is in the middle of nowhere.
Completely alone.
The house is very _____.
 - 4 We have our own bedrooms but all share the bathroom and kitchen. The bathroom and kitchen are _____.
 - 5 There are always people walking around, and the place is very lively. The streets are _____ with life.

***22** Replace the underlined words and phrases with words or phrases from the Word List.

We've finally finished our work on the house, and we've now ¹moved in and feel comfortable at last. We had to ²repair and repaint it, and we ³changed the attic into a study. The only thing that still looks a mess is the garage, but John says he will ⁴make it look nice as soon as he has some spare time from work. The house is gorgeous. ⁵There are fields behind the house, and ⁶in front of the house we have a view of the church and village green.

- | | |
|---------------------|---------|
| 1 <u>settled in</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

23 Complete the text. Form new words from the words in capital letters.

LOCAL WOMAN WINS PRIZE

by Advertiser reporter

Today I saw the annual 'beautiful homes' award. This ¹prestigious (PRESTIGE) award is usually given to elegant villas or ²_____ (CONVENTION) designs or sometimes to someone who has made a ³_____ (DISTINCT) contribution to architecture. However, up until this year, it has been ⁴_____ (CONCEIVE) that an inner-city, terraced house could win. Well, prepare yourself for a shock because, this year, the ⁵_____ (THINK) has happened. Doris Sharp, who lives locally in King's Street and who is a keen gardening ⁶_____ (ENTHUSE), has won the award for her two bedroom, Victorian terraced house. How did such an ordinary house win?

Well, in my opinion, it is precisely because the house is ordinary. Over the years, the judges have seen ⁷_____ (COUNT) post-modern, Elizabethan houses or Georgian villas. Huge gardens full of exotic, beautifully cared for plants have become ⁸_____ (TIRE). Yes, they can often look ⁹_____ (SPECTACLE), and I'm sure that all of us have, at one time or another, ¹⁰_____ (FANTASY) about living in such a place, but this year the judges were looking for something different. Mrs Sharp's house, with its pretty little garden and elegant ...

24 Complete the text with the words from the Word List. Put one word in each gap.

When I woke up, I'd forgotten where I was. It suddenly dawned on me that I was in the ¹_____ bedroom of a large house. How had I got here? I got out of bed and made my way to the ²_____ table where I could look at myself in the mirror. I wasn't a pretty sight. The room had a ³_____, so I walked out onto it and looked down. A green ⁴_____ stretched away from the house into the distance. This was a big house.

I went downstairs and found two people, who I assumed were my hosts, having breakfast in a magnificent ⁵_____ built onto the back of the house. The sun shone in brightly through the glass walls. Outside, I could see a dog asleep in a ⁶_____ that was bigger than my living room. More comfortable too. It even had a thatched ⁷_____. I could get used to such palatial surroundings, but I guess the ⁸_____ would wear off after a while. My nose brought me back to earth. The smell of bacon and eggs made me realise I was more than a little bit ⁹_____. I was starving.

Extend your vocabulary

***25** Match the descriptions (1-9) with their meanings (a-i). The descriptions come from the book *Notes from a Small Island* by Bill Bryson.

- | | | |
|---|--------------------------|---|
| 1 once-lovely cottage | <input type="checkbox"/> | i |
| 2 snaking terraced houses | <input type="checkbox"/> | |
| 3 unmanned lighthouse | <input type="checkbox"/> | |
| 4 unseasonally dark | <input type="checkbox"/> | |
| 5 drystone walls | <input type="checkbox"/> | |
| 6 wandering footpaths | <input type="checkbox"/> | |
| 7 attractively priced | <input type="checkbox"/> | |
| 8 weathered inscription (<i>writing carved into a statue</i>) | <input type="checkbox"/> | |
| 9 billiard table lawns | <input type="checkbox"/> | |
- a surprisingly so for the time of year
b as a whole phrase it means 'cheap'
c very flat and perfectly green all over
d in a long row but not in a straight line
e made without using anything to stick them together
f in poor condition because it is outside in the wind and rain
g going off in many different directions
h automatic without anyone inside it
i it used to be nice but no longer is

READING SKILLS

- 1 Read the text. Fill in the gaps (A-I) with the fragments (1-8). (7 points)

Russian Inventions

200 years ago life was quite different. There was no electricity, radio, television, airplane or many other things **A** 8. Russian inventors have contributed greatly to **B** _____. We **C** _____ without their inventions. Alexander Popov **D** _____ 1895 at the meeting of the Physical and Chemical Committee in Saint Petersburg. Unfortunately, he didn't patent it and the Nobel Prize for **E** _____ to Guglielmo Marconi. Vladimir Zvorykin is the inventor of television and telecasting on an electrical basis. It was he who designed an iconoscope, a kinescope and basic colour television. However he made most of his inventions in the USA, **F** _____. Gleb Kotelnikov is the inventor of a backpack parachute. In a theatre, he noticed a woman with a folded piece of cloth **G** _____ turned into an unfolded kerchief. This is how the operational principle of a parachute came to Kotelnikov's mind. Andrei Tupolev designed the world first passenger jet, and his son Alexei designed **H** _____.

- 1 the development of human civilisation
- 2 showed his radio receiver in May
- 3 that after simple manipulations
- 4 the first supersonic passenger aircraft
- 5 can hardly imagine the modern world
- 6 where he had emigrated in 1919
- 7 radio invention was given
- 8 that are part of our life

- 5 Unfortunately, when it rains, everything in this room feels slightly wet. _____
- 6 Because of the size of this room, it never gets stuffy. _____
- 7 The house is in a big city but is hidden from view by tall trees and bushes. _____

- 3 Choose the correct answers (a-d). (6 points)

Terry was broke, but he ¹ _____ a loan from the bank and set up a business. He didn't like being ² _____, but, in the first year his business ³ _____ a loss, so he had to ⁴ _____ more money. However, the following year the business ⁵ _____ and he became rich. Unfortunately, he ⁶ _____ the money on expensive meals and fast cars and ⁷ _____ bankrupt soon afterwards.

- 1 a made b had c got d took
- 2 a a loss b in debt c a loan d owed
- 3 a had b made c took d got
- 4 a lend b borrow c loan d owe
- 5 a took up b took out c took away d took off
- 6 a lent b owed c lost d blew
- 7 a got b went c fell d made

- 4 Combine the sentences with the correct relative pronoun, leaving out the personal pronoun where possible. (6 points)

- 1 I started a business. It wasn't successful.
I started a business which wasn't successful.
- 2 We sent a Christmas card to the bank manager. He lent us the money we needed.

- 3 The man suddenly left the bank. He had embezzled two million pounds from it.

- 4 We bought a house. It is next to the post office.

- 5 We went to visit a house. Bob lived there.

- 6 This is a photograph of a man. We lived in his house while we were at university.

- 7 There is a large window in the kitchen. There is a beautiful view of the sea through it.

VOCABULARY AND GRAMMAR

- 2 Match the adjectives from the box to the sentences (1-7). (6 points)

secluded airy spacious isolated damp
~~run-down~~ draughty

- 1 The area is old and a lot of the buildings are in need of repair. run-down
- 2 This is a beautiful house with lots of very big rooms. _____
- 3 This building stands all alone, with nothing else in sight. _____
- 4 The problem with the room is the wind, which blows through the gap under the door. _____

- 5 Complete the text with the correct forms of the words in brackets. (7 points)

Memo

Reply Reply All Forward Follow Up

From: Pete Simpson, Chief Personnel Officer

To: Bob Holder, Managing Director

Subject: Update on recruitment

Just to keep up-to-date. There ¹ are (to be) many vacancies in several departments. We ² _____ (plan) to carry out more interviews this week. Last week's interviews were a disaster. If they hadn't, we wouldn't need ³ _____ (this) new interviews. Unfortunately, the candidates just ⁴ _____ (be) good enough. A question: if this week's interviews aren't successful, what will we do next? If only we ⁵ _____ (advertise) jobs in more specialised magazines as I suggested. If we had done that, we might have had some ⁶ _____ (good) applicants last week. Unfortunately budgets ⁷ _____ (not allow) it. I ⁸ _____ (say) that many times and I'll say it again — if you don't spend the money, you don't get the results.

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

- I'm worried my car will be stolen. BEING
I'm worried about my car being stolen.
- 'I broke the window' said Ian. ADMITTED
Ian _____ the window.
- 'Julia, great news about your exam!' PASSING
Daryl _____ her exam.
- 'Sorry I didn't warn you about my dog' NOT
Bob said. Bob apologised _____ Daryl
about his dog.
- You must switch off the light at night. BE
The light _____ at night.
- I want them to tell me if this is wrong. TOLD
I want _____ if this is wrong.
- Two men were looking at the machine while we were there. LOOKED
The machine _____ while we were there.

COMMUNICATION

- 7 Respond to the situations appropriately using the word in brackets and one of the verbs from the box. (7 points)

go say take tell eat not press talk hurry

- You are trying to study, but your two brothers are talking very loudly. (WOULD)
I wish you would talk more quietly. I'm trying to concentrate.
- Your son has just walked into the house in his dirty boots. (COULD) _____ off. Look at the carpet!
- You have found out that a friend was bullied at school. He hasn't told anyone about it. (SHOULD) _____ someone what happened.
- Your friend is catching the 2.40 train to London. It is now 2.20, and they are still at home. (BETTER) _____ or you'll miss the train.
- Your younger brother is eating dinner and chewing with his mouth open. (WOULDN'T) _____ with your mouth open. It's a terrible habit.
- Your son is eating breakfast, and school starts in ten minutes. (TIME) _____ to school. Look at the time.
- You have just bought a new computer, and your friend is trying to see what it does without knowing anything about it. (BETTER) _____ that button. You don't know what will happen.
- You've just heard that your friend has been expelled from school after being rude to his teacher. (SHOULDN'T) _____ those things to the teacher.

GRAMMAR

Past modals of speculation → see page 107

*1 Look at what the people in the room are saying. Match the beginnings (1-6) of the sentences to the endings (a-f).



- 1 My jewels are missing. The thief ...
- 2 The door is locked. The thief ...
- 3 Are you sure the jewels were there? You ...
- 4 There's a packet of crisps on the floor. The thief ...
- 5 My father was in his room next door. There ...
- 6 Three people live in the house with us. One of them ...
 - a couldn't have got in that way.
 - b can't have been any noise or he would have heard something.
 - c must have taken them.
 - d could have taken the jewels.
 - e might have dropped it.
 - f may have put them somewhere else and forgotten about them.

2 Which sentences (1-6) in Exercise 1 mean the following?

- A I am sure that this is what happened
- B This is possibly what happened
- C I'm sure that this didn't happen

*3 Complete the sentences using a modal verb for speculation so that they mean the same as the original sentences. Sometimes more than one modal is possible.

- 1 I'm sure that Colin has had an accident.
Colin must have had an accident.
- 2 It is possible that the diamond wasn't stolen.
The diamond _____.
- 3 Maybe one of the children took the car.
One of the children _____.
- 4 It is impossible that she knew who the murderer was.
She _____.
- 5 I'm sure Rob wasn't lying. He never lies.
Rob _____.
- 6 It was a waste of time taking my boots, we didn't go walking.
I _____.
- 7 We don't know if he would have succeeded without our help.
He _____.

LISTENING

4 **ⓈT16** Listen to seven people talking about their experiences. Which of the statements A-G correspond to what the speakers say (1 — True), which — don't (2 — False) and which can't be considered true or false because there is no information about it (3 — Not stated)? Fill in your answers in the table.

- A The aunt of **Speaker 1** wanted to buy him a house.
- B **Speaker 2** is not planning to leave his job.
- C **Speaker 3** likes extreme sports.
- D **Speaker 4** is an expert in business.
- E **Speaker 5** was a student and worked part-time.
- F **Speaker 6** and his friend are getting along well now.
- G **Speaker 7** agreed to borrow a large sum of money to start a business.

A	B	C	D	E	F	G

5 **ⓈT16** Listen again and say which person's life would definitely be better now if they had acted differently? Why do you think so?

- a Speaker 2
- b Speaker 3
- c Speaker 6
- d Speaker 7

GRAMMAR AND SPEAKING

6 Choose the best answers (a-d).

THE TRUTH

In February 1923 Lord Carnarvon and a group of explorers opened up the famous tomb of Tutankhamen in Egypt. Seven weeks later he was dead. ¹ ___ as a result of an ancient curse? The many stories that grew up ² ___ the result of an old fear of Egyptian tombs that dates back to the early Arab invaders of the country. A fear that ³ ___ been caused by tales of magic and the frightening pictures painted on the walls of the tombs. Or their inspiration ⁴ ___ come from the many horror stories written about mummies over the years. Nobody knows exactly.

One story stated that Lord Carnarvon's pet bird had been eaten by a cobra outside the tomb. Unfortunately, this ⁵ ___ true as the bird was alive and well in England. Another said that, when he died, the lights of Cairo went out. Well, they ⁶ ___, but that wasn't surprising as, at the time, the lights of Cairo often went out. Yet another story said that his dog had died at 2 a.m., exactly the same time as he died. Whoever made that story up ⁷ ___ forgotten about time zones, as 2 a.m. is 4 a.m. in Cairo. Still, the stories ⁸ ___ a lot of people judging by all the horror films about mummies that have been made since.

What about other curses ...

TUTANKHAMEN AND OTHER CURSES



- | | |
|-----------------------|---|
| 1 a Must it have been | <input checked="" type="checkbox"/> c Could it be |
| b Could it have been | d Can it be? |
| 2 a may be | c must be |
| b may have been | d must have been |
| 3 a can have | c could have |
| b can't have | d couldn't have |
| 4 a may have | c can have |
| b must have | d can't have |
| 5 a must have been | c may not have been |
| b could have been | d can't have been |
| 6 a might have had | c might have done |
| b might have been | d might have gone |
| 7 a could have | c can't have |
| b must have | d might have |

- 8 a must scare c can't have scared
b must have scared d can't scare

7 Complete the phrases used for problem solving.

To refer to a problem

- 1 The t _____ is ...
2 Yes, that c _____ w _____!
3 I don't t _____ it w _____ w _____.
4 I can see q _____ a few p _____.

To refer to decisions made so far

- 5 We don't s _____ to be g _____ very f _____, do we?
6 We'll g _____ r _____ it/them somehow.
7 Just to go b _____ to the p _____ you m _____ about ...

To move the discussion on

- 8 Let's l _____ that f _____ n _____ ...
9 Let's m _____ o _____, shall we?

8 Complete the text with the phrases from Exercise 7.

A The first thing to talk about today is what to do about young criminals and vandals in our community. ^a 1 that, at the moment, they don't seem at all worried about being caught because judges often give them very light punishments. Another problem is that not enough of them are caught in the first place. I think we need more police officers on the street.

B Which costs money.

C Well, we could have special community volunteer police officers. They do the same job but don't get paid.

B ^b ___. I mean, you have to be very clear about what they can and can't do. Do they carry a badge? Can they arrest people?

C I'm sure that could easily be sorted out.

B Yes, ^c ___ and come back to it later. ^d ___ sentencing earlier in the conversation. ^e ___.

A Why not?

B You can't look at the individual case. It may be someone who needs help, not punishment.

A So, what do you suggest?

B I think the system we have now is fine. I know there are some small problems, but ^f ___.

A I disagree. These people don't need help, we do.

C ^g ___.

A No, we don't. But I think we could, if certain people thought a bit more carefully.

C ^h ___. The next problem concerns the local hospital ...

READING

- 9 **017** Read and listen to this introduction to the story *The Hound of the Baskervilles* by Sir Arthur Conan Doyle. Are the statements true (T) or false (F)?

Sherlock Holmes and his friend Dr Watson returned home to find that a visitor had been to see them while they were out and he had left his walking stick behind. There was an inscription on the stick which told them that the man was a doctor, but apart from that they knew nothing. Dr Watson, who had learned a lot from his detective friend, decided to try to make a few deductions about the visitor by looking at his stick. He told Holmes that he thought the doctor was elderly, walked a lot and worked in the country. Holmes complimented him on his deductions and then showed him where he'd gone wrong.

- 1 Holmes and Watson met the man with the walking stick.
 - 2 The man was definitely a doctor.
 - 3 Watson knew the man.
 - 4 Holmes thought that his friend's ideas were correct.
- 10 **018** Read and listen to the extract from *The Hound of the Baskervilles*. Choose the correct answers (a-d).
- 1 Holmes says that Watson

a got nothing right.	c got two facts right.
b got one fact right.	d got everything right.
 - 2 Holmes doesn't think the stick is from a hunt because
 - a he knows 'h' stands for hospital.
 - b he thinks that 'h' probably stands for hospital.
 - c there is no hunt with the initials 'C.C.'.
 - d he knows the doctor worked at the Charing Cross hospital.
 - 3 Holmes thinks the stick
 - a might have been given to Dr Mortimer as a present.
 - b can't have been given to Dr Mortimer as a present.
 - c must have been given to Dr Mortimer when he joined Charing Cross Hospital.
 - d was given to Dr Mortimer because he liked walking.
 - 4 Holmes says that the man can't be old because
 - a old people never go to the country.
 - b he must have been a house-surgeon or house-physician five years earlier.
 - c he was given a stick.
 - d the date of him leaving London is on the stick.

- 5 In the medical book, Watson found out that
 - a Dr Mortimer was young.
 - b Dr Mortimer had worked at Charing Cross hospital.
 - c there was only one Dr Mortimer in the country.
 - d Dr Mortimer was now a house surgeon.
- 6 Sherlock Holmes knows that Dr Mortimer is absent-minded because
 - a he has a dog.
 - b he left a visiting card in the room.
 - c he moved from London to the country.
 - d of what he left and what he didn't leave in the room.
- 7 At the end of the extract
 - a Dr Mortimer arrives with his dog.
 - b Dr Mortimer arrives alone.
 - c Dr Mortimer telephones Holmes.
 - d Holmes sees Dr Mortimer through the window.

- 11 Find words 1-8 in the text and match them to the correct meaning (a-h).

- | | |
|-------------------------|--------------------------|
| 1 stimulate (line 3) | <input type="checkbox"/> |
| 2 emerge (line 48) | <input type="checkbox"/> |
| 3 particulars (line 56) | <input type="checkbox"/> |
| 4 astutely (line 67) | <input type="checkbox"/> |
| 5 abandon (line 72) | <input type="checkbox"/> |
| 6 halt (line 86) | <input type="checkbox"/> |
| 7 conviction (line 87) | <input type="checkbox"/> |
| 8 glance up (line 87) | <input type="checkbox"/> |
- a details
 - b to leave behind
 - c a feeling of being right or believing strongly in something
 - d to make somebody interested and excited in something
 - e to stop
 - f in a clever and intelligent way
 - g to look up quickly
 - h to stop being hidden; to appear from somewhere

SPEAKING

- 12 Study the advertisement on the right.

You are considering visiting the museum, and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1 hours of operation;
- 2 admission fee;
- 3 taking photos in the museum;
- 4 other tourist attractions nearby;
- 5 nearest free parking.

You have 20 seconds to ask each question.

- 13 Think of other questions you would like to ask. Make a list of points to clarify.

The Hound of the Baskervilles

'I am afraid, my dear Watson, that most of your conclusions were wrong. When I said that you stimulated me I meant, to be frank, that in noting your mistakes I was guided towards the truth. Not that you are entirely wrong. The man is certainly a country doctor. And he walks a good deal.'

'Then I was right.'

'To that extent. I would suggest, though, that a present to a doctor is more likely to come from a hospital than from a hunt, and that when the initials "C.C." are placed before that hospital the words "Charing Cross" very naturally suggest themselves.'

'You may be right.'

'The probability lies in that direction. And if we take this as a working hypothesis, we have a fresh basis from which to start our construction of this unknown visitor.'

'Well, then, supposing that "C.C.H." does stand for "Charing Cross Hospital," what further deductions may we make?'

'You know my methods. Apply them!'

'I can only think of the obvious conclusion that the man has practised in town before going to the country.'

'Ask yourself this. On what occasion would it be most probable that such a present would be given? When would his friends unite to give him a present? Obviously at the moment when Dr Mortimer left the hospital in order to start a practice for himself. We know he has been given a present. We believe there has been a change from a town hospital to a country practice. Isn't it, then, possible to say that the present was given on the occasion of the change?'

'It certainly seems probable.'

'Now, you will observe that he could not have been on the staff of the hospital, since only a man well-established in a London practice could hold such a position, and such a one would not leave for the country. What was he, then? If he was in the hospital and yet not on the staff, he could only have been a house-surgeon or a house-physician - little more than a senior student. And he left five years ago - the date is on the stick. So your serious, middle-aged family doctor vanishes into thin air, my dear Watson, and there emerges a young fellow under thirty, friendly, unambitious, absent-minded, and the possessor of a favourite dog, which I should describe roughly as being medium sized?'

I laughed as Sherlock Holmes leaned back in his sofa.

'As to the latter part, I have no means of checking you,' said I, 'but at least it is not difficult to find out a few particulars about the man's

age and professional career.' From my small medical shelf I took down the Medical Directory and turned up the name. There were several Mortimers, but only one who could be our visitor. I read his record aloud.

'Mortimer, James, M.R.C.S., 1882, Grimpen, Dartmoor, Devon. House-surgeon, from 1882 to 1884, at Charing Cross Hospital.'

'No mention of that local hunt, Watson,' said Holmes with a smile, 'but a country doctor, as you very astutely observed. As to the adjectives, I said, if I remember right, friendly, unambitious, and absent-minded. It is my experience that it is only a friendly man in this world who receives leaving presents, only an unambitious one who abandons a London career for the country, and only an absent-minded one who leaves his stick and not his visiting-card after waiting an hour in your room.'

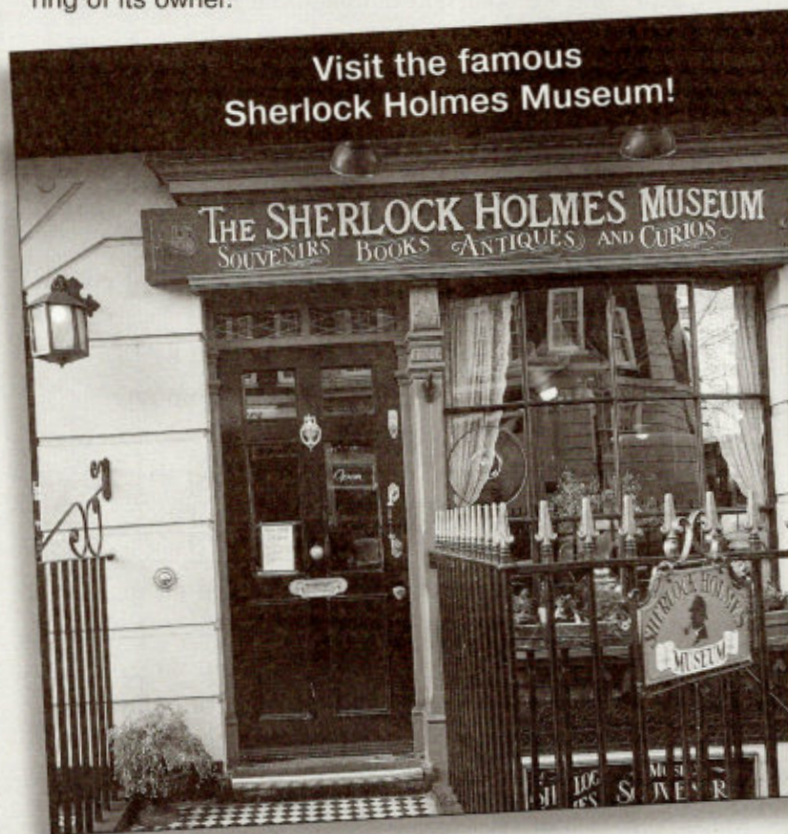
'And the dog?'

'Has been in the habit of carrying this stick behind his master. Being a heavy stick the dog has held it tightly by the middle, and the marks of his teeth are very plainly visible. The dog's jaw, as shown in the space between these marks, is too broad in my opinion for a terrier and not broad enough for a mastiff. It may have been - yes, it is a curly-haired spaniel.'

He had risen and paced the room as he spoke. Now he halted in the window. There was such a ring of conviction in his voice that I glanced up in surprise.

'My dear fellow, how can you possibly be so sure of that?'

'For the very simple reason that I see the dog himself on our very doorstep, and there is the ring of its owner.'



GRAMMAR

Impersonal report structures → see page 107

14 Read the article and complete the sentences with the missing information.

The Yeti – fact or fiction?

In 1921 a British climbing expedition to Mount Everest saw what they thought were humans high up in the mountains. When they reached 6,500 metres, they saw giant footprints in the snow. The leader thought they were wolf tracks which had got bigger as the snow melted. Local guides, though, claimed that they were Yeti footprints. What is a Yeti? No one really knows, but in 1951 another group of climbers saw a footprint and took a photograph of it. Scientists who looked at the photo said that it didn't look like the footprint of any animal known. Could there really be a Yeti? Locals claim that Yetis are no danger to people, but that they have eaten farm animals. They are shy and usually go around alone or in pairs. One climber who said that he had seen a yeti claimed that it had stood about two metres tall and had been covered in hair. Locals are sure that Yetis are still living in the mountains. I'm sure that one day someone will catch a Yeti and we shall find out all about this mysterious creature.

- 1 The creatures seen in the mountains in 1921 were thought at first to be humans.
 - 2 It was thought that the footprints were _____ tracks.
 - 3 The footprints were claimed by the local guides to have been made by a _____.
 - 4 The footprint in the photo was said by scientists to have been different from any _____ known to them.
 - 5 It is claimed that Yetis are no danger to _____.
 - 6 It has been said that Yetis have eaten _____.
 - 7 Yetis are reported to be about _____ tall.
 - 8 It is understood that Yetis are covered in _____.
 - 9 Yetis are thought to be still living in the _____.
 - 10 It is expected, by the writer, that one day a yeti will be _____.
- 15 Find an example of each type of sentence in Exercise 14.

a *It + passive + that (+ past simple)*

2

- b *It + passive + that (+ present simple)*
- c *It + passive + that (+ present perfect)*
- d *It + passive + that (+ future)*
- e *Subject + passive + infinitive*
- f *Subject + passive + active perfect infinitive*
- g *Subject + passive + infinitive + gerund*
- h *Subject + passive + passive perfect infinitive*

16 Rewrite these sentences in two ways using the beginnings given.

- 1 Some people believe that, if you say 'Macbeth' in a theatre, it will bring bad luck.
It is believed that, if you say 'Macbeth' in a theatre, it will bring bad luck.
Saying 'Macbeth' in a theatre is believed to bring bad luck.
- 2 Some people say this film is of a 'bigfoot'.
It _____
This film _____
- 3 The Ancient Greeks claimed that a lost city of Atlantis existed.
It _____
A lost city of Atlantis _____
- 4 Some people think that the Pyramids were built by aliens.
It _____
The Pyramids _____
- 5 People believe there is a lost treasure hidden in the castle of Rennes-le-Chateau.
It _____
A lost treasure _____
- 6 People know that some stones in Stonehenge came from Wales.
It _____
Some stones in Stonehenge _____

SPEAKING

17 Prepare a talk about some mystery, using impersonal report structures.

a A man was seen speeding by the police but managed to escape to his home before they could stop him. When he heard a knock on the front door, he hid downstairs in the basement, leaving his three-year-old daughter to answer the door. The two traffic policemen asked her if her father was at home, and, as all good children should, she told them he was and led them to the darkened basement where her father was silently hiding.

b Police in a small village in Russia were called out by a member of the public who reported that two groups of men were fighting in a field near her house. When the police arrived, they were shocked to find thirty men pushing and jumping on each

other in the mud. They raced onto the field and took the men back to the police station. A police spokesman said later, 'Not many people have seen this sport played in Russia before. It's not surprising that the woman was frightened.'

c A gang of hooligans in Prague were arrested after they decided to set up a website and show films of their activities. A local TV station alerted the police who were able to watch the films and identify the members of the gang. They were seen carrying out acts of vandalism, such as smashing park benches and road signs. Eight people aged between eighteen and twenty are being held in police custody. The website has now been taken off the Internet.

d During the World Cup in Cologne, Germany, a policeman was approached by a group of worried looking English football fans. They told him that they had lost their car. They had carefully written down the name of the street, but now they found that half the streets of Cologne had the same name. The policeman looked at the note they had made of the street and realised at once what had happened. They had written: 'Einbahn Strasse', which is German for 'one-way street'. Luckily, the police were able to find the car after a few hours of searching.

READING AND WRITING

18 Match the headings (1-4) to the articles (a-d).

- | | |
|--|--------------------------|
| 1 Police arrest men for playing rugby | <input type="checkbox"/> |
| 2 Football fans lost in one-way street | <input type="checkbox"/> |
| 3 Driving offender betrayed by child | <input type="checkbox"/> |
| 4 Gang find fame a dangerous thing | <input type="checkbox"/> |

19 These sixteen key words are from the four articles. Find them and match them to the correct article (a-d).

- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| 1 fighting | <input type="checkbox"/> | 9 films | <input type="checkbox"/> |
| 2 hooligans | <input type="checkbox"/> | 10 field | <input type="checkbox"/> |
| 3 speeding | <input type="checkbox"/> | 11 basement | <input type="checkbox"/> |
| 4 World Cup | <input type="checkbox"/> | 12 German | <input type="checkbox"/> |
| 5 daughter | <input type="checkbox"/> | 13 sport | <input type="checkbox"/> |
| 6 car | <input type="checkbox"/> | 14 vandalism | <input type="checkbox"/> |
| 7 mud | <input type="checkbox"/> | 15 find | <input type="checkbox"/> |
| 8 website | <input type="checkbox"/> | 16 hiding | <input type="checkbox"/> |

20 Find examples of the following from the headlines and articles.

- A quote _____
- A missing article _____
- An age _____
- A shortened passive form _____

5 An example of the Present Simple used to talk about a past event.

21 Look at these four news stories. Change the form so that they make good headlines.

1 A wild animal was seen last night in the city centre.

Wild animal seen in city centre.

2 A man was found guilty yesterday of killing himself.

3 Strange lights appeared in the night sky over Belgium last night.

4 A group of Internet exam cheats have been caught by a trick question.

22 Choose one of the stories from Exercise 21 and write down five key words which you would expect to find in it.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

*23 Write the story in about 60-70 words.

WORD LIST

account: to be called to account	conceding/ concession	genetic	live with	riddle
agnostic	conclude/ conclusion/ conclusive	hit-and-run	living out of a suitcase	scepticism
alleged	conversationalist	hitch	manipulative	sheltered life
ancestor	cross her mind	impostor	murder	short-tempered
anxious	crucial	imprint	obituary	shrug
approach	curiosity	inability	oblivion/oblivious	skeleton
argumentative	curl	incident	origin	speeding
assume/ assumption	custody: be held in custody	incredulous	outspoken	spitting image
astute	damage	innovative	over my dead body	stab
be seen dead	dead right	inquiry	parrot	strangle
blackmailer	dead tired	inscrutable	philosophy	strong-willed
bloodstain	die down	insult (v)	pitfall	suicide
brain cell	die of	interrupt	poisoning: lead poisoning	to die for
cannot for the life of me (remember)	die out	irrational	preserve	train
caught up in sth	donor	judge/judgement/ judgemental	proximity	transplant
cellular	draw sb in	keep an open mind	punch (n)	trapped
challenge (v)	dying to do sth	kidnap	pursue	tried and trusted ideas
chance (n): by chance	encounter	knock down	put two and two together	twinge of fear
chance (v)	ensure	larger than life	quick-witted	unfamiliar
charismatic	entertain the possibility	life and soul (of the party)	radical	versatility
charming	extract	live down	rational/rationale	verve
coincidence	fake (v)	live for	recovery	well-intentioned
concede/	fate	live it up	resist	witty
	forensic	live off sb	retort	
		live to regret sth	revolve round	
		live up to		

VOCABULARY ACTIVATOR

24 Complete the sentences with the correct phrases with *live/life* or *die/dead* from the Word List. Put one word in each gap.

- Those shoes are awful. I wouldn't be seen dead in them.
- Steve says the boss is being unfair and he's ______. It's terrible the way he treats us.
- Paul's always so funny. He's the _____ of any parties we have.
- I can't wait to get home. I'm _____ play my new computer game.
- I'm so embarrassed. I'll never be able to _____ what happened.
- Come on. We've been working hard for the last two months. Let's forget about work and _____ for a little while.
- The worst thing about being a celebrity is that you're never at home. You have to _____ of a _____ all the time.
- 'Dad, I'm going out now.' - 'In that dress? _____ my _____! You get upstairs and change into something more normal.'
- That was a risky investment you made. I hope you don't _____ to _____ it.
- My parents have such high expectations for me. It's really hard to _____ _____ them sometimes.
- I don't want any supper. I'm going to bed. I'm _____ after such a hard day.
- The flames soon _____ after we threw water on them.
- I don't want to _____ my family; I want to earn my own money.
- I was so stupid! I could have _____ embarrassment.
- You made the decision and you'll have to _____ it until something changes.
- If more species of plant _____, it could have a terrible effect on the planet.
- Denis _____ music. Nothing else interests him.
- He started his career very early and his teachers had high expectations for him. He _____ them.

*25 Complete the second sentence so that it has the same meaning as the first using a word or phrase from the Word List.

- 1 We met accidentally while on holiday.
We met by chance while on holiday.
- 2 Police are keeping the man in the police station while they question him.
Police are _____ while they question him.
- 3 She looked exactly like a friend of mine.
She was the _____ of a friend of mine.
- 4 He's a very out-going, extroverted sort of person.
He's a _____ character.
- 5 She's got a house that anyone would want very much.
She's got a house _____.
- 6 He had to reluctantly admit that he couldn't solve the puzzle.
He had to _____ that he couldn't solve the puzzle.
- 7 He was completely unaware of what was going on.
He was completely _____ to what was going on.
- 8 We lived very near to the school.
We lived in close _____ to the school.
- 9 He plays the game with great energy and excitement.
He plays the sport with great _____.

26 Match the adjectives (1-9) to the definitions (a-i).

- | | | |
|---|-------------------------------------|---|
| 1 helpful even if they don't always succeed | <input checked="" type="checkbox"/> | i |
| 2 not based on logic | <input type="checkbox"/> | |
| 3 unable or unwilling to believe something | <input type="checkbox"/> | |
| 4 gets angry easily | <input type="checkbox"/> | |
| 5 uses words in a clever and funny way | <input type="checkbox"/> | |
| 6 able to think quickly and intelligently | <input type="checkbox"/> | |
| 7 saying whatever they think even if it upsets or shocks others | <input type="checkbox"/> | |
| 8 new and different | <input type="checkbox"/> | |
| 9 determined and doesn't let others put them off | <input type="checkbox"/> | |
- a incredulous
b innovative
c irrational
d outspoken
e strong-willed
f witty
g short-tempered
h quick-witted
i well-intentioned

27 Complete the text with one word from the Word List in each gap.

READERS' LETTERS

Dear Sir,

I am writing about the recent changes to our health system. I wanted to keep an ¹ open mind about it all, but something seriously wrong is happening.

We can't just ² _____ our shoulders and claim that it has nothing to do with us.

I cannot for the ³ _____ of me understand why our ⁴ _____ and trusted system, which has worked so well up until now, has to be changed.

I think we need to ⁵ _____ the possibility that our ministers are caught up in a plot to defraud us, the taxpayers, of millions of pounds, and, if that is the case, they need to be called to ⁶ _____.

Has it crossed anyone else's ⁷ _____ that, after these changes come into effect, our health service may never be the same again? If I wake up with a twinge of pain some day, I will also have a twinge of ⁸ _____ in my head about what will happen to me.

Yours,
Barry Cavendish

Extend your vocabulary

*28 Look at the dictionary definitions and complete the sentences with the correct phrase.

get a life *spoken* used to tell someone that you think they are boring and should find more exciting things to do: *You guys should just stop moaning and get a life!*

not on your life *spoken* used as a reply to a question or suggestion to say that you definitely will not do something: *'Are you going to go and work for him then?' - 'Not on your life!'*

life expectancy [countable] the length of time that a person or animal is expected to live

dead to the world to be very deeply asleep or unconscious: *Better leave Craig - he's dead to the world.*

look/feel like death warmed up *BrE*;

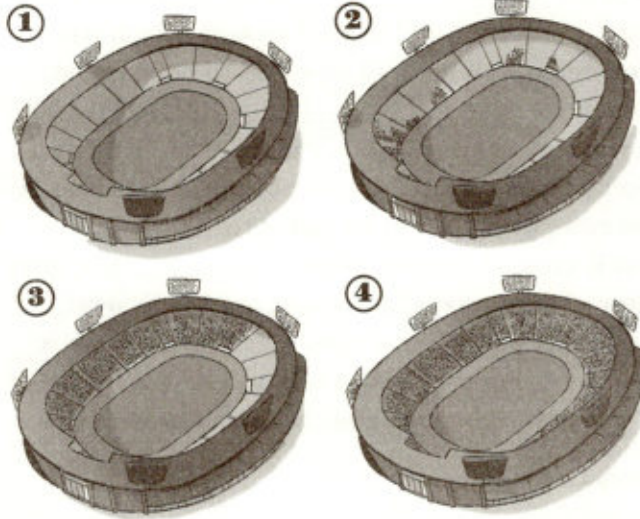
look/feel like death warmed over *AmE informal* to look or feel very ill or tired

- 1 After twelve hours of hard work, I expect I'll be _____ until lunchtime tomorrow.
- 2 I feel like _____. I think I'll take an aspirin and go to bed.
- 3 I'm sure you would be more attractive to girls if you _____ and didn't spend all your time playing computer games.
- 4 _____ in some African countries has fallen in recent years.
- 5 Am I going to Jake's party? _____!
It'll be awful.

GRAMMAR AND PRONUNCIATION

Quantifiers → see page 108

1 Look at pictures 1–4. Tick the sentences that are true and cross out the false ones.



Picture 1

- a None of the seats are full.
- b There aren't any empty seats.
- c Every seat is empty.
- d Every seat is full.

Picture 2

- a There are quite a lot of people.
- b There aren't a lot of people.
- c There are few people.
- d Most of the seats are empty.

Picture 3

- a There are quite a few people.
- b There are very few people.
- c Most of the seats are full.
- d Most of the seats are empty.

Picture 4

- a There are no empty seats.
- b All of the seats are full.
- c None of the seats are full.
- d The whole stadium is full.

2 Read the following words paying special attention to the silent letters, which are underlined.

Listen, often, column, autumn, solemn, thumb, limb, plumber, climbed, debt, doubt, island, knife, knees, knock, whole, wrist, wheel, though, although, through, walk, talk.

3 Write sentences about the picture using the words given. Do not change the form or order of the words.



- 1 There is/food on plate 1.
There is no food on plate 1.
 - 2 There/isn't/food on plate 1.

 - 3 There is/food/on plate 2.

 - 4 There is/very/fish on plate 2.

 - 5 There are/chips on plate 2.

 - 6 There/lot/ketchup on plate 2.

 - 7 There/any/drink in the glasses.

 - 8 There is/drink in the glasses.

 - 9 /glasses/empty.

 - 10 /glass/empty.

 - 11 The/cake/has been eaten.

- 4 Circle the correct words.
- 1 Maria was wearing bracelets on each/every wrist.
 - 2 Most/Most of the people I work with went to university.
 - 3 The money isn't/aren't very good in this job.
 - 4 We've only got a few/little time left.
 - 5 The whole/all town was there to meet me.
 - 6 Let me give you a few/little advice.
Find another job.
 - 7 Most/Most of people watch TV in the evenings.
 - 8 There wasn't anything/nothing I could do to save her.

5 Choose the correct answers (a–d).

From: Chief editor

To: All journalists

Re: Sale figures and quality

M E M O

It has come to my notice that there are a ¹ ___ of problems with our paper. Results indicate ² ___ areas which need to be improved. Very ³ ___ people seem to read the sports section at all, which is strange as we spend a ⁴ ___ money sending journalists to sporting events. ⁵ ___ journalists would love to get a sports writing job, but ⁶ ___ our journalists seem to prefer sitting in the stadium restaurants to watching the action. ⁷ ___ a few people have complained that the business information is not up-to-date and hardly ⁸ ___ is happy with the international news. In fact, the ⁹ ___ paper is a mess. So, I don't want to have to sack ¹⁰ ___ *yet*, but, if things go on as they are, there will be ¹¹ ___ else I can do.

Let's work together and see some improvements this week.

Brian Klein

- 1 a deal b amount c lots **d number**
- 2 a number b several c a number d a deal
- 3 a little b few c many d much
- 4 a lot of b lots c lot d lots of
- 5 a Most of b A number c Most d Lots
- 6 a most of b a number c most d lots
- 7 a Hardly b Many c Quite d Very

*7 Complete the text with one word in each gap.

- 8 a no one b everyone c none d anyone
- 9 a all b every c whole d each
- 10 a no one b anyone c none d not anyone
- 11 a anything b not anything c nothing d everything

6 Use the words in brackets and rewrite the sentences so that they mean the same.

- 1 Everyone who works in the school went to the party. (STAFF)
The whole staff went to the party.
- 2 There is still a lot to do. (DEAL)
We have still got _____ do.
- 3 There is very little traffic on our streets. (ANY)
There _____ cars on our streets.
- 4 Nothing I have read before has been as interesting as this. (READ)
I _____ this interesting before.
- 5 Hardly anyone thinks we are going to succeed. (PEOPLE)
Very _____ we are going to succeed.
- 6 We have got very little money left for food. (ALMOST)
There is _____ left for food.
- 7 Hurry up, we have hardly any time left. (VERY LITTLE)
Hurry up, we _____ left.
- 8 I looked for some butter in the fridge, but there was no butter. (NONE)
I looked for some butter in the fridge, but there _____.

Bloggers bite – the death of the newspaper?

Sales of newspapers are falling! Perhaps that's not surprising when you can read the ¹ same paper for free ² _____ the Internet, but another reason is that more people are now reading news blogs — ³ _____ this one! ⁴ _____ a few of these are conspiracy theory sites and ⁵ _____ of the news they report is untrue or wildly inaccurate. They're giving the rest of us a bad name.

However, a growing ⁶ _____ of such sites are now being acclaimed for breaking stories ⁷ _____ the mainstream media don't know about or are too scared to publish. Well, we're ⁸ _____ scared of anyone! ⁹ _____ of journalists criticise news blogs, but I'm sure there are ¹⁰ _____ few who don't read them and even 'steal' a ¹¹ _____ stories from time to time. So successful are they that now, normal papers are copying the format. If you look at the *Guardian* website, ¹² _____ example, you'll notice that a number ¹³ _____ the articles are written in the form of blogs which readers can respond ¹⁴ _____. And quite a few do so, agreeing or disagreeing with the writer and sharing their ¹⁵ _____ views. In fact, more and more of ¹⁶ _____ are arguing with other comment writers while the journalist's original article becomes forgotten. Will there be a time soon when there are ¹⁷ _____ journalists at all?

SPEAKING AND VOCABULARY

8 Make the phrases stronger by using the words from the box.

.....
 that such what absolutely do it's
 ever so really is even

- 1 It's a really great book.
 - 2 I _____ like this food.
 - 3 I'll never _____ be as good as you at French.
 - 4 It's an _____ amazing film. You must see it.
 - 5 They were always _____ a happy couple.
I couldn't believe it when they got divorced.
 - 6 _____ I'll always remember _____ going to the old cinema to see a James Bond film.
 - 7 It was _____ funny. I couldn't stop laughing all the way through it.
 - 8 _____ our ability to adapt _____ makes our company so successful.
 - 9 They didn't give up _____ when it was obvious they wouldn't win.
- 9 Complete the text with one word in each gap. More than one answer is possible.

LISTENING

FILM NEWS


"I'm sorry"

Star begs for forgiveness after accident


Film star, Matt Simpson, has been arrested after a hit and run incident near his Hollywood home.

He has admitted that he ¹ did do it. He's given a statement to the police: 'I'd like to apologise to Mr De Savio, the man I hit, and the police and to my fans. It was ² _____ an irresponsible thing to do, and I feel ³ _____ ashamed. I've never ⁴ _____ done anything wrong before — I've never ⁵ _____ had a speeding ticket before. I'm ⁶ _____ disgusted with myself. I ⁷ _____ hope that you'll all be able to forgive me for my behaviour.'

⁸ _____ seems to have happened ⁹ _____ that Matt had an argument with his girlfriend, Shelly Daze, and, when he left her house, he was ¹⁰ _____ upset that he wasn't concentrating on his driving. Mr De Savio, a local window cleaner, was just crossing the road when he heard the roar of Matt Simpson's black Ferrari. He was ¹¹ _____ lucky because the car hit him, but he only suffered light bruising to his leg. Later that evening Mr De Savio was watching a documentary about Matt and recognised the car. ¹² _____ was then ¹³ _____ he decided to contact the police.

10  Listen to the introduction to a film awards ceremony. Are the statements true (T), false (F) or not stated (NS)?

- 1 The speaker believes there aren't enough awards ceremonies at the moment.
- 2 None of the viewers knows what the RACSO rules are.
- 3 The presenter has never agreed with any Oscar awards.
- 4 People attending the RACSOs don't like dressing formally.
- 5 The presenter doesn't know whether people crying at awards ceremonies are acting or not.

11  Listen to the introduction of the first award winner and choose the correct answers (a-d).

- 1 The actor
 - a was a business man forty years ago.
 - b has been a businessman for forty years.
 - c has been an actor for forty years.
 - d is forty years old.
- 2 When he was twenty-one, he
 - a was a hippy. b was a student.
 - c made his first film. d fell in love.
- 3 *Drop Out* was
 - a the actor's first film.
 - b the actor's first successful film.
 - c the actor's first comedy.
 - d the first time that the actor became really famous.
- 4 *Art Attack* was about
 - a an artist who fights in Vietnam.
 - b an artist who goes to Vietnam in order to paint.
 - c an artist who can't paint because he is injured in the war.
 - d a soldier who became an artist after he returned from Vietnam.
- 5 Which of these is true about the actor in the 1980s?
 - a He became richer and thinner.
 - b He became poorer and thinner.
 - c He became poorer but fatter.
 - d He became richer and fatter.
- 6 The phrase 'Daley deal'
 - a was in use before the film *Fat City*.
 - b started to be used after the film *Fat City*.
 - c was used in the film *Fat City*.
 - d is used all over the English-speaking world.
- 7 The award to Jeff Spindler is
 - a for his performance as major-general Thomas Plank.
 - b for his three performances that should have won Oscars.
 - c for everything he has done in films in his life.
 - d for being the presenter's favourite actor.

INTRODUCTION

¹ The purpose of this report is to present the findings of our survey into the Internet; what people use it for, where and how they access it and how often. ² _____ was collected from a class of thirty school students aged seventeen to eighteen at St Richard's Sixth Form College in Gloucester.

A _____

There was quite a wide variety of interests shown. Most of the people we interviewed were interested in chat rooms, with about eighty percent chatting at least once a week. A large number of the group admitted that they preferred chatting on the Internet to going out, and a few mentioned that they watched TV on the Internet. Quite a few students were interested in games websites, although boys tended to be more interested than girls. Hardly any girls expressed an interest in playing online games which was a surprise. The ³ _____ were found with news and current affairs sites. Sixty percent of the class said that they kept in touch with what was happening in the world very regularly whilst the vast majority of the rest of the group claimed that they weren't interested at all. Almost all the people who had access to the Internet used it to help them with their school studies.

B _____

A ⁴ _____ small number of respondents said that they only use the Internet at school or in an Internet café. Forty percent of the people we asked had a computer in their bedroom, and fifty percent said they had access to broadband. Those most interested in computer games and films were the most likely to have broadband connections. ⁵ _____ those who used the computer the least were those whose families either didn't have a computer at all or only had one for the whole household.

C _____

The vast majority of respondents used a computer every day and everyone claimed that they used the Internet at least once a week. ⁶ _____, only a small majority, fifty-six percent, claimed that they spent more than two hours on the computer on an average day. Those who were interested in sport regularly used the Internet to keep up to date with results, ⁷ _____ they could have quite easily found out the information from newspapers or the television.

D _____

⁸ _____, it appears that the Internet is important to many people. However, ⁹ _____ that the most important factors in Internet use are the availability of the Internet and broadband access and the interests that the respondents have.

WRITING

12 Read the survey on using the Internet and tick the three questions that were asked.

- 1 Where and how do you access the Internet?
- 2 Do you think the Internet offers value for money?
- 3 How often do you use the Internet?
- 4 What do you use the Internet for?
- 5 What do other members of your family think about the Internet?
- 6 How do you think your Internet use will change in the future?

13 Complete the survey with the words and phrases (a-i) in the correct gaps (1-9).

- a However
- b The information
- c our survey also showed

- d The purpose
- e surprisingly
- f Not surprisingly
- g widest differences
- h even though
- i In conclusion

14 Choose the best title for the report.


- a Opinions about the Internet
- b The future of the Internet
- c Using the Internet

15 Match the sections (A-D) with headings (1-4).

- 1 Conclusion
- 2 What people use the Internet for
- 3 Where and how people access the Internet
- 4 How often people use the Internet

***16** Carry out your own survey on newspapers. Think of 3-4 questions to ask and then write a report of your results.

LISTENING

17  Listen and choose the correct answers (a-d).

- 1 The guest on the radio show
 - a was bullied at school.
 - b has a child who is depressed.
 - c says that problems of addiction are rising.
 - d is a teacher.
- 2 The woman is complaining that
 - a there is no choice of school dinner.
 - b children are able to eat and drink unhealthy things at school.
 - c school dinners are very expensive.
 - d her children don't like the food served for school dinners.
- 3 The woman says that her children
 - a never eat healthy meals.
 - b never listen to what she and her husband say about food.
 - c always eat healthy food at school.
 - d eat differently when they are away from their parents.
- 4 The guest's advice is
 - a to show the children that eating healthily is fashionable.
 - b for the children to laugh at those who eat fast food.
 - c to become a vegetarian.
 - d for the children to explain to their friends what is wrong with fast food.
- 5 The man's son
 - a never switches his computer off.
 - b argues with his parents about switching off the computer.
 - c switches off the computer when he is told to.
 - d has got a lot of computer games.
- 6 The man doesn't want to put the son's computer in the living room because
 - a he wants his son to have the same things as his friends.
 - b he doesn't want to be disturbed while watching TV.
 - c he doesn't like to have his son in the same room.
 - d there is nowhere to put it.
- 7 The man gets angry because
 - a the doctor says that his son is mad.
 - b the doctor recommends that his son gets help.
 - c the doctor doesn't want to help his son.
 - d he doesn't want to have to pay for psychiatric help.
- 8 The guest's final piece of advice is
 - a for the man to tell his son to go to bed earlier.
 - b for the son to play sports in the evening.
 - c for the son to take something to help him sleep.
 - d for the man to try to make his son want to take up a sport.

READING

18 Read the text and complete it with the phrases (1-7) in the correct gaps (A-F). Fill in the table below.

Russia's First Printed Newspaper

Although now the electronic mass media are developing at a high speed and TV sets have long become first necessity items for all Russians, newspapers have remained as popular as before, and reading is still the favourite pastime for millions of people.

Russia's press **A**___, to the time of Peter the Great. The first Russian printed newspaper *Vedomosti*, the official gazette of the Crown, **B**___ on 16 December 1702. Before that, from 1621 *Vestovye Pisma* or *Kuranty* were issued — **C**___ representing translations and extracts from European papers. In December of 1702 Peter I signed the decree 'On printing newspapers in order to provide information on foreign and domestic events.' In January of 1703 the first issue of the newspaper entitled *Vedomosti on military and other affairs deserving to be known and remembered which have taken place in Moscow state or neighbouring countries* **D**___. Originally the paper did not have a particular title and was called either *Moscow Vedomosti* or *Russian Vedomosti* and sometimes *Kuranty* in the old manner. The paper did not have a constant format, **E**___. Thus, 46 issues appeared in 1705, and only one appeared in 1718. From 1703 till 1711 *Vedomosti* was published in the Moscow printing house. In 1711 it started to be issued in Petersburg. The newspaper contained materials on military affairs, fleet construction, new technology and industry. A significant part of publications covered the victories of the Russian army as well as **F**___. It played a vital role in the years of great reforms.

- 1 was published in Moscow
- 2 can be the only source of information
- 3 the first Russian handwritten newspaper
- 4 regular circulation or strict periodicity of issue
- 5 can trace its history back more than 300 years
- 6 various aspects and events of civil life
- 7 was established by Peter the Great

Gap	A	B	C	D	E	F
Statement						

SPEAKING

19 Imagine that these are photos from your photo album. Choose one photo to present to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: 'I've chosen photo number...'

20 Study the two photographs above. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location);
- say what the pictures have in common;
- say in what way the pictures are different;
- say which of the media presented in the pictures you prefer reading;
- explain why.

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

***21** Analyse and compare Exercise 19 and Exercise 20. Which in your opinion is more difficult and why?

WRITING

22 You have received a letter from your English-speaking pen-friend Carol who writes:

*... I like reading about celebrities and looking at their photographs in glossy magazines and on the Internet. What do you like reading about? Are you more interested in the pictures or in the story? Which do you prefer – magazines or the Internet and why?
I've redecorated my room and it looks much nicer now ...*

Write a letter to Carol.

In your letter

- answer her questions
- ask **3 questions** about the way her room looks now

Write **100–140 words**.

Remember the rules of letter writing.

23 Comment on the following statement.

The Internet is a better source of information than newspapers and magazines.

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you don't agree with the opposing opinion;
- make a conclusion restating your position.

WORD LIST

accident-prone	confront	ferret	look out for	seafaring
achievement	congratulations	finding (n)	maid	secure (v)
acoustics	contact lens	flip over	mass media	shatter sb's
additional	continuity	footage	maverick	dream
alternate (v)	costume	freelance	mistake-prone	shoot (a film)
anachronism	courage	gaffe	mode of	shot (n)
applause	cover (story)	gear stick	transport	speedometer
audience	crew	glamour	mythical	spiritual
back projection	crowd	glaring	national news	spit (of sand)
backstage	curse (n)	goof	newsworthy	sports page
barbecue (v)	deliberate	gossip column	orchestra	staff
bed warmer	diamond	grand total	overview	stickler for
belongings	director	hand: at hand	pearl	detail
biblical	discomfort	harmony	protagonist	surroundings
billiards	dress rehearsal	horoscope	pterodactyl	survey (v, n)
blunder (n)	eagle-eyed	human (adj)	pyramid	thunderous
buff	earnings	incidentally	red-hot	unblemished
business news	entertainment	infinity	reflection	untie
capture (v)	section	intact	refreshments	whim: act on a
chase (v)	enthusiasm	jigsaw puzzle	remake (n)	whim,
classified ad	escapist	journalism	reputed to	at sb's whim
close-up	factual	lead (story)	resilient	wing mirror
coal	fallible/infallible	lifeboat	respondent	
cobra	feast	limitation	safety glass	
combination	feature (in a	location: on	scabrous	
command (v)	paper)	location	scene	

VOCABULARY ACTIVATOR

24 Complete the definitions with the correct words from the Word List.

- These are the people who watch a show.
a u d i e n c e
- An examination of opinions, behaviour, etc., made by asking people questions. _ u _ _ _ _
- All the people who work in a school or shop for example. _ _ _ f _
- The place where someone or something is and the things that are in it. _ _ r _ _ _ _ i _ _ _
- The people who work on a film (or a boat).
_ r _ _
- A person who answers questions in a survey.
_ _ s _ o _ _ e _ _
- The person who is in charge of how a film is made. _ i _ _ _ t _ _

25 Label these parts of a newspaper using words from the Word List.

THE DAILY NEWS

IT'S WAR!

The British Prime Minister announced yesterday

1 *Lead story*

Super Spurs

Tottenham beat Real Madrid 3-1 to win Champions' League



2 _____

Today in the UK

PM in hospital visit
Car workers on strike
Train crash kills 3



3 _____

JOBS WANTED

QUALIFIED MATHS TEACHER
looking for teaching position in private school.

4 _____

\$ falls as oil prices rise again

5 _____

Robbie Williams to star in new James Bond movie.

6 _____

*26 Replace the underlined words with a word from the Word List with the same meaning. Make any necessary changes.

- 1 He's a writer who hasn't got a contract with any one newspaper.
He's a freelance writer.
- 2 Joe does tend to have more accidents than most people.

- 3 The audience couldn't see them, but behind the play they were watching, the other actors were waiting nervously to go on.

- 4 A week before the play opened, we had a practice of the play wearing our costumes.

- 5 He's a good director, but he's not absolutely faultless. Even he sometimes makes mistakes.

- 6 That car crash wasn't an accident.

- 7 How can you say that this meeting wasn't important enough to report on? It was the major story of the month.

27 Complete the text with words formed from those in the box.

.....
achieve thunder enthuse congratulate
blemish surround comfort journal fresh
.....

In all my days in ¹journalism I don't think I have seen anything like this. Despite the obvious ²_____ of having to stand in the blazing hot sun for hours, paying a fortune for the only ³_____ available which are being sold by licensed thieves with their hot dogs and burgers, the crowd are cheerful. In fact the only positives I can see are the beautiful ⁴_____ here in central London with Buckingham Palace in front of us. However, the crowd are happy to be here, they've arrived from all over the country to show their obvious ⁵_____ for one of the country's most popular stars. A man whose ⁶_____ have been enormous in the world of film, TV and music. A man whose reputation remains ⁷_____, even after living in the glare of the media spotlight for thirty years. And here he comes now, and, as he does so, a ⁸_____ round of applause breaks out amongst the crowd, a crowd who simply want to offer their ⁹_____ before he enters the palace to receive his well-deserved medal from the Queen.

28 Complete the text with one word from the Word List in each gap.

DEATH IN THE NIGHT

This film is ¹reputed to have cost over \$100 million to make. It is a ²_____ of the old 1946 classic and was shot on ³_____ in a real old Louisiana mansion. The film is set in the 1920s and the ⁴_____ are wonderful, especially the dresses. I think my favourite ⁵_____ is the one in which the murderer's hand is seen for the first time — it's very scary. The director ⁶_____ the scene in ⁷_____, so the hand looks huge and you can see every hair and mark in great detail.

However, there are a few errors — in fact, the director does seem to be especially mistake- ⁸_____. One ⁹_____ error that you don't have to be eagle- ¹⁰_____ to see is where the hero, played by Doug Fletcher, first enters the house. He takes off his hat and then, when we see him again, there's the hat still on his head. They should have seen such a mistake when they were looking at the ¹¹_____ after the day's filming. I'm no ¹²_____ for detail, but some things are too obvious to miss. Didn't they have anyone working on ¹³_____? Another thing to look ¹⁴_____ for is the hovercraft on the river. I don't think that ¹⁵_____ of transport existed in the 1920s. What really spoilt it for me, though, was that one scene had to be filmed again later. They couldn't go back to the mansion so had to film the scene in the studio using back ¹⁶_____. The background you can see is obviously not Louisiana. The trees are completely different. If there's nothing better to do, go and watch it, otherwise, you can wait until it comes to your TV screen in a couple of years' time.

Extend your vocabulary

*29 Match the words in the box to the definitions.

.....
caption obituary ~~editor~~ columnist
circulation editorial by-line
.....

- 1 The person responsible for what stories go into the newspaper. editor
- 2 An article in a newspaper which gives the editor's opinion of a news story. _____
- 3 A person who writes regular articles for a newspaper, often on the same subject each time. _____
- 4 An article written about someone who has recently died. _____
- 5 A line at the beginning or end of an article which gives you the writer's name. _____
- 6 The information which appears under a photo telling you who it is of and what they are doing. _____
- 7 The number of copies of a newspaper or magazine sold each day/week. _____

VOCABULARY AND GRAMMAR

3 Complete the sentences with adjectives, nouns or verbs formed from *live* and *die*. (6 points)

- Wait for the scandal to die down a little.
- He's a larger than _____ character.
- It's a risky idea. I just hope you don't _____ to regret it.
- I wouldn't be seen _____ in that dress.
- I don't like _____ out of a suitcase and never seeing my family.
- I'm _____ for something to drink.
- Come on. We've made a fortune, now let's _____ it up a little.

4 Complete the sentences. Form new words from the words in capital letters. (6 points)

- Only 21% of the respondents (RESPOND) said they were confident about the future.
- Come on, get out of my house and take your _____ (BELONG) with you!
- She's a great actress but she can be rather _____ (ARGUE).
- It's a _____ (MAKE) of an old 1950s film.
- He's a brilliant _____ (CONVERSATION) and often appears on chat shows.
- I expected better _____ (REFRESH) than a glass of water and a sandwich.
- There were a lot of mistakes with _____ (CONTINUE) in the film.

5 Complete the sentences so that they mean the same as the original sentences. (4 points)

- The only possibility is that Paul gave those photos to the newspaper.
Paul must have given those photos to the newspaper.
- People say that life is getting better.
It _____
- Some people believe that Yetis exist.
It _____
- People knew he was a thief, but they didn't say anything.
It _____
- I can't prove that he copied my ideas, but there is no other explanation.
He _____

6 Complete the text with the correct forms of the words in brackets. (8 points)

One of the most popular jazz musicians in America was Glenn Miller. In December 1944, his plane disappeared on ¹ its (IT) route to Paris where Miller was going to play a concert. What ² _____ (HAPPEN)?

It has been claimed that his plane got lost in the fog and a bomb from a Canadian bomber fell right on top of it, ³ _____ (DESTROY) it completely. However, there ⁴ _____ (BE) other theories, although a lot of ⁵ _____ (THEY) are rather unbelievable. There is definitely a feeling that some of the theories are guilty of putting two and two together and coming up with anything except four. One idea is that Miller ⁶ _____ (SUFFER) a heart attack and died in Paris. According to other sources, Miller ⁷ _____ (SAY) to have been ill with cancer and died in Paris shortly after landing. ⁸ _____ (THIS) last two theories can't be true however, because Miller ⁹ _____ (NOT FLY) alone and the two officers with him have also never been found. Most people believe that the plane must have crashed over the sea because, if it had crashed over the land, the wreckage would have been seen.

7 Circle the correct words. (6 points)

The power of spin

The key word in the media over the last ten years has been 'spin'. ¹ Every/All/The whole government minister, sports club and film star seems to have a publicity agent trying to make their client look more favourable to the public. Even the England football manager had someone to advise him on how to improve his image. ² None/No one/Anyone seemed to think that maybe the best way to do this was to actually win a few matches.

The ³ whole/all/every journalistic profession has changed from finding out the facts for themselves to having ⁴ every/each/all their stories fed to them. Some newspapers have very ⁵ little/few/much real news at all, just publicity and marketing for those who can afford it. I remember when I was younger that there were a ⁶ lot/plenty/lots of excellent journalists and real investigative reporters. ⁷ Any/No/None of them would allow people to 'spin' stories to make them more favourable. In fact, if they had been given such stories, it would have made them even more determined to find out the truth.

СТРАТЕГИИ ВЫПОЛНЕНИЯ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ

В учебнике и рабочей тетради «Forward» для 11 класса представлены задания разных типов, используемых 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.

Далее, к заданиям, используемым в ЕГЭ по английскому языку, приводятся инструкции из контрольно-измерительных материалов. Следует отметить, что в экзаменационных материалах письменной части все инструкции даются на русском языке.

ЕГЭ по английскому языку

Письменная часть

Экзаменационная работа включает задания трёх уровней сложности: базового, повышенного и высокого. Задания базового и повышенного уровней не будут представлять большой сложности. Задания высокого уровня труднее, они рассчитаны на учащихся, обучавшихся по профильной программе (более 3 часов английского языка в неделю). Если во время экзамена вы испытываете затруднения с этими заданиями, не тратьте на них много времени. Выполняйте другие задания и вернитесь к трудным, выполнив более лёгкие задания.

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 ручек.

Общее время проведения письменной части экзамена — 180 минут.

К заданиям, используемым в ЕГЭ по английскому языку, приводятся инструкции из контрольно-измерительных материалов. Следует отметить, что в экзаменационных материалах письменной части все инструкции даются на русском языке.

Устная часть

В настоящее время устная часть ЕГЭ включает четыре задания — три базового уровня сложности и одно высокого уровня сложности.

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 необходимо выбрать одну из трёх фотографий и описать её, используя предложенный 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 фотографии 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.

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 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 на установление соответствия (Matching)

Задание 1 раздела «Аудирование» ЕГЭ базового уровня сложности

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз. В задании есть одно лишнее утверждение.** Вы услышите запись дважды. Занесите свои ответы в таблицы.

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 «Верно — Неверно — В тексте не сказано» (True — False — Not stated)

Задание 2 раздела «Аудирование» ЕГЭ повышенного уровня сложности

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

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 звучащего текста.

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» (Not stated) означает, что в звучащем тексте ничего не говорится по этому поводу.

Задания на выбор правильного варианта ответа из нескольких предложенных (Multiple choice)

Задания 3–9 раздела «Аудирование» ЕГЭ базового уровня сложности

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

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 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.

Задание на установление соответствия

Задание 10 раздела «Чтение» ЕГЭ базового уровня сложности

Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз. В задании один заголовок лишний.**

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.

Задание на заполнение пропусков в тексте предлагаемыми фрагментами

Задание 11 раздела «Чтение» ЕГЭ повышенного уровня сложности

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

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 выбор правильного ответа из нескольких предложенных (Multiple choice)

Задания 12–18 раздела «Чтение» ЕГЭ высокого уровня сложности

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

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 «Верно — Неверно — В тексте не сказано» (True — False — Not stated)

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 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.

Грамматика и лексика

Общие рекомендации

Внимательно читайте инструкцию к заданию. Приступая к выполнению задания, прежде всего прочитайте весь текст задания (ознакомительное чтение) и уловите его общее содержание. Не стремитесь заполнить первый пропуск при этом первом знакомстве с текстом. После того как вы поняли общее содержание текста, последовательность событий и т. п., внимательно прочтите фрагмент (предложение с первым пропуском) и заполните его. Выполнив всё задание, снова прочитайте текст и проверьте, не нарушили ли вы его логику.

Задание на заполнение пропусков в тексте нужной грамматической формой слова

Задания 19–25 раздела «Грамматика и лексика» ЕГЭ базового уровня сложности

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

В этом задании обычно предлагаются два небольших связанных текста с пропусками. На полях заглавными буквами даны слова, которые надо поставить в нужную грамматическую форму, чтобы заполнить пропуск. Прочитав текст и поняв его общее содержание, вернитесь к первому предложению с пропуском и внимательно перечитайте его — какая грамматическая форма нужна в этом контексте, чтобы текст оставался связным и логичным, чтобы не нарушалось его содержание? Посмотрите на слово на полях и решите, к какой части речи оно относится.

Есть определённый набор грамматических форм, владение которыми проверяется в этих заданиях. Для существительных это форма множественного числа; для прилагательных и наречий — сравнительная и превосходная степени сравнения; для глаголов — разнообразные видо-временные формы. В употреблении всех этих форм вы тренировались, выполняя задания рабочей тетради и учебника.

Задание на заполнение пропусков в тексте нужным родственным словом

Задание 11 раздела «Грамматика и лексика» ЕГЭ повышенного уровня сложности

Прочитайте приведённые ниже тексты. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **26–31**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **26–31**.

В этом задании предлагается небольшой связный текст с пропусками. На полях заглавными буквами даны слова, от которых при помощи суффиксов или приставок надо образовать однокоренные слова, чтобы заполнить пропуск. Прочитав текст и поняв его общее содержание, вернитесь к первому предложению с пропуском и внимательно перечитайте его — какая часть речи нужна в этом контексте, чтобы текст оставался связным и логичным, чтобы не нарушалось его содержание? Посмотрите на слово на полях и решите, какой суффикс или какую приставку следует использовать, чтобы образовать нужное по контексту слово, нужную часть речи.

Есть определённый список суффиксов и приставок, владение которыми проверяется в этих заданиях. Полный список вы найдёте в кодификаторе ЕГЭ на сайте ФИПИ www.fipi.ru. В использовании всех этих аффиксов для образования родственных слов вы тренировались, выполняя задания рабочей тетради и учебника.

Задания на выбор нужного слова из нескольких предложенных

Задания 32–38 раздела «Грамматика и лексика» ЕГЭ высокого уровня сложности

Прочитайте текст с пропусками, обозначенными номерами **32–38**. Эти номера соответствуют заданиям **32–38**, в которых представлены возможные варианты ответов. Обведите номер выбранного Вами варианта ответа.

В этом задании предлагается небольшой связный текст с пропусками и к каждому пропуску даются 4 слова, из которых только одно подходит для заполнения пропуска. Прочитав текст и поняв его общее содержание, вернитесь к первому предложению с пропуском и внимательно перечитайте его — какое слово вы бы здесь использовали, чтобы текст оставался связным и логичным, чтобы не нарушалось его содержание? Посмотрите на предложенные слова — скорее всего, вы найдёте нужное слово среди них.

Что поможет вам выбрать слово правильно? Знание слов и контекста их употребления. Часто предлагаемые слова похожи внешне, но имеют совсем разные значения, например *remember, receive, repeat, retell*. В других случаях выбор слова зависит от лексической сочетаемости, например *общий язык — common language*, а *общее правило — general rule*. Иногда важно «окружение» слова, грамматические формы связанных с ним слов, например *to succeed in doing sth*, но *to manage to do sth*. В рабочей тетради и учебнике вы выполняли много заданий подобного рода.

Письмо

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.

Личное письмо (Personal letter)

Задание 39 раздела «Письмо» ЕГЭ базового уровня сложности

Инструкция к этому заданию даётся на английском языке, и это поможет вам выполнить его правильно. Перед вами стоит несколько задач — ответить на вопросы друга по переписке, задать ему три вопроса по указанной теме и правильно организовать и оформить своё письмо в соответствии с нормами вежливости и традициями оформления личного письма на английском языке.

Помните:

- ваш краткий адрес (город, страна) надо написать в правом верхнем углу;
- под адресом следует написать дату (словами и цифрами или только цифрами);
- обращение «Dear ...» пишется слева на отдельной строке и после него ставится запятая;
- в первом абзаце письма следует поблагодарить друга по переписке за его письмо и дать ссылку на предыдущие контакты;
- во втором абзаце надо ответить на его вопросы;
- в третьем абзаце надо задать другу вопросы по указанной теме;
- далее на отдельной строке следует выразить надежду на дальнейшие контакты;
- прощальная фраза пишется также на отдельной строке;
- под ней на отдельной строке подпись (только имя автора письма, без фамилии, точка не ставится).

Развёрнутое письменное высказывание с элементами рассуждения «Моё мнение» (Opinion essay)

Задание 40 раздела «Письмо» ЕГЭ высокого уровня сложности

Инструкция и план ответа к этому заданию также даются на английском языке, что значительно облегчит вашу задачу при его выполнении. Вам необходимо внимательно прочитать предложенное высказывание, обдумать его и решить, согласны вы с ним или нет. Это решение, ваше согласие или несогласие, никак не повлияет на оценку вашего ответа. Важно суметь объяснить своё понимание проблемы (во введении); донести свою точку зрения, дать два-три убедительных аргумента в её защиту; сформулировать противоположную точку зрения, дать один-два аргумента её сторонников; затем поспорить с этой точкой зрения, объяснить, почему вы с ней не согласны, и дать свои контраргументы. В заключение надо ясно и чётко ещё раз (желательно другими словами) сформулировать своё мнение по предложенной проблеме.

На протяжении всей работы постарайтесь продемонстрировать богатый словарный запас и разнообразие грамматических структур, избегайте орфографических ошибок. Не забывайте также, что в отличие от личного письма с его неофициальным стилем в развёрнутом письменном высказывании с элементами рассуждения следует соблюдать нейтральный стиль, т. е. не использовать сниженной разговорной лексики (Cool!) и кратких форм глагола (I'm, didn't и т. п.).

Говорение

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.

Не повторяйте одни и те же слова и конструкции, старайтесь разнообразить свою речь, показывая высокий уровень владения языком.

Следите за временем.

Чтение текста вслух

Задание 1 устной части базового уровня сложности

Прочитайте текст про себя и постарайтесь понять его общее содержание, это поможет вам правильно расставить паузы. Помните, что служебные слова (артикли, союзы, предлоги, вспомогательные глаголы и т. п.) не являются в предложении ударными. Не пугайтесь незнакомых слов, читайте их по правилам или по аналогии со знакомыми вам словами. За выполнение этого задания вы получите только 1 балл, но техника чтения вслух будет необходима вам при дальнейшем обучении английскому языку в вузе, так что этому заданию необходимо уделить внимание на этапе подготовки к ЕГЭ.

Вы должны обязательно продемонстрировать следующие навыки в области произнесения звуков и их сочетаний:

- владеть правилами чтения и исключениями из правил, позволяющими произносить слова без грубых ошибок, искажающих смысл слова или приводящих к сбою коммуникации;
- дифференцировать и правильно произносить согласные [ð]/[θ] и [z]/[s], без замещения одних согласных другими (*this — zebra, think — sink*);
- дифференцировать и правильно произносить согласные [w] и [v] (*west — vest*);
- дифференцировать и правильно произносить гласные [ɔ:] и [ɜ:] (*walk — work, form — firm*);
- владеть «связующим r» (*linking r*), т. е. озвучивать конечную r/re в позиции перед гласной (если с гласной начинается следующее слово), например *where is ..., there are ...*).

В области интонации при чтении вслух вы должны обязательно продемонстрировать следующие навыки:

- расстановка пауз — правильное деление текста на смысловые группы (отрезки) с помощью пауз, варьирующихся по длине (более короткие внутри предложения — более длинные в конце предложения);
- расстановка фразового ударения — чередование ударных и неударных слов в зависимости от характера слов (служебные части речи — знаменательные части речи);
- использование нисходящего тона для законченной смысловой группы;
- использование восходящего тона для оформления незаконченной группы, перечисления;
- правильное интонационное оформление разных коммуникативных типов высказывания.

Условный диалог-расспрос

Задание 2 устной части базового уровня сложности

В этом задании вам нужно задать пять прямых, грамматически правильных вопросов по указанным пунктам на основе рекламного объявления. Сокращённые вопросы типа *Could you tell me about the price?* и *What about ...* не принимаются и оцениваются в 0 баллов. Вопрос, начинающийся с вежливого оборота *Could you tell me ...?*, принимается, только если за ним следует полный косвенный вопрос с соответствующим порядком слов, т. е. *Could you tell me where the hotel is situated?* Владение грамматической нормой экзаменуемый демонстрирует, используя в продолжение прямого вопроса придаточное предложение (косвенный вопрос). Если в придаточном предложении используется вопросительный порядок слов *Could you tell me where is the hotel situated?* — это грамматическая ошибка, вопрос не принимается и оценивается 0 баллов. Если фонетические и лексические ошибки препятствуют коммуникации, то ответ оценивается 0 баллов.

Описание фотографии

Задание 3 устной части базового уровня сложности

Task 3. Imagine that these are photos from your photo album. Choose one photo to present to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). Remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: 'I've chosen photo number...'

Внимательно рассмотрите три фотографии и выберите для описания ту, которая вам понятна и которая даёт вам возможность наилучшим образом продемонстрировать умения монологической речи.

Начните с вступительной фразы, обращённой к вашему другу (помните, что вы «показываете» ему фотографию): например, *Look at this photo! Do you like it?*

Далее опишите фотографию, строго следуя плану — так вы не упустите нужных деталей и логично выстроите свой ответ. Завершите свой рассказ о фото заключительной фразой, например: *That's what I wanted to tell you.*

Чтобы получить высокий балл, вам нужно дать ответ, включающий 12–15 фраз.

Сравнение двух фотографий

Задание 4 устной части высокого уровня сложности

Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the activities presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

Это задание более сложное, чем три предыдущих задания. Оно требует больше рассуждений, а значит, и более высокий уровень владения английским языком. Здесь нельзя ограничиться описанием двух фотографий по отдельности, их надо сравнить, найти общее и различное, высказаться о своих предпочтениях и объяснить эти предпочтения.

Помните, что выразить своё мнение нужно не о фотографиях, а о том, что на них изображено: разные виды отдыха, разные профессии, разные увлечения и т. п. Для успешного выполнения этого задания необходимо владеть значительным лексическим запасом и репертуаром грамматических конструкций.

Present and past tense forms

Present tense forms

Present Simple

We use the Present Simple to talk about:

- a habits and routines.
He always **gets up** at seven o'clock.
- b permanent situations and facts.
Water **boils** at 100 °C.
- 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:

- a actions in progress at the time of speaking.
What **are you doing**? I'm **looking** for my glasses.
- b 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.
- c 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:

- a 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)

- b recent actions with a present relevance/result.
You've **lost** weight. (since I last saw you)
You've **had** your hair cut. (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!
- c states which began in the past and which are still true and continue up to now. For this use of the Present Perfect, it is normally necessary to state how long the state has lasted for.
I've **known** my girlfriend for eight years.
- d 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:

- a 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.
- b 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, not the Present Perfect 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 tense forms

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 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.)

b 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 another 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.)

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:

a it is one of many of the same class.

This is my brother. He's **a** mechanic. (There are many mechanics in the world.)

b 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 **a** month.

There's a boat **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:

a the thing or person was mentioned before.

Where's **the** dog you were telling me about? (previously mentioned)

b the thing or person is unique (there is only one).

Don't look at **the** sun, you'll hurt your eyes. (unique)

c the thing or person is clearly specified.

Meet me at **the** statue on the corner of Park Road and Elm Avenue. (clearly specified)

d 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.)

e 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* in the following cases:

when the noun is preceded by a **superlative**:

Mountain Everest is the highest mountain in the world.

when the noun is preceded by an **ordinal numeral**:

I live on **the** second floor of a block of flats.

decades: I was born in the **1990s**.

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. Uncountable nouns and countable nouns and singular uncountable nouns are used with no article in this general sense.

That's too much! **Butter** is very fattening! (butter in general, all butter)

Holidays are so relaxing. (holidays in general, all holidays)

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, the Russian Federation (but Russia).

• **months and years**: I was born in January, 1979.

Future forms

will ('ll)

We use *will*:

a 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.)

b 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*:

a 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)

b 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:

a 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.

b in a subordinate clause after words like *when, as soon as, before, after, until, till*.

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~~)

When the lesson **finishes** (NOT ~~will finish~~), I'm **going** home.

Future Continuous (*will + be + Participle I*)

We use the Future Continuous to talk about:

a 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.

b 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 + Participle II*)

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 we say *a* or *one* (*in a week's time*, *in one day's time*).

Unit 1, page 4

Present and past habits

Present habits

Present habits can be expressed in three different ways:

a Present Continuous. This structure adds an emotional interpretation to the habit, indicating that it is repeated more than usual and that it provokes an emotion in the speaker, either negative or positive. To distinguish between this use of the Present Continuous and talking about things happening now, we use adverbs such as *always*, *constantly* or *forever* to emphasise the habitual nature of the action.

He's **always drumming** his fingers on the desk.
(negative emotion, annoyance)

She's **forever telling** me that she loves me.
(positive emotion, pleasure)

b *will + infinitive*. We use it to talk about behaviour which is typical or characteristic of the person doing it.
On Sunday mornings at nine o'clock, he'll **get** the car out and wash it.
When my sister uses the car, she'll always **check** her hair in the mirror before she starts.

c Present Simple. We use it to talk about a habit purely as a factual thing with no emotional response to the habit on the speaker's part.
I **get up** at eight o'clock.
He often **watches** TV in the evening.

Past habits

Past habits can be expressed in three different ways:

a *used to + infinitive*. We can use this structure to talk about past states and past habits. We can't use it for single past actions. The use of *used to* implies that the situation is no longer true.

When I was younger, I **used to live** in a caravan.
(past state — I no longer live in a caravan)

When I was a child, I often **used to visit** my aunt.
(past habit — I don't visit my aunt now)

NOT ~~Last week I used to go to hospital.~~ (not possible, single action)

b *would + infinitive*. We can use this structure to talk about past habits. We can't use it for single past actions or past states.

When I was a child, I **would** often **visit** my aunt.
(past habit)

NOT ~~Last week I would go to hospital.~~ (not possible, single action.)

NOT ~~When I was younger, I would live in a caravan.~~ (not possible, past state)

When talking about past memories, we often use different structures to add variety to our writing. The contracted form of *would* (*'d*) is very popular when talking about childhood memories. *Used to* is generally used to introduce a topic, whereas *would* is used once the topic has been introduced. *Would* is often used with a time specified, whereas *used to* can be used without a time.

I **used to** go out a lot. (Introducing the topic. No stated time.) On Saturdays, I'd **go** to the cinema with my friends and we'd always **have** a burger afterwards. (*would* to continue the topic with the time mentioned)

c Past Simple. We use it to talk about single past actions, past states and past habits.

Last week I **went** to hospital (single action)

When I was younger, I **lived** in a caravan. (past state)

When I was a child, I often **visited** my aunt. (past habit)

Unit 1, page 8

would prefer/would rather

We use *would prefer* or *would rather* to state what we would like to do or would like others to do in the present or future.

We use *would prefer/would rather*:

a to talk about what the subject of the sentence wants to do.

would prefer + (not) + infinitive

I **would prefer** (not) to speak about it.

My parents **would prefer** (not) to live here.

would rather + (not) + infinitive without to

I'd **rather** (not) go to bed.

She'd **rather** (not) stay at home.

b to talk about what the subject of the sentence would like others to do.

would prefer + object pronoun + infinitive

He **would prefer** me to go with him.

We **would prefer** them not to eat here.

would rather + subject pronoun + Past Simple
I'd rather they didn't come with us.
She'd rather we were quieter.

Unit 2, page 12

Past Perfect and Past Perfect Continuous

The narrative tenses are those used when talking about events that happened in the past. These are: Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous. For notes on Past Simple and Past Continuous see page 94.

Both the Past Perfect and Past Perfect Continuous are used to talk about an action taking place before another past action and they are both used when, without the tense, it wouldn't be clear in which order the events happened.

When we **got** there, he **had left**. (He left before we got there.)

When we **got** there, he **left**. (He left when we got there.)

Past Perfect

Subject + *had (not)* + Participle II

We use the Past Perfect to talk about:

- a** completed actions that took place before a specific point in the past.

When I finished work, I **had written** three reports. (the writing of the reports was completed)

- b** states that started before a specific point in the past and were still in progress at that point. For this use of the Past Perfect, it is normally necessary to state how long the state had lasted for.

When we got married, we **had known** each other for seven months. (We met seven months before we got married and still knew each other when we got married.)

Past Perfect Continuous

had (not) + been + Participle I

We use the Past Perfect Continuous to talk about:

- a** an activity which started before a second past event and was still in progress, or had recently finished when the second event happened. We often say how long the activity had been going on. When we arrived, they **had been playing** for three hours. (and were still playing)

When we arrived, they **had been playing** for three hours. They looked exhausted. (they had just stopped playing)

We cannot use state verbs with the continuous form. With state verbs we use the Past Perfect to express this meaning (please see above).

- b** an activity that was in progress before a second past event, and, although it had finished before the second event, the results of the activity were still evident.

When I went into the room, I knew someone **had been cleaning** it. (there was a vacuum cleaner in the centre of the room).

When the emphasis of the sentence is on the completed action, we use the Past Perfect. When we want to show that the action is not complete or to emphasise the result of the activity, we use the Past Perfect Continuous.

When I woke up, I saw that my brother **had cooked** dinner. (it had been completed)

When I woke up, I saw that my brother **had been cooking** dinner. (It hadn't been completed, or the result was that the kitchen was a mess.)

The following time expressions can be used with the Past Perfect tense forms: *when, after, because, as, before, by, by the time*.

By/by the time has the meaning of 'at some point before'. *By* is followed by a time, whereas *by the time* is followed by a verb in the Past Simple.

By the time we arrived, they **had** already left.

By six o'clock they **had** already left.

By the time we stopped for lunch, I **had been playing** for two hours.

By lunchtime I **had been playing** for two hours.

Unit 2, page 12

Participle clauses

Participles can be used to shorten and link sentences, replacing a number of words.

We use Participle I clause (verb + *-ing*) to talk about two activities happening at the same time or happening one after the other almost simultaneously, in the order that they are mentioned.

I was feeling rather tired, so I decided to go to bed.

Feeling rather tired, I decided to go to bed. (the feeling and the decision were made at the same time)

We use Perfect Participle clauses (*having* + Participle II) where one event happened at an earlier time than another.

When I saw the film, I knew the story because I had read the book.

Having read the book, I knew the story when I saw the film.

When using participles, the subject of both the participle clause and the main clause must be the same. Be careful with passive structures which may look as if the subject is the same.

Walking home, I saw my friends.

While I was walking home, I saw my friends.

NOT ~~Walking home, my friends saw me.~~ (*My friends* are the subject of the second clause.)

NOT ~~Walking home I was seen by my friends.~~ (This is a passive form. The subject of the second clause is not *I*, it is *my friends*.)

Participle clauses can be used to replace the following linking words: *and, after, because, so, while*.

I washed my teeth and went to bed.

After I washed my teeth, I went to bed.

Having washed my teeth, I went to bed.

I felt bored, so I switched on the TV.

I switched on the TV because I felt bored.

Feeling bored, I switched on the TV.

While I was sitting in the living room, I heard a noise outside.

Sitting in the living room, I heard a noise outside.

Unit 3, page 20

Infinitives and gerunds

Infinitives

We use an infinitive with *to*:

a to explain the purpose of an action.
He went to the post office **to buy** a stamp.

b after certain verbs.
He **managed to escape** from the prison.
They **agreed to meet** us at five o'clock.

Verbs which are always followed by the infinitive with *to* include: *agree, appear, attempt, decide, manage, offer, plan, pretend, promise, refuse, tend, expect, want, help* (*help* can also be followed by the infinitive without *to*).

He **helped to make** a cake.

He **helped make** a cake.

Some verbs are followed by a direct object followed by the infinitive.

They **encouraged us to try** again.
He **forced his friend to go** with him.

Verbs which follow this pattern include: *allow, encourage, force, persuade, expect, want, help* (*help* can be used with or without a direct object with no change in meaning).

He **helped (me) (to) make** dinner.

Want and *expect* can be used with or without a direct object with a change in meaning.

I **want to go** shopping.

I **want you to go** shopping.

I **expect to do** well in my exams.

I **expect you to do** well in your exams.

c after certain adjectives.
It is **dangerous to play** in the road.
It can be **difficult to keep** going.

Adjectives which are followed by the infinitive include: *dangerous, difficult, easy, helpful, likely*.

Infinitive without *to*

We use the infinitive without *to* with the verbs *let* and *make*. Both verbs follow the pattern:

let/make + direct object + infinitive without *to*

He **let** them **stay** for the night.

She **makes** us **clean** the kitchen.

Gerunds

We use a gerund (*-ing* form) in the same way as a noun:

a as the subject of the sentence.
Eating fast food is unhealthy.
Playing sports can help us to live longer.

b after certain verbs.
I **can't stand watching** soap operas.

Do you **fancy having** a picnic?

Verbs which are followed by the gerund include: *avoid, can't stand, consider, don't mind, enjoy, fancy, imagine, involve, risk, suggest*.

c after prepositions.
I'd like you to think about **joining** our company.
I'm in charge of **buying** the food.
Do you feel like **playing** tennis?

Infinitive or gerund

There are some verbs which can be used with both the infinitive or gerund with no difference in meaning. These include: *begin, continue, hate, love, prefer, start*.

I started **to swim/swimming** when I was five. (either can be used)

However, we try to avoid repetition of form.

I was **starting to swim**. (NOT *swimming*. We use the infinitive to avoid two *-ing* forms together.)

be used to and *get used to*

We use these structures to talk about new and unusual experiences that are different from what we have experienced before.

I **am not used to getting up** early. (Getting up early is completely new and strange to me.)

I **am used to getting up** early. (Getting up early is normal for me because I have done it so often. It may be that I have always been used to it or that I got used to it at some point.)

I **got used to getting up** early. (Getting up early is now normal for me although it wasn't in the past.)

I **am getting used to getting up** early. (It is becoming easier to get up early as I have been doing it for a while now. It is still not totally normal though.)

Unit 3, page 24

-ing/to

Some verbs can be followed by either a gerund or infinitive with a change in meaning. The most common of these are:

remember

I **remember locking** the door. (I have the memory of the event in my head.)

I **remembered to lock** the door. (I didn't forget to do it and I locked it.)

forget

I **forgot to lock** the door. (I didn't do it.)

I'll **never forget meeting** the Queen. (I met the Queen and the memory will stay with me.)

Forget + gerund is usually used in negative sentences. For positive statements, it is more usual to say *I can't remember doing something* than *I forget doing something*.

try

I **tried to cook** Chinese food. (I made an effort, but it was difficult.)

I **tried cooking** Chinese food. (I'd never done it before and was interested to see what it would taste like. I experimented.)

stop

We **stopped watching** TV. (We were watching TV and then did something else.)

We **stopped to watch** TV. (We were doing something else which we stopped doing so that we could watch TV.)

like

I **like going** shopping in the evening. (I enjoy shopping.)

I **like to go** shopping in the evening. (I don't necessarily enjoy shopping, but doing it in the evening is the best option for me for some reason — the shops are emptier, I have more time, etc.)

Unit 4, page 30

Modal and related verbs

Modal verbs are used to express obligation and necessity, advice, possibility, etc.

There are a number of rules for modal verbs:

- They are unchanging (i.e. there is only one form), so they don't take 3rd person -s and can't have an -ed past form. Sometimes could is referred to as the past form of can, but it is, in fact, a separate verb which sometimes has this function.
- They cannot be preceded or proceeded by to.
- You cannot use two modals together.
- They are always followed by a verb in the infinitive without to.
- To make questions with modals, we invert the subject and the modal verb. (I can → Can I?)
- To make negatives with modals, we add not to the modal. (I can → I cannot /can't)

Obligation and necessity

Modal verb: *must*.

Non-modal expressions: *have to/have got to, need to*.

Related verbs: *be required to, be obliged to*.

We use *must* to talk about what is right or necessary. There is no choice.

They **must** be home by ten o'clock.

Have to has the same meaning as *must*, but, as it is not a modal verb, it can be used in other tenses.

He **had to** join the army when he was eighteen. They **will have to** get up at six o'clock tomorrow morning.

Must is a modal verb and expresses the opinion of the speaker. It is often used to show that the obligation comes from the speaker. *Have to/have got to* are often used to indicate that the obligation comes from the situation or from an external source.

I **must** get my hair cut. (It is my idea.)

I **have to/have got to (I've got to)** get my hair cut. (Somebody else has told me to or it is necessary because of the situation, e.g. a new job.)

Need to is similar to *have to* in that it isn't a modal verb and can be used in different tenses.

I **need to** buy some books.

We **will need to** set off early tomorrow.

Related verbs

We use verbs like *be required to* and *be obliged to* to talk about obligation in different tenses.

We **are required to/obliged to** give a speech once a week.

They **were required/obliged to** switch off their mobile phones.

Duty and advice

Modal verbs: *should/shouldn't, ought to/oughtn't to*.

Related verb: *be supposed to*.

We use *should/shouldn't* to give advice in the present or for the future. *Should/shouldn't* are also sometimes used for rules and instructions although the meaning is weaker than *must*.

You **shouldn't** eat so much sugar. (present advice)

When you go to America next year, you **should** visit Salt Lake City. (advice about the future)

We **should** do at least three hours homework each evening. (present duty/rule)

Ought to/oughtn't to have a very similar function as *should/shouldn't*. They are also modal verbs, so they cannot be used in different tenses. *Oughtn't to* is possible but much less common than *shouldn't*.

You **ought to** get your hair cut.

You **oughtn't to** speak like that.

We use *be supposed to* to talk about what *should/shouldn't* happen according to rules or what is generally expected. It sometimes implies that the rules are broken.

We **were supposed to** go to bed at ten o'clock. (but we didn't)

All people **are supposed to** pay taxes. (but a lot of them don't)

No obligation

Modal verb: *needn't*.

Non-modal expressions: *don't have to, don't need to*.

Related verbs: *not required to, not obliged to*.

Don't have to means that something isn't necessary. It can be used in different tenses by changing the tense of the auxiliary verb.

I **don't have to** wear a uniform at school.

My father **didn't have to** wear a uniform at school.

My children **won't have to** wear a uniform at school.

Don't need to has the same meaning and form as *don't have to*. It can be used in different tenses by changing the tense of the auxiliary.

We **don't need to** change anything in our new house.

We **didn't need to** change anything in our new house.

We **won't need to** change anything in our new house.

Needn't is a modal verb and can only be used in the present. It has the same meaning as *don't need to*.

You **needn't/don't need to** worry.

We use *not required to* and *not obliged to* to show a lack of obligation. They can be used in any tense by changing the form of the verb *to be*.

We are **not required to** stay late tonight.
They **weren't obliged to** sign anything.
You **won't be required to** move house.

Ability

Modal verbs: *can/can't, could/couldn't.*

Non-modal expression: *(not) be able to.*

Related verbs: *manage to, succeed in.*

We use *can/can't* and *could/couldn't* to describe ability or lack of ability.

I **can** swim.

He **can't** cook.

They **could** sing very well when they were young.

Could is used to talk about general past abilities but not specific events (apart from those which involve the senses). For completed, specific abilities in the past we have to use *be able to* in affirmative sentences.

I **could** swim when I was seven. (general ability)

As the smoke cleared, I **could** see him standing in front of me. (specific event involving senses)

When the boat sank, he **was able to** (NOT could) swim to the shore. (specific event)

In negative sentences, both *be able to* and *could* are possible. Therefore, we can use both *couldn't* and *not be able to* for specific and general past abilities.

I **couldn't/wasn't able to** swim when I was five. (general ability)

He **couldn't/wasn't able to come to** the lecture on time. (specific event)

We can use *be able to* for general and specific abilities in all tenses.

Past: I **was able to** visit the British Museum.

Present: He **is able to** calculate complicated equations in his head.

Future: They **will be able to** tell us the answer next week.

Present Perfect: He **hasn't been able to** get the tickets yet.

We use *manage to* and *succeed in* for completed, specific past abilities but not for general abilities. *Manage to* is followed by the infinitive, while *succeed in* is followed by the gerund.

When the building caught fire, he **managed to** escape/**succeeded in** escaping by jumping through the window.

Permission

Modal verbs: *can, could, may.*

Related verbs: *be allowed to, be permitted to.*

We use *can/could* to ask for and give permission.

In positive and negative statements about permission *could* is used to talk about past permission.

I **can** go out tonight.

When I was young, I **could** go out at night.

In questions *can* and *could* both have a present meaning. *Could* is used with *I* and *we* only and is more polite than *can*.

Could I leave early tonight?

Can I leave early tonight?

When asking other people if they have permission to do something we use *can*, not *could*.

Can you leave early tonight?

We can also use *may* as a more polite form of *can/could* in the first person questions.

May I leave early today?

May we see the menu, please?

We can use *be allowed to* and *be permitted to* instead of a modal verb to talk about permission. They can be used in different tenses by changing the form of the verb *to be*.

I **have been allowed to** see you again.

Will you **be allowed to** come on holiday with us?

We **were** only **permitted to** have two days off last year.

Prohibition

Modal verbs: *mustn't, can't, couldn't.*

Related verbs: *be forbidden to, not allowed to.*

We use *mustn't* to say that something is not allowed in the present or as a general truth.

You **mustn't** speak. (now)

You **mustn't** speak during exams. (general truth)

Can't is very similar in meaning to *mustn't*.

You **can't** go in there. (now)

You **can't** go to the park at night. (general truth)

We use *couldn't* to talk about prohibition in the past. When we were young, we **couldn't** watch TV on school days.

We use *be forbidden to* and *not allowed to* to talk about prohibition. They can be used in different tenses by changing the tense of the verb *to be*.

It **is forbidden to** open that box.

They **weren't allowed to** go swimming.

He **won't be allowed to** keep his medal.

Possibility

Modal verbs: *can, could, might.*

Related expressions: *be likely to, be bound to.*

We use *can* to talk about general possibility.

Life **can** be difficult at times.

The nights **can** be cold at this time of year.

We use *could/might* to say that a specific thing is possibly true.

He **could** be the murderer.

They **might** know the answer.

We use *can/could* to talk about a possible, although not very likely, future action.

When we finish this work we **can/could** have a cup of coffee.

We use *might* to talk about an uncertain future intention. After the match, I **might** have something to eat with Paul.

We use *be likely to* and *be bound to* to talk about possibility. *Be bound to* means that something is almost certain to happen. *Be likely to* is not as certain as *be bound to*.

We're **likely to** find out the answer in a few days.

We're **bound to** arrive soon.

The different modal verbs can be used to show a different degree of certainty on the part of the speaker.

This **must** be the right place. (I'm sure it is.)

This **could/might/may** be the right place. (It's possible, but I don't know.)

This **can't** be the right place. (I'm sure it isn't.)

Reported Speech

We use Reported Speech to enable us to report what somebody else has said. Depending on when and where we are doing the reporting, there may be structural and vocabulary changes that need to be made.

Reporting statements

When using Reported Speech we usually move tenses 'one back' into the past. There may also be changes needed to time and place expressions. A full table of tense changes and structures which don't change is given below.

Structures used in direct speech	Structures used in reported speech
Tenses Present Simple 'I study French.' Present Continuous 'I'm having a great time.' Present Perfect Simple 'I've spent too much money.' Present Perfect Continuous 'I've been working .' Past Simple 'I left home at seven o'clock.' Past Continuous 'I was eating .' Future Simple 'They'll be there soon.'	 Past Simple He said (that) he studied French. Past Continuous She said (that) she was having a great time. Past Perfect Simple He said (that) he had spent too much money. Past Perfect Continuous She said (that) she had been working . Past Perfect Simple She said (that) she had left home at seven o'clock. Past Perfect Continuous She said (that) she had been eating . Future-in-the-Past He said (that) they would be there soon.
Modals can 'I can make a cake.' may 'I may not be able to come.'	 could She said (that) she could make a cake. might He said (that) he might not be able to come.
Conditionals First Conditional 'If we're late, we'll get a taxi.'	 Second Conditional He said (that) if they were late they would get a taxi.
Structures which don't change when reported	
Tenses: Past Perfect, *Past Perfect Continuous. Modals: <i>could, would, might, should.</i> Conditionals: Second Conditional, *Third Conditional.	
Time and place expressions	
this 'I like this picture.' this/that 'I know that girl in the picture.' here 'We're staying here .' now 'I'm going now .' today 'It's my birthday today .' tonight 'I want to see you tonight .' this evening 'I'm not doing anything this evening .' tomorrow 'I'm working tomorrow .' next week (month/year, etc.) 'I'll see you next week .'	 that He said (that) he liked that picture. the He said (that) he knew the girl in the picture. there They said (that) they were staying there . then He said (that) he was going then . that day She said (that) it was her birthday that day . that night He said (that) he wanted to see me that night . that evening He said (that) he wasn't doing anything that evening . the next/following day She said (that) she was working the next/following day . the next/following week (month/year, etc.) He said (that) he would see us the next/following week . the day before He said (that) he had been at home the day before . the week before/the previous week (month/year, etc.) He said (that) he had sold the car the previous year .

Reporting questions

a *wh-* questions

ask + (object) + question word (*where, when, who, whose, what, why, which, how*) + subject + verb
 Where have you been? He asked (me) where I **had been**. (NOT ~~where had I been~~)
 What do you study? She asked (me) what I **studied**. (NOT ~~what did I study~~)

b *yes/no* questions

ask + (object) + *if/whether* + subject + verb
 Do you like art? He **asked (me) if/whether** I liked art. (NOT ~~if/whether did I like~~)
 Are you a musician? She **asked (him) if/whether** he was a musician. (NOT ~~if/whether was he~~)

Reporting orders, commands and requests

reporting verb (*told, ordered, warned, etc.*) + direct object + (*not*) *to* + infinitive

Look out! He **warned us to look out**.
 Don't move! She **told us not to move**.

No change in meaning

Sometimes we don't have to change the tense when reporting what somebody has said. There are three reasons why we may choose not to do so.

- a The reporting verb is used in a present tense (Present Simple or Present Perfect).
 My brother **says** that he's **going** to university.
 Scientists **have said** that the climate **will** change.
- b The message being reported is very recent and so still true.
 A: I'm **going** out tonight.
 B: What did he say?
 C: He **said** he's **going** out tonight.
- c When reporting a fact that the speaker believes to be true.
 My science teacher **said** that ice **melts** at 0 °C.
 (I believe this fact to be true.)
 My science teacher **said** that ice **melted** at 20 °C.
 (I don't believe that this is true.)

We don't have to change the time or place referred to when:

- the reporting is being done very soon after the original statement.
 I'm going on holiday **tomorrow**.
 (Reporting very soon afterwards) He **said** he's **going** on holiday **tomorrow**.
 However, if the reported statement is taking place on a different day, the time expression has to be changed.
 I went to the cinema **yesterday**.
 (Reporting a few days later) He **said** he **had been** to the cinema **the day before**.
- the reporting is done in the same place as the original statement was made.
 I'm staying **here**. He **says** he **is staying here**.
 (The reported statement is made in the same place and at a similar time.)
 He **said** he **was staying there**. (The reporting is made from a different place and at a different time.)
- with determiners *this* and *that*.
 I like **this** record.
 He said he liked **this** record. (We have the record with us or it is playing.)
 He said he liked **the/that** record. (We haven't got the record or it isn't playing.)

In writing, however, it is recommended to observe the basic rules of reported speech (see the table on page 101).

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Reporting verbs and their patterns

There are many verbs which can be used in place of *say* and *tell* when reporting what somebody has said. There are also a number of verb patterns which these verbs are used with. Often one verb can be used with more than one pattern.

Verbs	Verb patterns/Examples
verb + (that) + reported statement	
<i>admit, agree, complain, deny, explain, insist, promise, recommend, regret</i>	He explained (that) he wasn't feeling well. She complained (that) she had wasted her time.
verb + object + (that) + reported statement	
<i>advise, persuade, promise, remind, tell, warn</i>	He reminded them (that) the meeting would start soon. She promised us (that) we would be first.
verb + (not) + infinitive	
<i>agree, decide, offer, promise, refuse, threaten</i>	He agreed to help us with our writing. She threatened not to give us our money.
verb + object + (not) + infinitive	
<i>advise, ask, encourage, invite, order, persuade, recommend, remind, tell, warn</i>	They encouraged us to work hard. He persuaded them not to go swimming.

Verbs	Verb patterns/Examples
verb + (not) + gerund	
<i>admit, advise, deny, recommend, regret, suggest</i>	She suggested going to see a film. I regret not telling her about it sooner.
verb + preposition + (not) + gerund	
<i>apologise for, insist on, object to</i>	He insisted on coming with us. He apologised for not finishing on time.
verb + object + preposition + (not) + gerund	
<i>accuse somebody of, blame somebody/something for, congratulate somebody on, criticise somebody for, praise somebody for, suspect somebody of</i>	He congratulated us on winning first prize. They praised her for not following the other children into danger.
verb + (that) + should (this gives the indication that the action is necessary)	
<i>demand, insist, propose, recommend, suggest</i>	He recommended (that) we should see the film immediately. I suggest (that) we should have another meeting tomorrow.
verb + (that) + Present Simple/Past Simple clause	
<i>demand, insist, propose, recommend, suggest</i>	He proposed (that) they start/started immediately.

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The Passive

The Passive is formed by using the verb *to be* + Participle II. To change tense, the verb *to be* changes tense, but Participle II never changes. Most tenses have a passive form although perfect continuous forms

(Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous) are generally avoided because *been being* sounds awkward.

Forming the Passive in different tenses:

Tenses	Passive form	Example sentence
Present Simple	<i>am/is/are</i> + Participle II	Mobile phones are used every day.
Present Continuous	<i>am/is/are</i> + <i>being</i> + Participle II	My DVD player is being repaired at the moment.
Present Perfect	<i>has/have</i> + <i>been</i> + Participle II	We have been given a new car.
Past Simple	<i>was/were</i> + Participle II	It was stolen last night.
Past Continuous	<i>was/were</i> + <i>being</i> + Participle II	They were being shown around the factory.
Past Perfect	<i>had</i> + <i>been</i> + Participle II	We didn't know what had been said .
<i>going to</i>	<i>am/is/are</i> <i>going to be</i> + Participle II	They are going to be tested later.
Modal verbs	modal verb + <i>be</i> + Participle II	This problem must be solved as soon as possible. You will be taken to your rooms as soon as you arrive.

Other passive structures

Verbs which are followed by the gerund and infinitive (see pages 98–99) are also followed by a gerund or infinitive passive.

The passive infinitive

main verb + *to be* + Participle II

We **were forced to work** until ten o'clock.

My brother **is allowed to stay** out late on Saturdays.

Be allowed to is the passive form of *let*.

Active: Our parents let us (allow us to) stay up late.

Passive: We **are allowed to** stay up late (by our parents).

The passive gerund

main verb + *being* + Participle II

My father likes people **giving** him presents.

My father **likes being given** presents.

Reasons for using the Passive

a Speaker's choice.

The speaker may decide to emphasise one word more than another. This could be for reasons such as to grab the attention of the reader or to make the text more personal.

You **will be driven** to your hotel by one of our friendly guides in our luxury limousine. (The advert wants to sound personal so starts with *you* even though the friendly guide and the luxury limousine are also important.)

b We are more interested in the object than the subject.

Hamlet was written (by Shakespeare) in 1600. (We are interested in the play *Hamlet* so, in this instance, the writer is not important or, very probably, has already been mentioned earlier and we don't need to repeat the fact.)

c The agent is unknown, obvious or unimportant. If we want to say who or what the agent is, we can add this information using *by* after the verb.

He **was arrested** (NOT ~~by the police~~) last night. (It is obvious that the police did the arresting, so it is unnecessary to state this.)

Our house **was burgled** (NOT ~~by someone~~) last night. (We don't know who did it, so it is unnecessary to mention the agent.)

We **were given** loads of homework today. (It is obvious that it was our teacher who gave it to us.)

d To remove blame or responsibility for an action.

It **has been decided** to reduce your pay. (I made the decision, but I don't want you to blame me.)

e To make the sentence more official and impersonal.

A meeting **has been proposed** by the Prime Minister so that the government and union officials can discuss their differences. (A typical newspaper report using the passive to make the article more formal.)

You've **been warned** about your appearance before. (This takes away the personal factor of who gave the warning and makes it sound more like a general warning that must be obeyed.)

Passives with two objects

Some sentences can have two direct objects. Common verbs with which this pattern occurs are: *give, send, promise, teach, hand, offer, pay, show*.

The Ultima email programme offers **you** (1st object) **an easier way of sending emails** (2nd object).

This ecological disaster should have taught **us** all (1st object) a **valuable lesson** (2nd object).

In such situations Passives can be formed starting with either of the two direct objects. The choice depends on what we are most interested in.

The Ultima email programme **offers** you an easier way of sending emails. (An advert for the product which wants to put the product's name at the start of the sentence.)

An easier way of sending emails **is offered** by the Ultima email programme. (An article on email programmes which is emphasising the benefit of the programme.)

You **are offered** an easier way of sending emails by the Ultima email programme. (A more personal advert which is emphasising *you* to make it sound as if you are the only customer.)

Unit 7, page 52

Expressing dissatisfaction and regret

Present dissatisfaction

I wish/If only + past tense form

This is usually used to talk about the speaker's own situation (i.e. present regrets) although it can be used in the second and third person if changes to their situation would benefit the speaker in some way.

I wish/If only I **was** rich. (but I'm not)

I wish/If only I **could** fly. (but I can't)

I wish/If only I **had** a bigger house. (but I don't)

I wish/If only you **were** here. (but you're not and I miss you)

I wish/ If only they **had** a car. (but they don't, so they can't take me somewhere in it)

I wish/If only + *would(n't)* + infinitive

This is used in the second and third person only and is used when we want a situation to change, generally because it is annoying to us in some way. We cannot use it to talk about situations which annoy us but are impossible to change. When we refer to our own annoying habits, we use *wish* + past form.

I wish/If only you **wouldn't bite** your nails. (because it upsets me)

I wish/If only the train **would hurry up**. (because I'm tired of waiting for it)

I wish/If only my sister **was** older. (NOT ~~I wish/If only my sister would be older.~~)

I wish I **didn't bite** my nails/I wish I **could stop biting** my nails. (NOT ~~I wish I wouldn't bite/I would stop biting my nails.~~)

should(n't) + infinitive

We use it to talk about dissatisfaction with your own situation or about others. When talking about others it has the function of criticising or giving advice and can show that the speaker is unhappy with the situation.

I **should** be rich by now. (I'm not rich and I'm upset by the fact.)

I **shouldn't** be working in this factory. (I am unhappy about my job in the factory.)

You **should** change your job. (advice)

You **should** do your own homework. (advice — it would be good for you or annoyance — I don't like you copying me all the time)

You **should** do something about your hair. (advice and criticism)

had better + *(not)* + infinitive

This can be used to talk about yourself or others. It has the function of saying that we need to change our behaviour or the situation to prevent something going wrong in the future.

I'd **better** go to bed (because it's late and I will be tired in the morning).

I'd **better** not drink any more coffee (or I won't be able to sleep tonight).

You'd **better** work harder this year (or you won't pass your exams).

He'd **better** not come here again (or I will be very angry).

Past dissatisfaction

I wish/If only + Past Perfect

We use it to talk about the speaker's own situation (i.e. past regrets) although it can be used in the second and third person if changes to their situation would benefit the speaker in some way.

I wish/If only I **had worked** harder. (but I didn't)

I wish/If only I **had been able to** stop her. (but I wasn't able to do that)

I wish/If only I **had had** more friends when I was at school. (but didn't)

I wish/If only you **had been** there. (we would have had a great time together)

I wish/If only they **had had** a car. (so they could have taken me somewhere in it)

should (n't) + perfect infinitive

We use it to talk about regrets about what you did or to talk about others. When talking about others it has the function of criticising or giving advice.

I **should have waited** for another week before buying my house. (but I didn't)

I **shouldn't have resigned** from my job. (but I did)

You **should have changed** your job. (advice)

You **shouldn't have worn** those clothes for the interview. (criticism)

He **should have been** more careful. (criticism)

could + perfect infinitive

This can be used to talk about your own life and how it could have been different or to talk about others. When talking about yourself it usually functions as a regret or relief, whereas when talking about others it can have the function of criticism or simply of imagining a different outcome.

I **could have passed** that exam. (I didn't for some reason — regret)

I **could have been killed**. (I wasn't — relief)

You **could have been** killed. (Why did you act so foolishly? — criticism)

He **could have been** a champion. (but he acted in some way which prevented this — criticism)

He **could have been** a champion. (if circumstances had been different — maybe he had an accident or had to fight in a war — imagining a different outcome)

Unit 7, page 56

Conditionals

Conditional sentences are made up of two clauses. One using *if* (or an equivalent word) which gives a possible situation, and the second which tells us of

the consequences of such a situation. There are different types of conditionals.

Zero conditional

If + present, + present to talk about situations which are always true. In this case *if* has the meaning of 'whenever'.

If you **heat** water to 100 °C, it **boils**.

If you **can** drive this car, you **can** drive any car.

Conditional 1

If + present, + *will/won't/might/could* + infinitive to talk about the result of a possible or likely future situation.

If it **rains**, I **won't come**. (I'm sure of the outcome.)

If we **don't work hard**, we **will fail** our exams. (I'm sure of the outcome.)

If there's something good on the TV, I **might stay** at home tonight. (I'm not sure of the outcome, but this is a possibility.)

Conditional 2

If + past, + *would/might/could* + infinitive to talk about unlikely or impossible present or future situations. The choice of *would*, *could* or *might* again depends on whether we are sure of the result of such a situation or not.

If I **had** a million pounds, I **would travel** around the world. (I don't have a million pounds.)

If I **was** stronger, I **could lift** this box. (I'm not strong enough.)

If he **wasn't playing**, we **might be able** to win. (We definitely can't win because he is playing, but I'm not sure that we would win without him playing.)

If I **were** elected President, I **would spend** more money on schools. (It's very unlikely that I will be elected President at any time in the future.)

*Conditional 3

If + Past Perfect, + *would/might/could have* + perfect infinitive to talk about the past result of an imaginary past situation.

If I'd **gone out** on Saturday, I'd **have been** tired on Sunday. (I didn't go out on Saturday, so I wasn't tired on Sunday.)

If you **hadn't won** that game, you **would have been** out of the competition. (You did win the game and so you are still in the competition.)

Mixed conditional 1

If + Past Simple, *would(n't) have* + perfect infinitive to talk about how an imaginary present situation/state would affect the past.

If I **wasn't** afraid of flying, I **would have gone** to America. (I am afraid of flying, so I didn't go to America.)

If he **could** speak French, he **wouldn't have got** lost in Paris. (He can't speak French, so he did get lost in Paris.)

Mixed conditional 2

If + Past Perfect, *would(n't)* + infinitive to talk about the present result of an imaginary past situation.

If I **had got** a good job when I left school, I **wouldn't be** poor now. (I didn't get a good job, so I am poor now.)

If we **hadn't set off** early, we **wouldn't be** here now. (We did set off early so we are here now.)

Other ways of forming conditionals

Instead of *if*, we can form conditionals using words and expressions such as *providing*, *provided that*, *on condition (that)* and *unless*. *Unless* has a similar meaning to 'if not'.

I'll **lend** you the money *if* you **promise** to pay me back soon.

I'll **lend** you the money *on condition that* you **promise** to pay me back soon.

I'll **lend** you the money *providing/provided that* you **pay** me back soon.

I **won't lend** you the money *unless* you **promise** to pay me back soon.

The business **won't work** *if* you **don't have** a new product.

The business **won't work** *unless* you **have** a new product.

Unit 8, page 60

Relative clauses

There are two main types of relative clauses: **defining** and **non-defining**.

Defining relative clauses

These are clauses which are necessary to **give essential information** about exactly which person/thing is being talked about in the sentence. The clause is not separated from the rest of the sentence by commas.

A pilot is a person **who** flies a plane.

A vacuum cleaner is a machine **which** cleans the floor.

Defining relative clauses start with the following relative pronouns:

- *who* for people
She is the person **who** gave us dinner.
- *which* for things
This is the light **which** you saw from the boat.
- *whose* for possession
We stayed with a man **whose** house is next to the hospital.
- *where* for places
This is the place **where** we first met.
- *when* for times
Christmas is a time **when** we are all together.

We can use *that* instead of *who/which* in defining clauses.

An actor is a person **who/that** works in films or the theatre.

A bungalow is a house **which/that** only has one floor.

When the relative pronoun is the object of the relative clause, you can omit *who/which/that/where* and *when*.

This is the light (**which/that**) you saw from the boat.

This is the place (**where/that**) we first met.

Christmas is a time (**when/that**) we are all together.

When the relative pronoun is the subject of the relative clause, you cannot omit *who/which/that/where* and *when*.

She is the person **who/that** gave us dinner.

A vacuum cleaner is a machine **which/that** cleans the floor.

Non-defining relative clauses

These are used to **add extra information** to a sentence and, without the clause, the sentence would still make sense. They are separated from the rest of the sentence by commas.

The same relative pronouns are used as for defining relative pronouns with the exception of *that*, which is never used in non-defining relative clauses. Relative pronouns can never be omitted in non-defining relative clauses.

Non-defining relative clauses have two main uses.

- To add extra, non-essential information about the person or thing being talked about.
My friend Claire is from England. (sentence without a relative clause)
My friend Claire, **who is very good at maths**, is from England. (The relative clause giving us extra information about the person being talked about.)
This building was built in 1684. (sentence without a relative clause)
This building was built in 1684, **when Charles II was king**. (The relative clause gives us extra information about the year 1684.)
- To add a comment about the whole of the first part of a sentence.
My friend Claire is from England. (sentence without a relative clause)
My friend Claire is from England, **which shows that I do know someone from a different country**. (The relative clause gives us extra information about the whole friendship.)
This building was built in 1684. (sentence without a relative clause)
This building was built in 1684, **which makes it one of the oldest buildings in our town**. (The relative clause refers both to the building and the date it was built.)

Prepositions in relative clauses

There are two ways of using prepositions in relative clauses.

- In normal spoken English and informal written English, the preposition is often placed at the end of a sentence. The relative pronoun can be omitted when it refers to the object of the sentence.
This is the bed (**which**) I sleep in.
He's the boy (**who**) we talked to.
She's the girl (**who**) he's going out with.
- In formal situations, both written and spoken, we put the preposition before the relative pronoun. In such cases, we can only use *which* (for things) or *whom* (for people) as relative pronouns. The relative pronoun cannot be omitted.

This is the work **in which** the basic principles of advertising are very well described.

Mr White is the person **to whom** you will have to speak about your project.

She is the speaker **with whom** I strongly disagree.

What as a relative pronoun

What means the *thing that/which*.

The thing **which/that** worries me, is ...

What worries me, is ...

History is the subject **which/that** I would like to study at university.

History is **what** I would like to study at university.

Unit 9, page 68

Past modals: speculating about the past

We use past modals of probability to talk about what we think happened or didn't happen in the past and make guesses based on our knowledge of the situation or the evidence available.

We use a modal of speculation + *have* + Participle II.

must/can't/couldn't

We use *must* when we are sure about what happened (although we still can't say that it definitely did happen).

John **must have warned** them. There's no other explanation.

John warned them. I saw him speak to them.

When we are sure that something didn't happen (again we can't say it definitely didn't happen), we use *couldn't* or *can't*.

I **can't have failed** because I knew the answers. I didn't fail. Look, here's my result.

He **couldn't have been** here. He's at work. He wasn't here. He told me.

might/may/could

When we are not sure about what happened but still want to speculate, we can use *might/may/could*. We can't use *can* for speculation. There is little or no difference between the three modals in terms of meaning. However, in the negative form we use *might not* or *may not*, not *could not*. We use *could not* when we are sure that something didn't happen.

He **might have arrived** already.

He **might not have arrived** yet.

She **may have missed** the train.

She **may not have caught** the train.

I **could have made** a mistake.

I **might not/may not have done** it correctly.

(I **couldn't have made** a mistake — I'm sure I didn't make one.)

With a passive structure, we use a modal of speculation + *have* + *been* + Participle II.

They **might have been** taken out to lunch.

He **must have been** offered a better job.

With continuous forms, we use a modal of speculation + *have* + *been* + Participle I.

He **can't have been studying** very hard.

She **might have been trying** to phone us.

might vs could

When using *could* as a modal of speculation, it is important to avoid ambiguity when talking about possibility.

Jane **could/might have written** this essay. (It is possible that she wrote it.)

Jane **could have written** this essay but she didn't. (She was capable of doing it but chose not to.)

Jane **could have written** this essay! (I know she didn't but she would be capable of doing so.)

If we feel that such ambiguity may exist, we use *might* to show speculation or add extra information to clearly show what is meant.

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Impersonal report structures

This is a passive structure used to show what people generally think. Like the Passive, it can be used for a number of reasons:

a we are more interested in the statement than who made it.

The economy is expected to improve this year. (We are interested in the economy.)

b to make the statement more formal and impersonal.

It has been said that this government is doing its best. (much more formal than 'People have said that ...')

c the people who are referred to are not important or obvious.

It is now known that this year national exam results are much better than they were last year. (It is obvious that the education officials know.)

The structure is used with verbs such as: *say, think, believe, know, claim, expect, agree*. There are two ways of forming this type of structure.

a *It* + Passive + *that*

It is believed that English men are shy.

It has been said that women are better drivers than men.

It was expected that the Brazilians would win the 2006 football World Cup.

b Subject + Passive + infinitive

English men **are believed to be** shy.

Women **have been said to be** better drivers than men.

The Brazilians **were expected to win** the 2006 football World Cup.

The structure using the infinitive enables us to report on things happening within the same time frame.

When the competition started, the Brazilians **were expected to win** the 2006 football World Cup.

(The situation happened at the same time as it was reported.)

To make it clear that an event happened before the time it was reported, we use: subject + Passive + perfect infinitive.

The disease **is believed to have killed** more than 10,000 people. (a present belief about a past event)

His death **was thought to have occurred** in 1878. (a past belief about an event which happened earlier in the past)

To report on future events we use: subject + Passive (using *expect*) + infinitive

A woman **is expected to be elected** President of the USA in the next 20 years.

A cure for cancer **is expected to be discovered** by 2040.

We can use a passive infinitive with this structure. The fire **is believed to have been caused** by a short circuit.

About a hundred people each year **are known to be killed** by lightning.

To talk about something that is happening at the moment, we can use the continuous form of the infinitive: subject + Passive + infinitive + gerund.

People all over the country **are thought to be preparing** for the New Year celebration. (at the moment)

Quite emphasises the positive and *very* emphasises the negative.

a little, little, very little

Little serves the same function for uncountable nouns as *few* does with countable nouns. The only difference is that there is no equivalent for *quite a few*: we cannot say *quite a little*.

A little: 'not much but not a small number', it usually has a positive connotation. We use it in positive sentences.

I've got **a little** money left so do you want a drink?

Little: 'not much', it usually has a negative connotation. We use it in negative sentences.

There's **little** chance of success. We might as well give up now.

Very little: 'a very small amount'. Similar in meaning to *hardly any*. We use it in negative sentences.

Come on, hurry up. We have **very little** time left.

no, none, not any

No and *not any* are used with the noun they refer to whereas *none* is used alone, without a noun. With countable nouns, *no* and *not any* are used with a plural noun.

I looked in the cupboard, but there was **no sugar**/were **no carrots**.

I looked in the cupboard, but there wasn't **any sugar**/weren't **any carrots**.

I looked for some sugar/some carrots in the cupboard, but there was **none**/were **none**.

a lot of, lots of, quite a lot of, a great deal of

These can all be used with both countable and uncountable nouns. With countables, they are used with the plural noun. In negatives and questions, we generally use *many* (countables) and *much* (uncountables).

Quite a lot of means a smaller number/amount than *a lot of*. With countable nouns, it is also possible to use *a large number of* instead of *a great deal of* and with uncountables, *a large amount of*.

There were **a lot of/lots of** people.

There was **a lot of/lots of** food.

There were **a great deal of** people.

There was **a great deal of** food.

There were **a large number of** people.

There was **a large amount of** food.

There were **quite a lot of** people.

There was **quite a lot of** food.

every, each, whole, all

Each and *every* can only be used with singular countable nouns. These two are similar in meaning with some slight differences.

I talked to **every** person.

I talked to **each** person.

In both cases, the speaker talked to all the other people. Using *every* implies that there were at least

Unit 10, page 76

Quantifiers

Quantifiers used with countable nouns only: *the whole, each, every, many, a number of, several, quite a few, a few, few, very few*.

Quantifiers used with uncountable nouns only: *much, a large amount of, a little, little, very little*.

Quantifiers used with both countable and uncountable nouns: *all of, most (of), lots of, a lot of, a great deal of, quite a lot of, hardly any, no, none, any*.

a few, quite a few, few, very few

Few can only be used with plural, countable nouns and has the meaning of 'not many'. However, there are wide differences when other qualifying words are used.

A few: 'not many but not a small number', it usually has a positive connotation. We use it in positive sentences.

The fishing was good. I caught **a few** fish.

Quite a few: 'quite a large number', it usually has positive connotations. We use it in positive sentences.

There are a lot of people from my school here. I know **quite a few** of them.

Few: 'not many', it usually has a negative connotation. We use it in negative sentences.

It wasn't a successful concert. **Few** people turned up.

Very few: 'a very small number'. Similar in meaning to 'hardly any'. We use it in negative sentences.

Enjoy it while you can. We win **very few** games.

three people (we would say: 'I talked to both people' if there were two). Using *each* implies that there are at least two people. Using *each* also gives more of an indication of that I talked to the people individually, one at a time.

The whole is also used with singular countable nouns. It needs a group noun to refer to.

I talked to **the whole (of the)** group/class/population.

All (of) the can be used instead of *the whole* for both uncountables and countables with a plural noun.

I talked to **all (of) the** people.

I counted **all (of) the** money.

any

We use *any* with singular countables and uncountables. It has two meanings:

a whichever you choose

Take **any** clothes you like (whichever).

b 'all' or 'none'

I like **any** kind of music (all kinds).

I don't want **any** food (I want none).

most (of)

This means 'the majority of'. It can be used with plural countables and uncountables. We use *most* when we are talking about things in general.

Most people are friendly.

We use *most of the* when we specify the noun.

Most of the people in this class are friendly.

SELF-ASSESSMENT TEST: ANSWER KEY

TEST 1 | UNITS 1–3

READING SKILLS

1 1B 2D 3F 4G 5E 6C

VOCABULARY

- 2 2 reduce
3 unsuccessful
4 change
5 growing
6 increase
7 spending

VOCABULARY AND GRAMMAR

3 2d 3f 4a 5c 6b 7e

- 4 2 not to listen to
3 has been doing
4 not to go out
5 didn't go
6 Walking
7 were
- 5 2 to drum
3 fiddling
4 talking
5 takes
6 lose
7 leave
- 6 2 children
3 told
4 's moved/has moved
5 would be
6 'll agree/will agree
7 earlier
8 's turned/has turned
9 them
- 7 2 natural
3 leading
4 guitarist
5 engagement
6 various
7 reviewers
8 Brazilian

TEST 2 | UNITS 4–5

READING SKILLS

1 B6 C8 D5 E1 F2 G4
H7 I3

VOCABULARY

- 2 2 choreographer
3 absent-minded
4 understudy
5 landscape
6 cast
7 rehearsal
8 repertoire

3 2a 3b 4d 5c 6d 7c

- 4 2 thought it had been excellent
3 if she had ever seen Big D before
4 hadn't
5 would definitely like to see him again
6 if he had enjoyed the concert
7 he hadn't been allowed in because he had been told he was underage

- 5 2 to send
3 to make
4 fiddling
5 eating
6 to do
7 to ask

- 6 2 at
3 to
4 off
5 out
6 with
7 down

- 7 2 seen eye to eye
3 see the funny side
4 looked (me) up and down
5 look (him) in the eye
6 look down (their) noses at
7 seen the light

TEST 3 | UNITS 6–8

READING SKILLS

1 B1 C5 D2 E7 F6 G3 H4

VOCABULARY AND GRAMMAR

- 2 2 spacious
3 isolated
4 draughty
5 damp
6 airy
7 secluded

3 2b 3b 4b 5d 6d 7b

- 4 2 We sent a Christmas card to the bank manager who lent us the money we needed.
3 The man suddenly left the bank he had embezzled 2 million pounds from. / ... from which he had embezzled ...
4 We bought a house next to the post office.
5 We went to visit a house my parents used to live in. / ... in which/where my parents used to live.
6 This is a photograph of a man whose house we lived in while we were at university.
7 There is a large window in the kitchen through which there is a beautiful view of the sea.
- 5 2 are planning
3 these

- 4 weren't
- 5 had advertised
- 6 better
- 7 didn't allow
- 8 've said

- 6 2 admitted that he had broken
- 3 congratulated Julia on passing
- 4 for not warning
- 5 must be switched off
- 6 to be told
- 7 was being looked at (by two men)

COMMUNICATION

- 7 2 You could have taken your boots
- 3 You should have told
- 4 You'd better hurry
- 5 I wish you wouldn't eat
- 6 It's time you went
- 7 You'd better not press
- 8 You shouldn't have said

TEST 4 | UNITS 9-10

READING SKILLS

- 1 1F 2F 3T 4T 5F 6F
- 7NS 8c 9d

COMMUNICATION

- 2 2 pitfalls
- 3 round
- 4 point
- 5 realised
- 6 hitch
- 7 far

VOCABULARY AND GRAMMAR

- 3 2 life
- 3 live
- 4 dead
- 5 living
- 6 dying
- 7 live

- 4 2 belongings
- 3 argumentative
- 4 remake
- 5 conversationalist
- 6 refreshments
- 7 continuity

- 5 2 is said that life is getting better.
- 3 is believed that Yetis exist.
- 4 was known that he was a thief but no one said anything.
- 5 must have copied my ideas, there is no other explanation.

- 6 2 happened
- 3 destroying
- 4 have been
- 5 them
- 6 had suffered
- 7 was said
- 8 These
- 9 wasn't flying

- 7 2 No one
- 3 whole
- 4 all
- 5 little
- 6 lot
- 7 None

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