

В. М. Павлоцкий

# ENGLISH

## KEY TO SUCCESS

Upper-Intermediate



КЛЮЧ К УСПЕХУ

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**Upper-Intermediate**

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**Учебное пособие по  
английскому языку**

**ИЗДАТЕЛЬСТВО**  
**КАРО**  
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Учебное пособие дает возможность изучающим английский язык подняться до уровня Upper-Intermediate по всем компонентам знания языка. В этой книге в соответствии с современными методическими представлениями предложены совершенно новые оригинальные задания, развивающие разговорную и письменную речь, понимание текста, применение грамматических правил и умение понимать живую речь.

Пособие состоит из 15 глав. Материал каждой главы привязан к определенной тематике: «Путешествие», «Погода», «Работа», «Магазин», «Телевидение», «Спорт», «Еда», «Здоровье» и т. д. В конце книги приведено приложение с кратким грамматическим материалом для повторения. Для тех, кто занимается самостоятельно, даются ключи к упражнениям. Прилагается аудиокассета с текстами для аудирования, записанная носителями языка.

Пособие предназначено для учащихся старших классов школ с углубленным изучением английского языка и студентов первых курсов языковых вузов.

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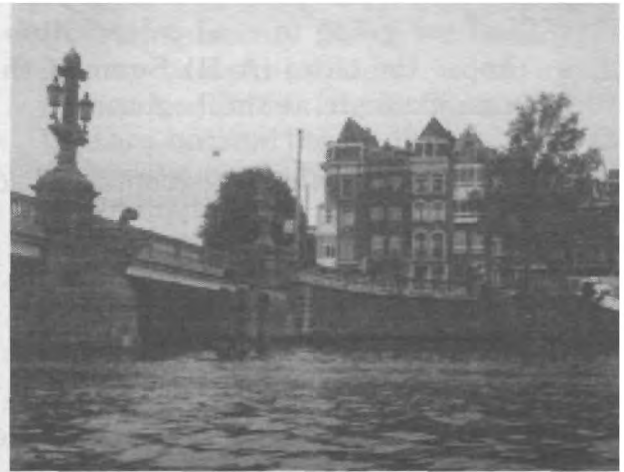
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## ON THE MOVE

### U WARMING UP

1. Do you like travelling?  
How often do you travel?  
What do you think is the best way of travelling?  
What is the first thing you do before starting a trip?
2. In pairs compare and comment on the following pictures. Make use of the following words and phrases:

*metropolis, accommodation, sightseeing, city centre, magnificent, charm, local, peaceful, gem, litter, excursion, nightlife, touristy, fresh air, tranquil, cosmopolitan, stunning, own style, special, soak up, skyscraper, suburb, gorgeous, rural, urban, pollution, public transport, world-famous, spectacular, fascinating, traffic jam, ugly, moving, original, catering*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	For	Against
<b>urban tourism</b>		
<b>rural tourism</b>		

Using the table compare urban and rural tourism.

4. What is the difference between the following types of travelling:

*voyage, wanderings, tour, tourism, migration, itinerary, expedition, journey, trip, stage, passage, crossing, pilgrimage, sail, caravan*

## 🕒 READING 1

You are going to read information about different cities. For questions 1–15 choose the cities (A-H). Some of them may be chosen more than once. There is an example at the beginning.

*What city would you recommend someone who*

is fond of literature

likes spectacular views

combines leisure and business

enjoys drinking beer

is fond of green spaces in the city centre

is looking forward to buying jewellery and leather goods

wants to enjoy Victorian architecture

likes spectacular views

usually lazes around near the sea

is interested in sea life

enjoys relaxing boat trips

would like to attend an international festival

does sport

usually explores sights on foot

Study the meanings of the words in bold type.

1	D		
2			
3			
4			
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13			
14		15	

**A** YORK

York is everyone's favourite city — and no wonder. Nearly two thousand years of history have left us a wealth of streets and buildings which tell the colourful story of England and its traditions.

In York you can become a part of the past; viewing Roman remains at the Yorkshire Museum, **sampling** the Viking way of life at the Jorvik Viking Centre, doing business at the 14<sup>th</sup>-century Merchant Adventurers Hall or window-shopping in a typical Victorian street at the Castle Museum.

Towering over everything else in the city is the magnificent cathedral York Minster — not just a marvellous work of architecture but a busy working church. Famous for its stained glass, the Minster is wonderfully light and airy and from

the top of the tower you have fine views over the city and the whole Vale of York.

But historic buildings, museums and other reminders of the past are only part of York's attractions. The compact city centre provides interesting shops of all types and a **thriving** open-air market adds to the pleasure of **browsing** and buying, the whole area is free of traffic for most of the shopping day, Sunday included. There are parks which you will share with squirrels, peacocks and the friendly people of York and their visitors from all over the world.

York has restaurants for many tastes, plus a lot of friendly cafés. As for pubs, most of them serve good Yorkshire food as well as the traditional drinks including locally-brewed ales.

**B** LARNACA

Larnaca is the oldest town in Cyprus. Its name is derived from the word "larnax" which means tomb or sarcophagus, a great number of which are to be found in the area.

Larnaca, from the time of its founding, lives and grows from its original location. Present-day Larnaca is built over the ruins of the ancient city-kingdom of Kitium which, according to legend, was founded by Kittim the grandson of Noah.

From the early dawn of history Larnaca attracted many visitors. Some came as colonisers, others as peaceful traders, like the Phoenicians, those mysterious merchants from ancient Lebanon, and others as invaders and conquerors like the Persians, the Romans, the Turks and finally, the British.

Moving swiftly through a **fascinating** history to more modern times, by the time of the British rule in Cyprus in 1878 Larnaca became the leading port and the diplomatic capital of the island.

The commercial and shopping centre of the town lies behind the promenade. Today the town offers a great variety of goods to buy and take back home; jewellery, leather goods including jackets, handbags and leather shoes, as well as souvenirs such as pottery, icons and famous lace.

Visitors are also well catered for with a wide range of restaurants. Sun and sand fans will be in their element here. All along the coast of Larnaca are beautiful sandy beaches which provide safe bathing for families while the shoreline is dotted with modern **luxurious** hotels.

**C** GLASGOW

Welcome to Glasgow, Scotland's largest city. Glasgow with its fine buildings, excellent shopping, beautiful museums and art galleries attracts thousands of visitors every year from every corner of the globe.

The city is an ideal centre. There is plenty to see and to do and it is within easy reach of many other holiday spots.

Glasgow itself stands as a monument to Victorian architects, yet modern day planners have gently woven a twenty

first century heart into this busy bustling friendly **metropolis**.

Visitors do not have to look far for evidence of more than 800 years of colourful history. Glasgow Cathedral, dating in part to the 12<sup>th</sup> century, contains the tomb of St Mungo, the patron saint of Glasgow. Glasgow University was founded in 1451 and is the fourth oldest in the United Kingdom. Glasgow's civic buildings, the City Chambers, dating from 1883, contain **priceless** examples of Italian marble, mosaics and Venetian leaded glass. Situated

on George Square, the building is typical of the fine Victorian heritage which can be seen throughout Glasgow.

The city centre shops are a big attraction. Well known streets contain pedestrian precincts where shopping is a pleasure.

There is a wide choice of entertainment with theatres, ballet, opera, concert halls, cinemas, restaurants, pubs and all kinds of sport.

In fact Glasgow has something to suit people of all tastes and ages.

## **D** DUBLIN

Dublin has unforgettable character and **undeniable** charm. See it once and you'll want to come back. Not just to see the sights — two great cathedrals, a famous university, a palatial castle, museums with **unequaled** collections of art and archaeology, and countless other pleasures such as a visit to the Guinness brewery — but to soak up the atmosphere of its Georgian streets and ornate old-fashioned pubs.

Rich farm country stretching away north from the city is dotted with some of Ireland's most important historic sites. You'll find the ruins of great monasteries and one of the most important remnants of Neolithic civilisation in Europe — the 5,000 year-old Newgrange burial chamber.

Today Dublin is a vibrant, cosmopolitan city and Ireland's cultural hot spot. Take in a play at the Abbey Theatre, walk in the steps of the many great Dubliners, writers and dramatists from Sheridan and Swift to George Bernard Shaw, Oscar Wilde, James Joyce, and many others. Their native city will inspire and delight you.

Dublin is a city of magnificent charm and unique sights. You should spend a few days wandering around to soak up the atmosphere of this great city.

Dublin is famous for a massive celebration of St Patrick's Day on March 17 which attracts about 40,000 spectators to the spectacular two-hour parade in Dublin each year.

## **E** BIRMINGHAM

Birmingham is one of the world's great cities. It is the third most visited city in Britain for visitors from overseas. In the heart of England, its inventors, industry and dynamism helped make Britain great. Today, surrounded by reminders of its proud heritage, its people and visitors enjoy a modern multi-cultural city, full of life, art, culture, and the technologies of tomorrow.

Whether you're visiting Birmingham for business or pleasure, you will find it

a fascinating city. There are so many things to do and places to visit there.

You won't need to travel far to experience Britain's past. Birmingham's artistic heritage is **available** for all to enjoy.

You can take a trip to Cadbury World, a fascinating multi-media experience dedicated to the history of chocolate, or discover the secrets of the deep at the National Sealife Centre. Why not visit Birmingham's Art Gallery — home to

the world's finest collection of Pre-Raphaelite art.

It's a pleasure just to stroll around Birmingham's city centre. The pleasant squares, adorned with many public works of art, are always **bustling** with activity, and there is a wide choice of seven-day shopping – from modern malls to traditional markets.

Three of the country's most **prestigious** venues for conferences and events

## **F** EDINBURGH

From the moment you arrive, Edinburgh's **stunning** skyline and magnificent architecture are **captivating**. The castle clings **dramatically** to its rock as the ancient buildings of the Royal Mile tumble down the spine of the hill to the splendid Palace of the Holyrood house. Across the green expanse of Princess Street Gardens lies the graceful Georgian New Town waiting to be explored. This is a historic setting – and yet in Edinburgh you'll find a friendly, modern, cosmopolitan city, where a warm welcome and an unforgettable experience await all the year round.

Take your time on the historic Royal Mile. Wander down alleyways which are centuries old, many recalling a wonderful view, a pub to try or a museum to visit. Take an evening stroll, and you'll often experience the drama of Edin-

really help to make Birmingham a city where the world meets.

Sport plays a big role in the life of Britain. The city is host to many sports clubs, associations and international events. For a relaxing **stroll**, an afternoon with a family or just a break from the bustle of the city Birmingham offers plenty of open spaces to choose from, all especially **accessible** from the city centre.

burgh by floodlight. At every turn there are things to discover: a theatre or concert to take in, art galleries and museums to explore and shops, cafés and restaurants to meet every taste. But most of all you can savour the atmosphere of one of the world's great cities, as alive today as ever.

Variety is the spice of Edinburgh's life. Within a quarter of a mile you can leave the bustling centre for an enchanting riverside walk. The more you explore, the more this great city rewards you. Every visitor will find their own Edinburgh. All that can be said with certainty is that they will never forget it. In August Edinburgh becomes the cultural capital of the world attracting lots of tourists who want to watch the venues of Edinburgh International Festival of Music and Drama.

## **G** AMSTERDAM

Amsterdam is one of Europe's great cities. Amsterdam is a cosmopolitan centre with a fine way of life, a rich culture and its own style of humour. Amsterdam has history. Lots of it. The four main canals at the heart of city life haven't changed much since the 17<sup>th</sup> century. Nor have the other 100 canals — except that today they're lined by stylish cafés where you'll want to linger. But the first thing to do in Amsterdam is get on a boat. Gliding under the bridges,

you'll really appreciate the **tranquil** beauty of the city and its waterways.

There's much more, too. You'll find world-class museums with wonderful works of art. Then there is the diamond industry. Several diamond merchants open their doors to visitors, offering a fascinating glimpse of the craftsmen at work and the chance to admire — and buy — the finished products. And when you've seen the small gems, you can see the big ones: the magnificent historic



buildings of which Amsterdam has many. Amsterdam's architecture is really worth making time for.

Amsterdam is compact for a capital, so it's easy to enjoy it on foot. And a stroll is the perfect way to soak up the atmosphere of special city neighbourhoods.

## **H** BERGEN

Bergen is a city surrounded by mountains, a real city but with old world charm and atmosphere, wooden houses, narrow alleyways, a busy harbour, and a whiff of salty sea in the air. Bergen is cosmopolitan, and rich in tradition and history. It's easy to see why those who are far from their beloved city get so homesick. Bergen is the gateway to the world-famous fjords and offers you a wonderful combination of pulsating city life and unforgettable **scenic** fjords. The choice is yours. Visit the Fish Market and enjoy fresh seafood, or stroll along the quayside and soak up the atmosphere of the old merchants' quarter. Take the

And if you are tired of sightseeing, shopping and dining there's always the chance to relax and drink in the special ambience of Amsterdam's classic brown bars. Named for their dark brown interior, they're cosy, friendly, and full of what the Dutch call *Gezelligheid*.

cable car to Ulriken, where the view of the city framed by sea, fjord and mountain is one of the most **spectacular** in Norway.

Bergen hosts a multitude of international music and cultural events all year round of which Bergen International Festival in May is probably the best-known. The city is home to one of the world's oldest symphony orchestras, as well as theatres, dance companies and revues. Visit Edward Grieg's home to hear his music where he composed it. Museums, art collections, churches and fascinating architecture are all certain to capture your imagination.

### 1. Match the words and their definitions.

- |                 |  |
|-----------------|--|
| 1. browse       | a. is able to be used or can easily be bought or found;                                    |
| 2. priceless    | b. very successful;  |
| 3. undeniable   | c. very suddenly, excitingly and noticeably;   |
| 4. available    | d. admired as one of the best and most important;  |
| 5. fascinating  | e. easy to get to;   |
| 6. luxurious    | f. definitely true or certain;   |
| 7. sample       | g. extremely interesting;  |
| 8. unequalled   | h. be busy;  |
| 9. thriving     | i. very impressive and exciting;   |
| 10. bustle      | j. very beautiful;   |
| 11. metropolis  | k. to spend time looking at things in a shop without buying anything and without hurrying; |
| 12. scenic      | l. surrounded by views of beautiful countryside;   |
| 13. prestigious | m. to try something to see what it is like;  |
| 14. spectacular | n. a slow relaxing walk;   |
| 15. stroll      |  |

- |   |  |
|---|--|
| 16. tranquil<br>17. captivating<br>18. stunning<br>19. accessible<br>20. dramatically | o. very attractive;<br>p. worth a very large amount of money;<br>q. pleasantly calm, quiet and peaceful;<br>r. a very large city that is the most important city in a country or area;<br>s. very comfortable, beautiful and expensive;<br>t. better than any other. |
|---|--|

2. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.

1. The cave is only ..... by boat. (*access*)
2. The ability to motivate people is a ..... asset. (*price*)
3. The bathroom was ..... with gold taps and a thick carpet. (*luxury*)
4. She looked ..... different. (*drama*)
5. Let's take the ..... route home. (*scenery*)
6. I found the story about wild and lawless life ..... . (*fascinate*)
7. The school's success rate is ..... in the area. (*equal*)
8. His new show is a ..... success. (*spectacle*)
9. His speech was ..... proof of what had happened. (*deny*)
10. Spanish tourist industry is ..... . (*thrive*)

3. Fill in the gaps with the words in bold from the reading passage.

1. Her ..... smile and beautiful looks always attract dozens of men.
2. Can I help you, madam, or are you just .....
3. You look absolutely ..... in that dress.
4. I enjoy watching ..... village scenes.
5. Margie ..... round the room putting the things away.
6. Here is your chance to ..... the delights of country life.
7. Our ..... around the park was really pleasant.
8. The university is trying to make more accommodation ..... for students.
9. He got a very ..... job.
10. Tokyo is a very busy .....

4. Which form of transport — ship, plane, train, car, spaceship — do you associate the following words and phrases with?

*quayside, spacecraft, runway, platform, check in, to sink, economy class, compartment, splashdown, express, terminal, voyage, orbit, charter flight, commute, motorway, seasick, hitch-hike, departure lounge, gravity, traffic jam, mission*

5. Choose one of the cities mentioned in Reading 1 which you would like to visit and explain why. Tell the other students why you don't like visiting any of them.
6. Be ready to make a report about the place you live. Use the words and phrases from Reading 1.

## U LISTENING

**T1** Listen to a tourist agent advertising a trip to London. Put the sentences in the correct order.

1. London is a city full of surprises.
2. London is an ever-changing city.
3. London can offer something for everyone.
4. London is a great artistic and cultural centre.
5. London gives you an opportunity to do what you want to do.
6. London is one of the most exciting cities in the world.
7. London offers good catering facilities.
8. London is a shoppers' paradise.
9. The Thames is closely connected with London's history.

## U GRAMMAR SECTION

### TENSES

1. Put the correct forms of the verbs in brackets.

#### A NEW HOUSE

I **0** had (*have*) a letter from my sister yesterday. She **1** ..... (*live*) in Nigeria. In her letter, she **2** ..... (*say*) that she **3** ..... (*come*) to England next year. If she **4** ..... (*come*) she **5** ..... (*get*) a surprise. We **6** ..... now **7** ..... (*live*) in a beautiful new house in the country. Work on it **8** ..... (*begin*) before my sister **9** ..... (*leave*). The house **10** ..... (*be completed*) five months ago. In my letter I **11** ..... (*tell*) her that she could stay with us. The house **12** ..... (*have*) many large rooms and there **13** ..... (*be*) a lovely garden. It **14** ..... (*be*) a very modern house, so it **15** ..... (*look*) strange to some people. It must be the only modern house in the district.

2. Choose the right verb form.

1. She *finished/had finished* packing by 3 o'clock.
2. When my parents *returned/had returned* I showed them what I had done.
3. I'm glad to see you. I *heard/have heard* so much about you.
4. When she *comes/will come* ask her to phone Jane.
5. I'll *have been living/am living* there for three years next month.
6. I hope you *write/will write* regularly.
7. In an hour I'll *fly/'ll be flying* over the ocean.
8. It *is raining/has been raining* since morning.
9. Do you hear what I *say/am saying*?
10. I'll do it if you *help/will help* me.

## 3. Correct the errors.

1. Aren't you going to tell me what you do in my absence?
2. If he will come, I'll give him a message.
3. More than a year passed since he first thought of the idea.
4. She comes back on Monday.
5. Go home, John. Your parents are worrying about you.
6. We will finish all the housework by 3 o'clock this afternoon.
7. His dog is always attacking strangers.
8. They are waiting for a call since morning.
9. Yesterday about 5 o'clock he walked towards Trafalgar Square.
10. He rose from the chair in which he was sitting.

## READING 2

You are going to read a text about planning one's holidays. Seven sentences have been removed from the text. Choose from the sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning (0).

- A Do a little sightseeing, even if you don't like it.
- B Don't allow yourself to be annoyed.
- C It teaches them independence.
- D Try and learn something useful from your holiday.
- E You need to get away from all your usual routines and get some fresh air and a change of perspective.
- F Dress simply and in accord with the climate.
- G Hire an interpreter to follow you everywhere.
- H Protective oils and creams are a very necessary part of your holiday equipment.
- I For the first couple of days rest and sleep as much as you can.

### PLANNING HOLIDAYS

Everyone needs at least one holiday a year, so when you begin spending sleepless nights thinking longingly of the green countryside and forget the mosquitoes and the boredom, there's no doubt about it – you're ready for a holiday.

Even a weekend is better than nothing. **0 E** You should also take occasional holidays without the family. Husbands and children can do very well without you for a limited time and, if they cannot, they must learn to. It will be good for them to realise how much you do for

them during the rest of the year. It is necessary for children at a very early age to realise that they can do without their parents. **1**  Go somewhere quiet, where the climate is pleasant and invigorating. **2**

If you are in the mountains, give yourself a day or two to get used to the altitude; by the sea, have a daily swim.

Do things the way they are done in the country you are staying and eat the local food.

Get to know the natives and their customs. **3**  Always have a dictionary

of the local language, and pick up a few words. It is a good idea to get to know the place as well as you can.

If you prefer complete solitude, take some books and catch up on your reading.

Be sure to take the necessary clothes and equipment, but don't burden yourself with a mountain of luggage full of things you will never use. **4** Bring whatever sporting equipment you plan to use.

The sun is good for some people and very bad for others. Don't overdo it; your skin will turn to leather and age much faster if you get it too brown.

**5** You should try and store up ener-

gy and vitality to see you through the winter months.

Be willing to put up with small inconveniences. **6** Things will not be done in the way you do them; so much the better. Take note of the good, and pass over the bad in silence. **7** Bring back an unusual peasant recipe or a local pottery jug. Don't burden yourself with a camera unless you are a genuine enthusiast; you will be always looking through it instead of directly at what is around. But don't indulge in that useless habit of sending holiday postcards – if you forget all about home, you will come back with far more interesting tales to tell.

## U LANGUAGE FUNCTIONS

<i>Asking about likes</i>	<i>Expressing likes</i>	<i>Expressing dislikes</i>
Do you like .....? Do you enjoy .....? Are you keen on .....? Don't you like .....? ....., is nice/pleasant etc, isn't it? D'you go for .....? Isn't/Aren't ..... great, fantastic etc? Don't you love .....?	I like/love ..... I'm very keen on ..... I (really) enjoy ..... I've always liked/loved ..... I do like/love ..... ..... is wonderful/very enjoyable. ..... is a lovely/marvel- lous etc way to pass the time/of spending an evening. There is nothing I like/en- joy more than ..... I (really) go for ..... You can't beat ..... I'm (absolutely) crazy/ mad/nuts/wild about ..... ... .. is (really) terrific/ great etc.	(I'm afraid) I don't like ..... I've never liked ..... (I'm afraid) ..... is not of my favour- ite ..... I (really) hate ..... I think ..... is pretty aw- ful/really unpleasant etc. I'm not (really) very keen on ..... I can't work up any en- thusiasm for ..... There's nothing I like less than ..... I can't stand ..... ..... is rubbish.

**Develop the following ideas. In pairs role play the situations.**

1. You are on a sightseeing tour in London. Your neighbour asks you if you like the sights. You are enjoying every minute of tour very much.
2. You disliked the film you saw. Your friend is of the opposite opinion.
3. Your friend invites you to the museum. A new exhibition of ancient art is going to open. You dislike the idea.
4. Your friend spent a weekend in some warm country. You ask him/her if he/she liked the stay.

## 🕒 SPEAKING

1. Speak about your last holiday or a holiday you remember because it was special. Don't forget to speak about the things you liked most about the holiday. Give plenty of details.
2. The only way to travel is to walk. Do you agree? Give your reasons.
3. You booked a holiday with Sunshine Tours. It was disastrous. When you came back you went to see the travel agent. In pairs act out the conversation.
4. Study the following map (p. 14). Describe the airport.
5. Are you for or against travelling by plane? In pairs think of five arguments for and five arguments against this type of travelling.
6. Working with a partner, ask or give advice about what there is to do in or near the place you live. Talk about such things as concerts, movies, sport events, art shows, museums, zoo, excursions, tours, restaurants, places to go dancing, skiing, swimming and shopping. Point out the sights you should definitely see.

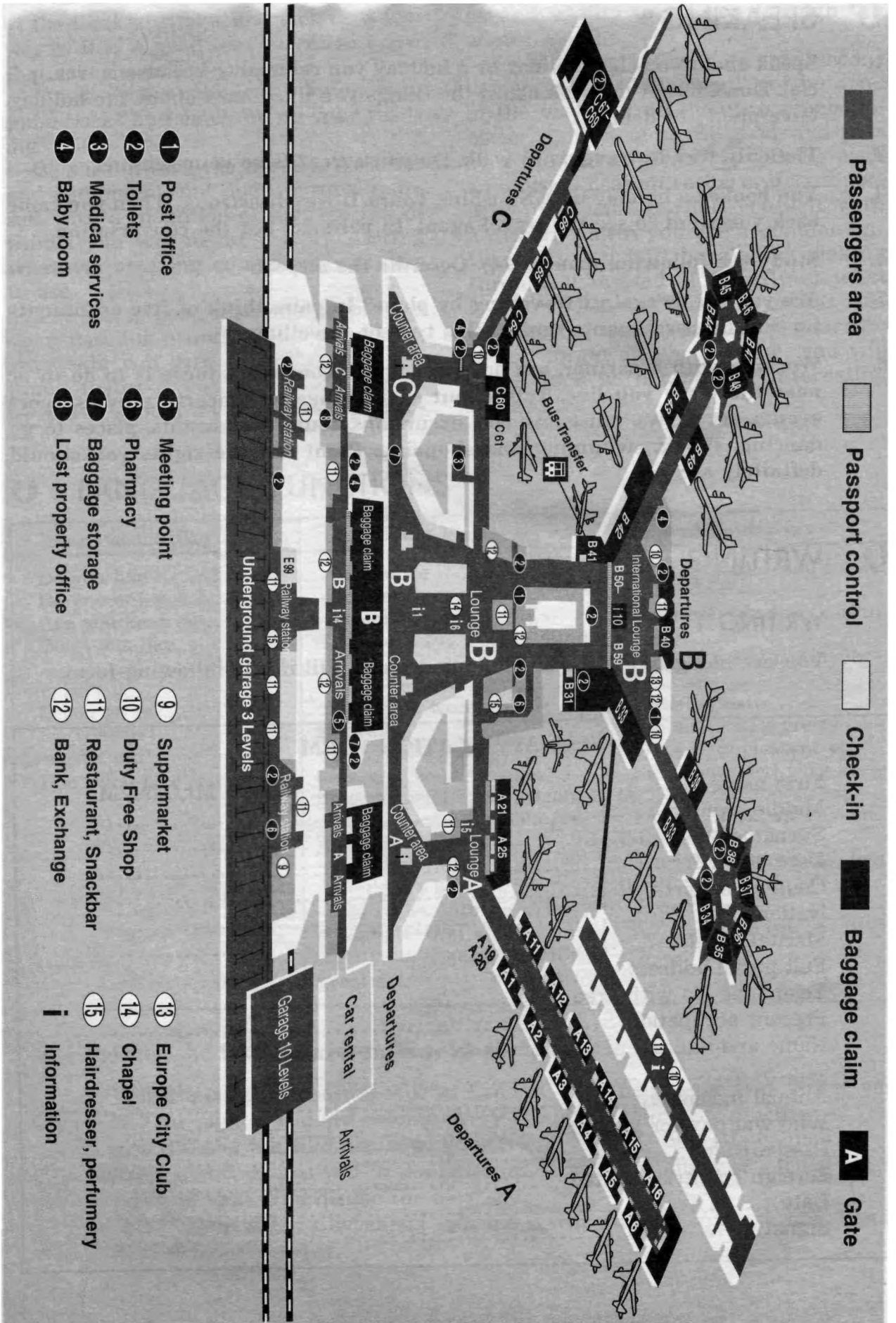
## 🕒 WRITING

### WRITING 1

You are going to ask for a visa to go abroad. Fill in the following form.

#### VISA APPLICATION FORM

First name..... Mr/Mrs/Ms  
 Middle name .....  
 Surname.....  
 Date of birth .....  
 Country of birth .....  
 Nationality .....  
 Marital status .....  
 Full postal address.....  
 Telephone No with area code.....  
 Present occupation .....  
 Name and address of next of kin (if student is under 18).....  
 .....  
 Annual income .....  
 Who will pay for your trip.....  
 Passport No .....  
 Foreign countries visited .....  
 Date.....  
 Signature.....



- 1 Post office
- 2 Toilets
- 3 Medical services
- 4 Baby room
- 5 Meeting point
- 6 Pharmacy
- 7 Baggage storage
- 8 Lost property office
- 9 Supermarket
- 10 Duty Free Shop
- 11 Restaurant, SnackBar
- 12 Bank, Exchange
- 13 Europe City Club
- 14 Chapel
- 15 Hairdresser, perfumery
- i Information

- Passengers area
- Passport control
- Check-in
- Baggage claim
- A Gate

**WRITING 2**

**You are on a holiday in a foreign country. Choose a place and write a postcard of about 50-60 words to some friends back home. Don't forget to write the address.**

**REMEMBER**

- When you write a postcard you start by writing the name of the place where you are staying.
- Use informal language.
- Don't forget to finish your postcard by giving your impressions of the place.
- Use the Present Continuous to write about what you are doing.
- Use adjectives to make your postcard more interesting.

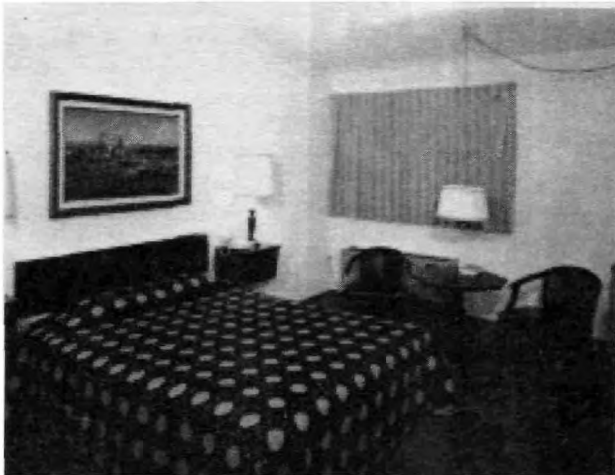


## IT'S ALL IN THE STARS

### U WARMING UP

1. Do you usually stay at a hotel when you travel?  
 What kind of accommodation do you prefer?  
 What amenities does a 3-star hotel offer its visitors?  
 Is it always comfortable to stay at a hotel? Why? Why not?
2. **In pairs compare and comment on the following pictures. Make use of the following words and phrases:**

*expensive, suite, amenities, bed and breakfast, hostel, country house, 3-star hotel, en suite rooms, self-catering, double room, elegant, high-standard, luxury, attractiveness, cleanliness, value, quiet location, private, entertainment, business facilities, sport facilities, optional services, modern equipment, launderette, convenient, picturesque, ample, parking, friendly, family run, tranquil, surroundings, spacious*



3. Match the pictures in exercise 2 with the words. Choose from the following list:

*hotel, suite, country hotel, guest house, bed and breakfast, farm, inn, lodge, hostel, campus*

4. What are the arguments for and against staying in the following types of accommodation. In pairs complete and comment on the following chart. Make use of the words and phrases from exercise 2. You may introduce your ideas as well.

Type of accommodation	For	Against
country house		
bed and breakfast		
3-star hotel		
apartments		

5. What is the difference between the following types of accommodation:

*inn, guesthouse, boarding-house, motel, lodge, campus, bunkhouse, activity centre, halls of residence*

Using the chart compare two of the establishments.

## U READING 1

You are going to read information about different hotels. For questions 1-15 choose the hotel (A-H). Some of the hotels may be chosen more than once. There is an example at the beginning.

*Which hotel(s) is for someone who*

wants a peaceful location in the suburbs  
 needs facilities for using the internet in their room  
 is looking for a good rest in the countryside  
 is looking for the combination of luxury  
 and privacy of one's home  
 is fond of entertainment within the hotel's  
 grounds  
 likes the combination of the past and the present  
 is on a tight budget

0	D		
1			
2			
3			
4			
5			
6		7	

is fond of regional food  
 needs good business equipment  
 is looking for service focusing on families  
 likes having breakfast outdoors  
 are great sport enthusiasts

8				
9		10		
11				
12				
13		14		15

Study the meanings of the words in bold.

### A AMALTHIA BEACH HOTEL, PAPHOS

Amalthia was the ancient Greek goddess of abundance and you'll find the Amalthia Beach Hotel lives up to its name. This outstanding **establishment** is enviably situated on a fine sandy beach amongst the lush green banana plantations of the Paphos countryside and yet is only seven kilometres from the town of Paphos which is renowned for its many archaeological sites. Accommodation consists of 168 carefully appointed rooms including 11 bungalows and a luxury **suite**. All rooms are, of course, fully climatized and provide all the comfort and luxury expected of a fine hotel including all modern **amenities**.

The talented team of chefs have ensured all tastes are catered to. One can enjoy lit Gourmet nights in the hotel restaurant where the very best of local and international **cuisine** is featured in an extensive menu. Breakfasts, lunches and snacks are served in the Coffee Shop 'al fresco' overlooking the big blue sea.

Sports enthusiasts won't be disappointed by the facilities available at the hotel. The gymnasium is packed with all the necessary equipment and qualified staff on hand. There's always something going on at the Amalthia Beach hotel, whatever the season. The hotel is also the perfect setting for conferences and incentives.

### B RAMSAY HALL, LONDON

Ramsay Hall is ideally situated for London's theatreland and the West End. London has many famous shopping areas including Oxford and Regent Street and both within easy walking distance of Ramsay Hall.

The Hall is a modern purpose-built building, normally accommodating students attending University College, London. During University vacations it becomes an excellent **venue** for inexpensive and comfortable accommodation in a friendly environment for both the holiday-maker and business traveller alike.

The staff look forward to welcoming guests and are always on hand to assist with enquiries and bookings.

The atmospheric bar is open to resi-

dents and their guests seven nights a week. A wide range of beverages and snacks is available. Pool tables, darts and games machines are within the bar area.

Full English and continental breakfasts are served in the large airy dining-room. There is a wide selection of tasty evening meals available.

The accommodation consists of 400 bedrooms. All rooms are fully carpeted and have wash-hand-basins and central heating. Every floor has toilets, bathrooms and showers but there are no **en-suite** facilities. Colour television lounge, launderette, guest information service and telephones on every floor are available.

**C RADISSON, INDIANAPOLIS, INDIANA**

Radisson Hotel City Centre is 21 storeys of elegance in downtown Indianapolis. You will find 374 spacious guest rooms and guest suites, with all the amenities you expect from Radisson. Coffee makers, irons, and hair dryers to help you get ready for your day. Work areas, dual phone lines, and modem ports that make it easy to get down to business. And a fitness centre, rooftop pool, English Restaurant, and Henry's Pub that make it easy to unwind.

Not only does Radisson Hotel City Centre put you close to everything but the staff put you above it all, as well. The 21<sup>st</sup> Floor Panorama Ballroom offers a stunning cityscape view of Monument Circle perfect for small or large gatherings. The Meridian Ballroom offers **flexibility** for banquet and **convention** needs. And since it's Radisson, you know you can count on first-class food and beverage service with impeccable attention from the professional staff.

**D EGERTON GREY COUNTRY HOUSE HOTEL, PORTHKERRY**

Egerton Grey is a distinguished country house situated ten miles from Cardiff. Formerly a 19<sup>th</sup>-century rectory and private residence, the house was opened as a small luxury hotel in 1988. It comprises ten **exceedingly** comfortable bedrooms, all with private bathrooms, two dining rooms, a restful library and a magnificent Edwardian drawing room, all set on seven acres of lush gardens with views to the park and the sea.

A feature of the hotel is its peaceful location set in a wooded valley away from all main roads. No other habitation or road can be seen from the hotel and the residents are able to relax completely

in these peaceful and secluded surroundings.

Within the grounds are a croquet lawn and an all-weather tennis court. A short stroll away towards the sea lies a delightful country park, where one may enjoy a pleasant round of 'pitch and putt' over 18 holes. Further afield, but within a few miles, are well-known golf courses, riding centres and many other attractions.

The Private Dining Room is oak panelled and has pretty views over the gardens to the sea. Either make a lovely setting for carefully prepared fresh cuisine that has already received many accolades in the guides!

**E MALONE MEWS, BELFAST**

When you choose to stay at Malone Mews you can expect to enjoy all the luxury of a five star hotel combined with the comfort, flexibility and privacy of your own home.

Malone Mews represents a new concept in **self-catering** accommodation in the heart of Belfast's prestigious university area and offers the perfect choice whether you are travelling alone or with

a family, on business or on holiday, and however brief or lengthy your stay.

The exclusive, custom built development comprises of 14 superb apartments. All the living spaces are tastefully decorated and furnished to the highest standard with every possible **option** for your comfort considered and catered for. There are sinking sofas, a bright, pleasant dining area, the cosy touch of a live

fire, colour satellite television and direct dial telephone.

As for the kitchens, they really are state of the art and **comprehensively** equipped with every possible **appliance** including a microwave, dishwasher, washing machine, food processor, coffee maker and countless other gadgets.

However, just because the Malone Mews apartments have superb kitchens does not mean you have to use them all the time. Alternatively you can enjoy the

excellent cuisine and warm atmosphere of its sister property, the highly popular Malone Lodge Hotel, just a few minutes walk away or choose from one of the many excellent restaurants in the immediate neighbourhood.

Of course the apartments are also ideal for holiday visitors, including families with children, and in these informal surroundings you can relax and enjoy the flexibility that having your own kitchens allows.

### **F** MÖVENPICK HOTEL, LÜBECK

The Mövenpick Hotel, Lübeck radiates a very special charm. **Hospitality**, informality, warmth — these are just a few of the key words that characterise the unique **ambience** of the establishment.

Whether you wish to spend your time relaxing or use the hotel as a “jumping off place” for far-away holidays, meetings and conferences — the establishment will satisfy all your requirements.

All 197 rooms, including junior suites, are **lavishly** equipped with modern facilities. The warm, bright colours underline the individuality which the hotel attaches great importance to.

Enjoy the culinary happenings and

the theme evenings in the restaurant, famous for its **sumptuous** buffets and regional seafood specialities. The Lysia Bar is the perfect place for a nice evening drink.

The modern conference rooms and the up to date equipment provide the versatility you require for a successful meeting.

Whatever the occasion may be: celebrations, weddings, birthdays, congresses, trade fairs or conferences... the superb banqueting facilities combined with the ability to plan and organise will make it a day to remember.

### **G** BED AND BREAKFAST IN A LONDON HOME

You can now spend your holiday in the friendly atmosphere of a real London home and live in the London that only the locals really know, with all the home comforts and personal service at a bargain price.

London Homestead Services represents over 500 rooms in private homes situated mainly in London's best located quiet residential suburbs.

They are normally first floor rooms **adjacent** to bathrooms. You will be given your own key to come and go as you please. Rates include a continental

breakfast but other meals can sometimes be provided as extra course. The service is ideal for families.

These homes range from the suburbs to central London and price depends on location and facilities; almost all are within ten minutes' walk of a tube station, which in turn is within 20 minutes of the centre.

The traditional friendliness and hospitality of Londoners is famous the world over. So now you can experience the real London, and it can all be arranged by telephone or fax.

**H GRAND HOTEL EUROPE, SAINT PETERSBURG**

Grand Hotel Europe is a fascinating hotel for the businessman and the discerning leisure traveller, which combines the charm of a bygone era with the services of a modern five-star luxury hotel.

Accommodation in the city of the tsars should reflect this heritage. You will experience the fascinating romance of Russia's glorious past, whilst enjoying the finest of today's comfort.

The Grand Hotel Europe has a rich historic tradition to live up to. Dostoevsky, Tchaikovsky and Gorky were just a few of the celebrities who were delighted by the **exceptional** atmosphere and convenience of the rooms and suites. Few could have foreseen that its mod-

ern-day guest list would rival and even surpass the chronicle of the past.

The Europe Restaurant is the leading fine dining restaurant in St Petersburg. One can enjoy an evening of elegance surrounded by beautiful turn-of-the-century decor. Food and beverages served in enchanting surroundings have always been at the heart of the hotel's dining options.

Business and leisure belong together at the Grand Hotel Europe. You are offered a state-of-the-art business centre and support facilities to make it an ideal base from which to do business. After your business is done, you can relax in a well-equipped health and fitness centre and enjoy being pampered by its services.

**1. Match the words and their definitions.**

- |                   |  |
|-------------------|--|
| 1. establishment  | a. a holiday lodging in which one cooks one's own meals;                                 |
| 2. suite          | b. when you behave in a friendly way towards visitors and make them feel welcome;        |
| 3. amenity        | c. is used to describe a bathroom which is joined directly to a bedroom;                 |
| 4. cuisine        | d. an institution, especially a business, shop etc;                                      |
| 5. venue          | e. next to something;  |
| 6. en-suite       | f. the ability to change or be changed easily to suit any situation;                     |
| 7. flexibility    | g. the food cooked in a particular restaurant or hotel, especially when it is very good; |
| 8. convention     | h. very generous or wasteful in giving or using;   |
| 9. exceedingly    | i. unusually good;   |
| 10. self-catering | j. something useful or enjoyable in a place that makes it nice to live there;            |
| 11. option        | k. extremely, to an unusual degree;  |
| 12. comprehensive | l. including everything that is needed;  |
| 13. appliance     | m. very impressive and expensive;  |
| 14. hospitality   | n. a set of expensive rooms in a hotel;  |
| 15. ambience      | o. a place where a public event takes place;   |
|                   | p. the type of feeling you have because of the place;                                    |

16. lavish	q. something that you can choose to do;
17. sumptuous	r. a piece of electrical equipment that people use in their home;
18. adjacent	s. a large formal meeting for people who belong to the same profession or organisation.
19. exceptional	

**2. Use the word in brackets at the end of each sentence to form the word that fits in each space in the same sentence.**

1. Thanks for your ..... over the past few weeks. (*hospital*)
2. I'd like to thank you. You were ..... kind. (*exceed*)
3. This is an ..... case. I've never seen anything like it before. (*except*)
4. The hotel is a well-run ..... . (*establish*)
5. A newspaper that provides ..... coverage of world affairs is the most popular one among the readers. (*comprehend*)
6. Domestic ..... today are rather expensive. (*apply*)
7. The little restaurant has a pleasant ..... (*ambient*)
8. The fire started in the building ..... to the library. (*adjoin*)
9. I prefer a holiday in a ..... establishment. (*cater*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. They found the ..... for the latest round of talks.
2. They would organise ..... dinners for potential customers.
3. Recently refurbished to five-star standard this ..... hotel offers distinctive style and comfort.
4. As I see it we have two ..... : either we sell the house or we rent it out.
5. She always has a ..... at the Ritz when she comes to town.
6. We live in a small town but with all the ..... of a larger city.
7. This hotel is rather expensive. All the rooms are .....
8. The teachers' ..... solved a lot of urgent problems.
9. The staff of the Hilton is famous for its ..... and high professionalism.
10. The friendly relaxed atmosphere makes Manor Hotel an ideal setting for enjoying the excellent ..... of its restaurant.

**4. Fill in the word(s) from the following list:**

*satellite, fitness, swimming, complimentary, king-size, non-smoking, facilities, laundry, multi-lingual, spa, 24-hour, trouser, courtesy, wake-up, air*

- |                    |                      |
|--------------------|----------------------|
| 1. .... centre     | 5. .... room-service |
| 2. .... facilities | 6. .... bed          |
| 3. .... staff      | 7. .... car-service  |
| 4. .... floors     | 8. .... calls        |

- |                       |                    |
|-----------------------|--------------------|
| 9. .... pool          | 13. .... laundry   |
| 10. .... bath         | 14. .... TV        |
| 11. .... conditioning | 15. .... newspaper |
| 12. .... press        |                    |

5. You are the owner of an establishment (choose from Reading 1). What amenities are a must to attract visitors?

## U LISTENING

- T 2 Listen to the radio advertisement of the Radisson Hotel, Fairfield and tick ✓ the amenities mentioned.

Example. 0. satellite TV ✓

- |                   |                            |
|-------------------|----------------------------|
| 1. swimming pool  | 5. complimentary newspaper |
| 2. hair dryer     | 6. souvenir shop           |
| 3. trouser press  | 7. convenient location     |
| 4. bathroom phone | 8. conference facilities   |

## U GRAMMAR SECTION

### THE PASSIVE VOICE

Grammar Reference Section, page 174

1. Make the following sentences passive.
1. She has swept the floor carefully.
  2. His friends always laughed at him.
  3. She sent George a telegram.
  4. Betty was examining her new dress.
  5. Bob broke the window yesterday.
  6. I will listen to his story with great interest.
  7. A great architect designed this temple.
  8. We spoke much about the film.
  9. By the time her boss came she had typed all the letters.
  10. I sent for the doctor.
2. Put the verbs in brackets into the Active or the Passive Voice.
1. The book ..... (*republish*) soon.
  2. They ..... (*cook*) lasagne now.
  3. I often ..... (*refer*) to the Encyclopaedia Britannica.



4. For half an hour they ..... (*occupy*) with eating and drinking.
5. The president ..... (*call*) every day.
6. The fire ..... (*cause*) considerable damage.
7. He tried to sell a car that ..... (*steal*).
8. He ..... (*arrest*) yesterday.
9. Dave ..... (*receive*) the papers by tomorrow.
10. When I ..... (*enter*) the room Mary ..... (*ask*) by the exam board.

### 3. Correct the errors.

1. "Great Expectations" wrote Charles Dickens.
2. I will translate this article by 3 o'clock.
3. The problem was discussed when I entered the study room.
4. The suitcases should carefully packed.
5. The doctor sent for.
6. You would expect to take part in the competition.
7. While breakfast was cooked she was washing up.
8. By the end of this week her name will know everyone.
9. What has happened? Have you hurt?
10. The Passive Voice frequently use in English.

## U READING 2

**You are going to read some information about accommodation in Ireland. Seven sentences have been removed from the text. Choose from the sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning.**

- A** It is the best kind of holiday for those who are on a low budget.
- B** You can forget about city life and enjoy the everyday rural life.
- C** If you're interested in botany, photography, ornithology, fishing or art you'll find plenty to interest you during your pleasant and peaceful journey.
- D** Luxuriously furnished mobile homes are available on many sites throughout the country.
- E** There are a few traffic jams and everywhere you go you're surrounded by exceptional scenery, peaceful countryside and interesting places to explore.
- F** You're bound to make friends and have a lot of fun along the way.
- G** Rent a traditional Irish cottage equipped with all modern facilities for up to 6 people.
- H** If you're bringing the family you'll find hundreds of comfortable hotels suited to your needs and at very reasonable prices.

## YOUR HOLIDAY CHOICE

With lots of places to choose from, Ireland offers something for every taste and budget. Whether you want everything laid on so that you can simply relax and see the sights, or whether you prefer the freedom to come and go as you please with a self-catering holiday home or your own touring caravan or tent, you will find plenty to choose from.

There is a wide variety of accommodation from which to choose. Hotels range from luxury castles to modern hotels and family run establishments. Guesthouses offer a personal service in an intimate atmosphere. In farmhouses and houses in town and country you can stay with an Irish family in locations as diverse as the city centre and the heart of the country. There are youth hostels, caravan and camping parks and on-the-move choices like cabin cruises or horse-drawn caravans. Just take your pick to suit the holiday budget.

Hotels include luxury castles, elegant country houses, cosy village inns and modern establishments. The service is invariably friendly and first-class hotels are located in beautiful remote areas as well as in towns and cities. **0H**

Irish homes and farmhouses are informal type of accommodation. It gives you the opportunity to share in the life of an Irish family in an urban or country setting. A farmhouse holiday again gives scope of meeting people and is especially suitable for children. **1**

Self-catering holidays are available for those who like to come and go as they please without any restrictions. There's self-catering accommodation to suit all tastes, including houses, self-contained apartments, cottages and even castles. **2** Many different cottages and houses are available either in remote areas or in the major cities.

The freedom of the Irish countryside belongs to you on a caravanning and camping holiday. Because Ireland has a network of traffic-free roads, you will find it particularly suitable for this form of holiday. **3** A horse-drawn caravans holiday gives you the perfect combination of transport and well-equipped accommodation. **4** And don't worry, before you set off you're given full instructions on how to look after your faithful companion, the horse.

If you like breathtaking scenery and the healthy outdoor life then youth hostelling is for you. **5** They provide clean, simple accommodation in dormitory style rooms.

Become your own skipper on Ireland's clean and uncrowded waterways. The mighty River Shannon contains vast opportunities for inland cruises. **6** Driving in Ireland is like driving as it used to be, relaxing and leisurely, but on good, well surfaced roads. **7** You're never far away from a picnic site – just one of the many reasons why a motoring holiday in Ireland is ideal for families.

## U LANGUAGE FUNCTIONS

### *Suggesting*

Shall we ..... ?

You could .....

We might as well .....

Would it be a good idea to ..... ?

We might .....

Do you think it would be a good idea to ..... ?

I know! Let's ..... !

Let's ..... (then), shall we?  
 What about ..... , (then)?  
 How about ..... , (then)?  
 I tell you what: we'll .....  
 We could always ..... , (then).  
 Fancy ..... , (then)?  
 Why don't we ..... , (then)?  
 Why not ..... , (then)?  
 Surely he could ..... , (then)?

**Develop the following ideas. In pairs role play the situations.**

1. You are reading a TV programme with your family.
2. It is the weekend. The weather is nasty. You and your friend are bored.
3. You have got a free evening.
4. You arrived at your friend's place abroad.

## 🗣️ SPEAKING

1. **What kind of hotel would you choose to spend a honeymoon, a weekend, a 2-week holiday? Explain your choice.**
2. **Say what things you expect to find in a room in a good hotel. In what way may a more expensive room differ from a less expensive one?**
3. **You phone a hotel receptionist. You want to book rooms for yourself, your sister, her husband and their two children for a weekend in July.**
4. **You arrive in London and go to a small hotel in Chelsea. Describe all that happens and all that you say from the time you go through the door till the time when you find yourself in your room. Then describe the room.**
5. **In pairs solve the problem situations:**

\*Late at night you arrive at a hotel with which you have reserved a room. The sleepy receptionist says he/she can't find your reservation and the hotel is full. He/she says you had better wait till tomorrow morning. Some guests are supposed to sign out at 10 am.

\*You have been staying at a hotel for three days and have found out that it is not a very comfortable place to stay at. Everything is getting on your nerves — the chambermaids shout loudly early in the morning, they don't change bedlinen in time, the steward is careless, the desk-clerk never does what you ask him/her to do. You want to sign out but you have paid in advance for ten days.

## U WRITING 1

You are checking in at a hotel. Fill in the form.

<b>IBIS ACCOR HOTEL</b>	
Family name .....	
First name .....	
Date of birth.....	
Street address.....	
Postal code .....	
Country.....	
Type of ID:	
Passport	<input type="text"/>
Driver's Licence	<input type="text"/>
Other	<input type="text"/>
ID number .....	
Date of arrival .....	
Date of departure .....	
Date.....	
Signature. ....	

## U WRITING 2

You booked a holiday in a hotel from Sunlight Tours Plc. They promised you a 4-star hotel with all the modern amenities. When you arrived at the hotel you found nothing of the facilities promised.

Write a letter of complaint (about 120-180 words) to the manager of Sunlight Tours Plc. Don't forget to write the addresses.

<b>REMEMBER</b>
<p>! Occasionally you may have to write a letter to resolve a conflict or settle a claim.</p> <ul style="list-style-type: none"> <li>• Address your letter to the correct person or department.</li> <li>• Keep your tone objective and reasonable.</li> <li>• Remember that in most cases the reader was either not directly responsible for the mistake or did not make an error intentionally.</li> </ul>

### Layout of the Letter of Complaint

Address of the person you are writing to

Your address

Date

Dear Sir/Madam

A heading

Say what you are writing about

Say what is wrong

Request some action (you decide!)

Close the letter

## U WRITING 3

**Write an advertising brochure for a hotel in any country. Write about the hotel itself — the accommodation, catering, setting, entertainment and so on. Write about the services available at the hotel. Make use of the following advertisement.**

### WHERE THE HEART OF DUBLIN BEATS STRONGER

Cassidys Hotel is located at the top of O'Connell Street, in one of many redbrick Georgian terraces which provided a backdrop to the work of famous Irish writers such as O'Casey, Shaw and Joyce.

Making the most of the elegant proportions and classic plasterwork, the whole building has been painstakingly refurbished for modern comfort.

The ambience begins at the burgundy Georgian front door and oak foyer, through to Groomes Bar and the Dining Room which overlooks the popular Gate Theatre.

Cassidys Hotel is family owned, so the emphasis is on good value, a warm atmosphere and friendly service.

All 68 rooms of Cassidys Hotel are en-suite and decorated in warm yellows, blues and reds which make the most of

the plentiful natural light. All rooms are fitted with:

\*keycard entry system

\*multi-channel TV and Radio

\*hairdryer

\*trouser-press

\*tea and coffee making facilities

\*direct dial phone with message waiting facility

\*bathroom phone.

Your stay includes an Irish breakfast and Government Tax. There are no extra charges and limited free parking is available to residents.

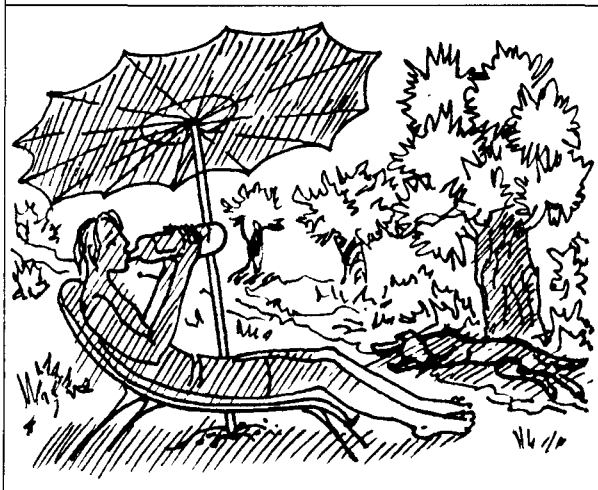
Our 'club-liking' Groomes Bar is open daily to non-residents and serves food all day, as does our elegant Dining Room which offers delectable pre-theatre dinner, so whether you're visiting Dublin for business or pleasure, as a family or on your own, pay us a visit.

## WHATEVER THE WEATHER

### 🕒 WARMING UP

1. What kind of weather do you like?  
 What kind of weather is the best for travelling abroad?  
 Do you sometimes feel under the weather? When?  
 What is the usual summer and winter weather in the place where you live?
2. **In pairs compare and comment on the following pictures. Make use of the following words:**

*weather, gorgeous, lovely, changeable, shower, overcast, breeze, freezing, damp, climate, dry, terrible, pouring, sleet, gale, boiling, chilly, glorious, awful, drizzling, fine, hail, dull, scorching, mild, storm, sunshine, unsettled, wet, icy, misty, humid, cool, blizzard*



3. Complete the following chart about the weather of your region. Make use of the words from exercise 2. You may introduce your own ideas as well.

	Advantages	Disadvantages
winter		
summer		

4. Fill in the gaps with the following words:

*atmosphere, fog, evaporate, hail, rainfall, shower, frost, windless, gale, thunder, lightning, damp, blistering, mild, humidity*

1. The radio has given a ..... and icy warning for car drivers tomorrow.
2. .... is frozen rain drops which fall as little hard balls.
3. The day was ....., without moving clouds.
4. The sun will ..... the water.
5. He could hear ..... over the hills.
6. The ..... in the air makes my old bones hurt.
7. The ..... in the room was hot and smoky.
8. The ..... has been measured and found higher than ever.
9. The annual ..... there is only four centimetres.
10. Yellow ..... filled the streets and hid the daylight.
11. He was out too long in the ..... heat of the sun.
12. It has been a ..... winter this year.
13. A great flash of ..... lit the night sky.
14. The old tree was blown down in a .....
15. I went out and was caught in a .....

5. Describe the weather where you live in different seasons.

## 📖 READING 1

You are going to read the article about weather. Seven sentences have been removed from the text. Choose from sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning (0).

- A** Severe weather, such as tornadoes, hurricanes, and blizzards, can damage property and take lives.
- B** The earth's surface is a patchwork of climate zones.

- C The typical weather in any place over a long time is called the climate.
- D Long-range forecasts for the next week or month are less accurate.
- E At the North and South Poles, it gives hardly any warmth.
- F In some places it is warm, and in others it is cold.
- G Computers are employed to assist in their information so that forecasts can be completed and issued for the benefit of farmers, sailors, airman and people in general.
- H It is the condition of wind, temperature, rain, sunshine, snow etc, at a certain time or over a period of time.
- I Weather also affects agriculture, transportation, and industry.

Study the meanings of the words in bold.

### WEATHER

Weather is the state of the atmosphere at some place and time. We describe the weather in many ways. For example, we may **refer** to the temperature of the air, whether the sky is clear or cloudy, how hard the wind is blowing, or whether it is raining or snowing. At any given time, the weather is fair in some places, while it rains or snows in others. **0** **F**

It is the day-to-day variation of atmospheric and climatic **conditions** at any place over a short period of time. Such conditions **include** humidity, precipitation, temperature, cloud cover, visibility, and wind, together with **extreme** phenomena such as storms and blizzards.

Just as summer days can often be cool, so there are **occasional** cool days in the tropics. But the weather in the tropics is usually warm – just as the weather in the Arctic is usually cold. **1** **□**

Weather differs from climate. It is a composite of the average other conditions of a locality or region over a long period of time (at least 30 years).

Earth is not the only planet with a **variety** of weather conditions. Every

planet in the solar system except Mercury and perhaps Pluto has enough of an atmosphere to **support** a weather system. Titan, a moon of the planet Saturn, has such an atmosphere. Pluto is so far that little is known about its atmosphere.

The weather **affects** our lives every day. For example, it can have an **impact** on what type of clothing we wear and how we spend our free time. **2** **□** Freezing temperatures can damage citrus crops in Florida or Spain, causing a rise in the price of oranges at the grocery store. Winter snow often create hazardous driving conditions. Thick fog may slow traffic on the roads and cause **delays** at airports. Our use of air conditioning during heat waves and heating during cold weather means that utility companies **must supply** more power at those times. **3** **□**

Meteorology is the study of short-term weather patterns and data within a circumscribed area. Because of the weather's importance, meteorologists (scientists) who study the atmosphere and the weather have ways to **forecast**



weather conditions. Forecasts for the next 12 to 24 hours are correct more than 80% of the time. 4  These forecasts **indicate** general trends, such as whether or not temperatures are expected to be warmer or colder than normal.

Earth satellites **relay** information, collected by special instruments, about atmospheric conditions all around the world. 5  Closely related to weather is climate. Climate is the weather of a place averaged over a length of time. Scientists **determine** a region's climate by examining its vegetation, average monthly and annual temperature, and average monthly and annual **precipitation**. 6

For example, in various parts of the world, we find deserts; tropical rain forests; prairies; forests of cone-bearing trees; frozen, treeless plains; and coverings of glacial ice. Unlike changes in the weather, which can **occur** in minutes, climate changes generally take many years.

As a general rule, the nearer you are to the Equator, the warmer the climate is. This is because at the Equator, the Sun is high in the sky at midday and its rays are warm.

Away from the Equator, it climbs less high and gives less warmth. 7  The effect is to give three broad climate zones on either side of the Equator: the warm tropics, the cold polar regions, and the temperature zone in between.

**1. Match the words and their definitions.**

- |                   |   |
|-------------------|---|
| 1. refer          | a. a lot of different kinds of things;                                  |
| 2. condition      | b. something that you must do first, before something else can be done; |
| 3. include        | c. to show that something is likely;                                    |
| 4. extreme        | d. to happen without being planned;                                     |
| 5. occasional     | e. to talk about a person or thing without giving very many details;    |
| 6. variety        | f. something that is very different from what is normal or usual;       |
| 7. support        | g. a period of time when you have to wait for something to happen;      |
| 8. affect         | h. the amount of rain, snow etc that falls;                             |
| 9. impact         | i. to say what is likely to happen;                                     |
| 10. delay         | j. to make someone or something part of a larger group or set;          |
| 11. supply        | k. the effect something or someone has;                                 |
| 12. forecast      | l. to pass a message from one place to another;                         |
| 13. indicate      | m. to help and encourage someone;                                       |
| 14. relay         | n. to find out the exact details or facts about something;              |
| 15. determine     | o. happening sometimes but not very often;                              |
| 16. precipitation | p. to make something or someone different or change in some way;        |
| 17. occur         | q. to provide people with something that they need.                     |

2. Use the words in brackets at the end of each sentence to form the word that fits in the space in the same sentence.

1. I'm ..... angry with you. (*extreme*)
2. There are ..... ways of sending money abroad. (*variety*)
3. They've lost a few games, but this is not really ..... of the team's ability. (*indicate*)
4. What could explain this unusual ..... ? (*occur*)
5. This week's magazine contains a free fashion ..... . (*supply*)
6. A ..... path led down the cliff. (*precipitation*)
7. There was no ..... to his family in the letter. (*refer*)
8. I've been here on many ..... . (*occasional*)
9. I really admire his ..... to succeed. (*determine*)

3. Fill in the blanks with the words in bold from the reading passage.

1. I hope this new job will not ..... your housework.
2. There was a 7-hour ..... before the plane took off.
3. He quickly ..... this news to the other members of the staff.
4. I come to you on one ..... : you pay for everything.
5. Bad weather had been ..... for the day of the race.
6. Does the price of a hotel room ..... breakfast?
7. Paul has a positive ..... on his younger sister.
8. Whatever you decide to do I will ..... you.

4. Say the following in one word.

1. wet light cloud near the ground, which is difficult to see through clearly;
2. rather cold, in a way that makes you feel uncomfortable;
3. a gentle pleasant wind;
4. a short period of light rain;
5. very cloudy and dash;
6. extremely cold;
7. a storm with a lot of snow and strong winds;
8. frozen raindrops that fall as small balls of ice;
9. soft white pieces of frozen water that fall from the sky in cold weather;
10. a mixture of snow and rain.

## 🔊 LISTENING

**T3** Listen to the weatherman with the weather forecast for the next day. Fill in the chart below.

Region	Type of weather
North	
South	
East	
West	

## 🔊 GRAMMAR SECTION

### DIRECT AND INDIRECT SPEECH

Grammar Reference Section, page 174

**1. Put the following into indirect speech.**

1. "I'll be back in a moment," said Jack.
2. "You behaved very badly yesterday," the teacher said to John.
3. "Does he speak English?" John asked Peter.
4. "We did not have supper," say the boys.
5. "Don't go there, Mary, I beg you," Tom said.
6. "I did not see him before," Jane said.
7. "Have you missed me?" father asks Tom.
8. "Did you cry tonight?" mother asked her daughter.
9. "When I came, Lucy was speaking over the phone," says Beth.
10. "What were you doing there?" the policeman asked Jack.

**2. Put the following into the direct speech.**

1. He told Jane he would help her.
2. She told Mike he was very helpful.
3. Liz told Mark that she had said that the previous day.
4. He said he would be glad to meet Jane.
5. She asked George if he would come the next day.
6. They asked Tim to tell them the truth.
7. I asked Liz not to open the door.

8. I asked Betty what she was going to do.
9. He told Jack that he had already been to Paris.
10. Lucy asked Betty not to go abroad.

3. **Correct the errors.**

1. He wanted to know where was the nearest bank.
2. She said she had known everything he was saying.
3. Colin asked Rose why hadn't she bought vanilla ice cream.
4. He asked Bella what she was doing here.
5. He said he'll come again.
6. I told Ron I would ring him up tomorrow.
7. She asked him where he is going to spend his weekend.
8. She said she went to Dallas five years before.
9. Rod asked Jessy where would they go.
10. She asked Tim what he said.

## U READING 2

Read the following information and mark the sentences *True (T)*, *False (F)* or *Don't Know (DK)*.

1. Summer is a very enjoyable time in Britain.
2. For the most daring tourists Britain offers parachuting.
3. British rural entertainment in autumn is various.
4. Christmas shopping is the cheapest.
5. Christmas shopping is a great delight.
6. Thousands of people visit British museums in winter.
7. Spring is the best time to appreciate the outstanding British cities.
8. Hunting is very popular in the spring.

### BRITAIN FOR ALL SEASONS

The real Britain is a land of unspoilt beauty, where the mood and rhythm of the countryside changes from one region to another, and from season to season.

Summer is the season of long, long days, when a variety of pastimes and pursuits can be enjoyed. The beach is a favourite place to relax and the more active will find an exciting range of water sports in Britain, from gentle sailing to the action-packed sport of jet-skiing. The warm summer months are an ideal time to enjoy the delights of eating outside, a stroll of peaceful rural surroundings or a leisurely round of golf. Make

the most of the fresh air by cycling along pretty country lanes or by taking a boat trip on one of Britain's many rivers, canals and lakes. Or for the more daring, how about taking a balloon trip and enjoying the view of the countryside from the air. There are so many attractions to choose from in the summer months – from pageant and tradition to a host of arts festivals.

In autumn the British landscape assumes a breathtaking beauty and it is a perfect time of the year for outdoor activities such as walking, golfing and cycling. The game shooting season is also

in full swing and many hotels can arrange for you to participate.

As the days become cooler you may prefer to make the most of the varied entertainment provided by Britain's towns and cities. Enjoy a visit to the cinema, theatre or perhaps a classical concert.

In rural communities, autumn is the time to gather in the crops. Take a peek inside some of Britain's churches and cathedrals, which will be decorated with flowers and fruit for the harvest festival. Fireworks and bonfires will illuminate the sky during the evening of November 5<sup>th</sup>. This is to commemorate the unsuccessful attempt to blow up the Houses of Parliament by Guy Fawkes in 1605.

Winter heralds the season of Christmas festivities. Towns and cities countrywide are brightly decorated for the occasion. Shopping is always a delight at this time of the year, when the shops are full of fascinating Christmas goods and window displays of large department stores will delight all ages. You will also find many indoor shopping complexes

around the country, which make looking for gifts a real pleasure whatever the temperature outside. After Christmas is the season of annual sales when both travel and shopping bargains are to be found.

Britain has a vast array of museums and galleries countrywide, and winter is an excellent time to see them when the flock of summer visitors has dispersed. Many stately homes also remain open throughout the year.

Springtime sees the countryside bloom and radiate with life. Daffodils, bluebells and primroses can be seen on hillsides and in the fields everywhere. The brightest warmer days see the return of many birds who migrated during the winter and the woodlands and meadows come alive with their songs. It is one of the loveliest times of the year to visit Britain and appreciate the outstanding countryside.

Riding is an exhilarating pastime to enjoy in the spring months and keen fishermen will find some of the world's game fishing rivers in Britain.

## U LANGUAGE FUNCTIONS

### *Saying you are worried or afraid*

I'm worried about .....

I find..... (very) worrying

I'm worried/uneasy about .....

I'm frightened of .....

I'm afraid of .....

I'm (really) terrified of .....

I'm scared of .....

I'm worried sick about (by).....

**Develop the following ideas. In pairs role play the situations.**

1. Your friend is going to take a difficult exam the next day. He/she hasn't brushed up much for the exam.
2. Your friend and you are going to the city's suburb by car. Your friend is driving the car at a very high speed.
3. Your friend and you are going to Spain by plane.
4. Your friend has fallen ill. He/she is in hospital. You phone his/her mother.

## U SPEAKING

### 1. What types of weather are good/bad for doing these things? Why?

- planting flowers in the garden;
- having a barbecue;
- going out fishing;
- camping out;
- going out for a long sightseeing tour in a capital city;
- looking at beautiful landscapes and seascapes through binoculars.

### 2. What kinds of weather do you think caused the following to happen:

- We spent all the day in the shade.
- The sweat was pouring out of us.
- I can hardly breathe. I wish the weather were cool and rainy.
- Even a postman had to use a boat to get around.
- They had to close the airport; the snow was a metre deep.
- We were able to sit in the garden in the middle of winter.
- The earth became rock-hard and a lot of plants died.
- I could hardly see my hand in front of my face.

### 3. What would you advise someone who wants to visit your home region? What weather should they expect at different times of the year?

### 4. In pairs compose the dialogues on the following situations.

1. Two students are talking about the weather in Britain. One of them is saying that the weather is not just bad, but terrible. The other doesn't agree.
2. It is a cold, foggy winter day. The weather report says the fog is going to get worse. Mrs Webster is phoning Mr Webster. He is at work. She is worried about him because he is a careless driver and because of lots of accidents on the roads.
3. You are going on a long drive tomorrow. Your mother/father warns you about the weather conditions.

## U WRITING 1

Write a letter to your friend (120-180 words) who is going to visit London. You have just returned from there. Describe the weather in London. Give him/her advice on what things to take, where to stay, what places to visit. Don't forget to write the addresses.

## REMEMBER

- Be enthusiastic about your friend's trip.
- Use contracted words. It might help you to imagine you are talking to your friend.

### Use the following:

- You could .....
- You should .....
- You must .....
- You ought to.....
- You can't leave London without ..... (*-ing form*)
- I'm sure you will enjoy ..... (*-ing form*)
- It's worth going to .....
- Don't forget to.....

## 🕒 WRITING 2

**Write a short science fiction story in which a person rebels and wants to change the weather and the length of days and nights on Earth.**

## REMEMBER

- You should make your story exciting, interesting and amusing.
- You need to plan the story carefully before you begin writing. Make notes.
  - What are the main events?
  - What is the best way to order the events?
  - What tenses should be used?
  - Use different adjectives to convey the atmosphere.
  - Make some sentences long and some short.
  - Use some direct speech.
  - Use time expressions.

## EAT OUR WORDS

### U WARMING UP

1. What food do you usually eat?

1. What do you consider to be healthy food?
2. Do you sometimes eat out? When and where?
3. What does your festive dinner usually consist of?

2. In pairs compare and comment on the following pictures. Make use of the following words and phrases:

*meal, snack, speciality, delicious, bland, fast foods, cuisine, takeaway, brunch, serve, mouth-watering, eating out, beverages, home-made, barbecue, flavour, savoury, soft drinks, side dishes, deli, course, starter, taste, dessert, dish, spicy, fix*





3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	Advantages	Disadvantages
McDonald's		
expensive restaurant		
eating at home		
snack bar		

4. Name four or five meat dishes, fruit, dishes taken for breakfast, desserts, beverages, starters, sweet dishes.
5. What can you do to each of the following foodstuffs? Choose from the verbs given below. You may use the verbs more than once.

*Foodstuffs*

cream  
eggs  
fish  
meat  
pastry  
vegetables

*Verbs:*

baste      mince      braise  
chop      shell      grate  
mash      whisk      poach  
scramble      bone      steam  
beat      peel      knead  
crack      shred      roll  
stew

## 🔍 READING 1

Read the following text and number the paragraphs. Study the meanings of the words in bold.

**A** Another favourite summertime food, often served at a cookout, is freshly picked corn on the cob. The green **covering** (the husk) is stripped off and the cob with its **kernels** of corn (an entire piece of corn is sometimes called an ear) is dropped into boiling water. When it is ready, butter is **spread** on the corn and it is salted. The corn is then held at the ends with the fingers and the kernels are stripped off in mouthfuls, until only the cob remains.

**B** The clambake is a special kind of cookout that **originated** on the Eastern seashore. A fire is built in a pit, and rocks in the pit are heated. The rocks are

covered with a **layer** of seaweed. The clams, lobsters, and other seafood are put on the top of the seaweed and the whole thing is covered with a heavy **cloth** to keep the heat and **moisture** in and bake the seafood.

**C1** When the weather is warm, many families enjoy a cookout in the yard with a **portable** grill that uses small blocks of partly-burned wood called charcoal. One **reason** for eating outside is that it may be cooler than the kitchen and dining room. However, many people enjoy eating outside because they enjoy the taste of charcoal-broiled meats and being outside in the fresh air.

**D** The barbecue — made famous in the American West — is a cookout where a single large piece of meat such as a side of beef is **roasted** on a spit over an open fire. The spit has a **handle**, and it is turned slowly as the meat roasts. Special barbecue sauces are often **applied** to the meat as it roasts.

**E** Steak, hamburgers, hot dogs and chicken are the meats that are most **commonly** char-broiled. Cooking over charcoal is not easy, however, and many times the meats are burned because the grill is too hot. Sometimes shish kebab is prepared over the grill. Small **chunks** of meat, onions and green pepper are **skewered** on a long metal pin which is called a skewer.

**F** There are other variations on the practice of eating outside. One, of course, is the picnic. Food is packed in a basket,

drinks are brought in a cooler, and the family goes to the countryside for the afternoon.

**G** Strawberry shortcake is a favourite summertime dessert. The cake is **sliced** in half, and partially **crushed** strawberries are placed between the two halves and on top. Cream that has been beaten into a light, smooth **topping** — whipped cream — is added to the top. Another summertime favourite is a **scoop** of ice cream in a dish, served with a strawberry or chocolate topping, and sometimes with nuts and whipped cream — the popular sundae.

**H** Cold drinks go naturally with cookouts. Beer, iced tea and soft drinks are usually available. While waiting for the charcoal to become hot, people sip their drinks and nibble on appetisers such as potato chips and sour cream dip.

### 1. Match the words and their definitions.

- |              |  |
|--------------|--|
| 1. covering  | a. often;  |
| 2. kernel    | b. material;   |
| 3. spread    | c. something that covers something else;   |
| 4. originate | d. to cut meat, bread etc into pieces;   |
| 5. layer     | e. a fact that makes it sensible or fair for you to do something or think something; |
| 6. cloth     | f. the centre part of a nut or seed, usually the part you can eat;                   |
| 7. moisture  | g. the part of something that you hold when you use it or open it;                   |
| 8. portable  | h. to put a layer of something over a surface so that the surface is covered;        |
| 9. reason    | i. food that you put on top of other food;   |
| 10. roast    | j. light and able to be carried or moved easily;                                     |
| 11. handle   | k. a deep round spoon for holding or serving food such as corn, flour or ice cream;  |
| 12. apply    | l. to start to exist in a particular place or at a particular time;                  |
| 13. commonly | m. to cook food such as meat or vegetables in an oven;                               |
| 14. chunk    | n. a piece of something solid;   |
| 15. skewer   | o. an amount of a substance that covers all of a surface;                            |
|              | p. pressed and squeezed with a force that destroys or deforms;                       |

- |             |   |
|-------------|---|
| 16. slice   | q. small amount of water in the air, on the surface etc;  |
| 17. crushed | r. to make a hole through a piece of food, an object etc with a skewer or with something similar; |
| 18. topping | s. to use something such as a method, idea or law in a particular situation, activity or process. |
| 19. scoop   |   |

**2. Use the words in brackets at the end of each sentence to form the word that fits in the space in the same sentence.**

1. His movies were famous for their ..... and style. (*originate*)
2. Make sure your policy will give an adequate ..... in case of break-in. (*covering*)
3. She got into bed fully ..... (*cloth*)
4. Add milk to ..... the mixture. (*moisture*)
5. What was the ..... behind the decision? (*reason*)
6. Few of these laws are ..... to UK citizens while they are abroad. (*apply*)
7. Divorce is now ..... (*commonly*)
8. Grant ..... bits of meat and put them on the barbecue. (*skewer*)
9. There is always such a ..... on the train in the morning. (*crushed*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. He ..... the bread with the soft cheese.
2. The squirrels are fond of eating the nuts' .....
3. A thick ..... of dust lay on the furniture.
4. I bought a ..... typewriter at last.
5. Shall I ..... or boil the potatoes?
6. The ..... of this mug is broken.
7. She broke off a ..... of bread.
8. I ordered a pizza with extra cheese .....
9. She put two ..... of ice cream in her coffee.

**4. Say the following in one word.**

1. cooking in steam; used for puddings, fish etc;
2. the term used in meat cookery by which the meat is first browned, then has a small quantity of water added;
3. cooking meat or fruit in a small amount of water and its own juices;
4. cooking foods in enough water to cover them, at a temperature lower than 100 °C;
5. cooking in fat; used for chips, doughnuts etc;
6. the food is placed in the oven; used for preparing cakes, breads;
7. is done by placing the food in the oven or even coals and cooking until it is tender; used for cooking meats;
8. cooking foods in enough water to cover them, at 100 °C.

5. Fill in the chart with the correct verbs from the following list:

*bite, eat, nibble, chew, gobble, sip, crunch, lick, swallow, drink, munch*

<b>food</b>	
<b>drink</b>	
<b>both</b>	

## U LISTENING 1

T4 Jane and Maria are in a restaurant. They are reading the menu and getting ready to order. Listen to their conversation and fill in the menu. How much will they pay for their dinner?

### The Knight's Grill The Menu

<i>Starters</i>	£
Melon	2.30
1.....	3.55
Mushroom Soup	2.....
Tomato Soup	4.10
<i>Main courses</i>	
3.....	7.85
Fillet Steak	6.90
Scampi	4.....
Calamari	7.20
<i>All main meals are served with a choice of two vegetables</i>	
<i>Salads</i>	
Tomato Salad	2.80
5.....	4.60
Mexican Corn Salad	6.....
<i>Desserts</i>	
Home-made Ice Cream	1.90
Sherry Trifle	4.15
Fruit Salad	7.....
A choice of fine English Cheeses	
8....., Stilton, Cheshire,	
Double Gloucester, Wensleydale	9.....

## 🔊 LISTENING 2

**T5 Listen to the method of cooking Scotch eggs (for four people). Put the instructions into the correct order from 1 to 8 and write in the missing words.**

- A**  ..... a pan of water to the boil, ..... in four eggs, bring back to the ..... for ten minutes....., plunge eggs into cold water and remove shells.
- B**  ..... the oil into the saucepan, still with the frying basket in place, until a square of bread thrown into it browns and rises to the top.
- C**  ..... one egg into a deep plate and mix the yolk and white with a fork. Into a second deep plate put about two tablespoons crisp bread crumbs.
- D**  Put the four eggs into the basket and lower it into the fat. .... until golden brown (two-three minutes).
- E**  Half ..... a saucepan with cooking oil. Fit a frying basket into the pan and ..... aside.
- F**  ..... the eggs covered with sausage meat, first in the egg, then in the bread crumbs, until completely covered.
- G**  Remove, cut each Scotch egg in two and ..... hot with mashed potato and peas, or cold with salad.
- H**  ..... the sausages and cover each egg with the meat from one sausage, being careful to leave no cracks.

## 🔊 GRAMMAR SECTION

### THE INFINITIVE OR THE -ING FORM

Grammar Reference Section, page 176

**1. Fill in the gaps with the correct form of the verbs in brackets.**

1. The boys like ..... (*play*) games but hate ..... (*do*) lessons.
2. She postponed ..... (*make*) a decision till it was too late ..... (*do*) anything.
3. In old times people used ..... (*make*) fires to warm themselves.
4. .... (*Lie*) on the beach is very pleasant.
5. It is not good for children ..... (*eat*) too many sweets.
6. The teacher decided ..... (*accept*) the paper.

7. I'm very sorry for ..... (be) late.
8. I suggested ..... (spend) the afternoon in the garden.
9. I'd rather ..... (earn) my living myself.
10. I made him ..... (go) there.

2. **Complete the sentences with the gerund or the -ing form of the following verbs:**

*study, think, buy, play, be, ask, say, take, come, laugh*

1. .... busy Jack refused the invitation.
2. Everybody looked forward to his ..... back.
3. What makes you ..... so?
4. Let me ..... a few words.
5. It is no use ..... him about it.
6. John likes ..... foreign languages.
7. I got him ..... off his raincoat.
8. She couldn't help .....
9. He is fond of ..... cards.
10. Nick intends ..... a new car.

3. **Correct the errors.**

1. Here is the letter to be mailing as soon as possible.
2. I heard him to mention his name.
3. I would rather listening to rock music.
4. Julia avoids to meet John.
5. I felt my heart to jump.
6. Don't miss an opportunity seeing this film.
7. They heard Minni to play the piano.
8. You'd better calling the doctor.
9. Please excuse me to disturb you.
10. I saw him to fall.

## U READING 2

1. **Fill in the blanks with the words from the box below. The words to be filled are defined in the brackets at the end of each sentence.**

TV dinner	junk food	nut	dish	croissant	pot luck	sour cream
processed	barbecue	health food	fresh			

1. I'll ..... hot dogs and hamburgers. (*cook on an open air*)
2. The French might not recognise the ..... served at McDonald's. (*a French crescent-shaped roll*)

3. Jeanette was preparing her ..... . (*food made in a certain way*)
4. The time saved by opening a can of peas was more important to busy housewives than was the better taste of ..... peas. (*food recently picked*)
5. .... may be popular today because many Americans are tired of processed foods like Rick's California dip. (*food made from fresh ingredients, often containing no meat, sugar, or preservatives*)
6. Rick just can't live without ..... . (*food such as candy bars that makes one gain weight without giving the body what it needs*)
7. Jeanette's a health food ..... . (*someone who feels so strongly about something that he or she seems a little crazy*)
8. The rest of the party is ..... . (*each guest brings some food*)
9. It is made only from natural, not ..... foods. (*foods that are treated in some way at the factory*)
10. Rick walked into the kitchen and started mixing a package of dried mushroom soup with some ..... . (*a milk product made from heavy cream*)
11. Many prefer frozen pizzas, potato chips, and ..... . (*frozen dinners sold at American supermarkets*)

2. **Read the following text. For questions 1-8 choose the best answer (A, B, C or D) which you think fits best according to the text.**

### AMERICAN FOOD AND EATING

At the end of her first semester in an American college, Elsa, a student from Greece, was surprised to hear her chemistry professor invite the whole class to a party at his house.

"I hope you all will be able to come," he announced. "I'll barbecue hot dogs and hamburgers, but the rest is pot luck. I hope we have some good cooks here!"

Elsa was happy to have the chance to try some real American home cooking after eating in the college cafeteria all semester. She wanted to see what real American food was like.

The morning of the party, Elsa prepared a traditional Greek spinach pie. An American classmate, Jeanette, had invited her to cook it in her kitchen. While Elsa cooked, Jeanette was preparing her dish for the party, a salad called tabbouleh.

"But I used to eat a salad just like that in Greece!" laughed Elsa, when she saw Jeanette washing the tomatoes. "Is that a typical American dish?"

"No, it's Middle Eastern. But my grandmother is from Lebanon, and it's always been my favourite salad. And now it's quite popular. I even saw it on the menu at school," said Jeanette.

Jeanette's boyfriend, Rick, walked into the kitchen and started mixing a package of dried mushroom soup with some soup cream. "This is called California dip," he explained to Elsa. "I'm going to buy potato chips to eat it with. I probably should go buy some carrots and celery, too, to serve with the dip. But it's so much work to wash them and cut them up."

"I hope you don't get the wrong idea of American food, Elsa, Rick just can't live without junk food!" said Jeanette.

"Yeah, and Jeanette's a health food nut!" answered Rick.

Jeanette's tabbouleh salad and Rick's California dip are examples of two kinds of food popular in the US today. International, or "ethnic," dishes, like Jeanette's Lebanese salad, have become quite

popular with Americans in recent years. Of course, Americans cook them their own way. The French might not recognise the croissants served at McDonald's, for example. And indeed, throughout US history, certain foreign foods have become all American favourites, pizza comes from Italy, and the first fried chicken in America was probably cooked by Africans.

Jeanette's grandmother's dish, tabbouleh, is not as popular or well known as pizza. But some Americans like it because they consider it a health food: it is made from only natural, not processed foods. More and more Americans are interested in foods that have spent more time at the farm than at the factory.

Health foods may be popular today because many Americans became tired of processed foods like Rick's California dip. Canned, frozen, and processed foods became very popular in the United States in the 1950s. At that time, the

American food industry tried to convince American cooks that these foods were more timesaving, modern, and safe. And those values were more important to most Americans than the taste of the food. The time saved by opening a can of peas was more important to busy housewives than the better taste of fresh peas, which take more work in the kitchen. And the economy of the United States changed so that it actually became cheaper to buy canned or frozen peas than fresh ones.

What do Americans eat today? Many, like Rick, who grew up eating food out of a can, prefer frozen pizzas, potato chips, and TV dinners. Others prefer "plain old American food," which usually means something like simply cooked meat with potatoes and vegetables cooked separately. At the same time, some Americans, like Jeanette, have become interested in other kinds of foods, such as health foods and international foods.

1. Elsa was happy
  - A. to barbecue hot dogs
  - B. to taste hamburgers
  - C. to enjoy a real American home meal
  - D. to join her professor
2. Elsa and Jeanette
  - A. bought some tasty things
  - B. were fond of cooking
  - C. wanted to make a surprise
  - D. prepared their countries' traditional dishes
3. Rick was going
  - A. to cook some junk food
  - B. to buy some vegetables
  - C. to cook some fried vegetables
  - D. to cook something unusual
4. International dishes
  - A. have become popular in the USA
  - B. are the main food the Americans eat
  - C. are not all-American favourites
  - D. are served at McDonald's
5. Americans are fond of
  - A. processed food
  - B. eating out
  - C. healthy food
  - D. their grandmothers' recipes
6. Americans became tired of
  - A. healthy eating
  - B. cooking at home
  - C. inventing different recipes
  - D. processed food
7. The American economy changed so that it became cheaper
  - A. to eat at McDonald's
  - B. to buy canned food
  - C. to cook from fresh ingredients
  - D. not to eat much
8. Today Americans eat
  - A. home made food
  - B. different kinds of food
  - C. mostly pizzas
  - D. international foods



## 🔻 LANGUAGE FUNCTIONS

<i>Saying you are sure</i>	<i>Saying you are not sure</i>
I'm sure .....	(Sorry,) I'm not sure .....
I'm quite sure .....	I can't make up my mind .....
I'm absolutely/fairly sure .....	I can't decide .....
I've no doubt .....	I'm not really sure .....
I'm absolutely/fairly certain .....	I'm of two minds .....
I know .....	I can't say for certain .....
Certainly/definitely .....	This is right off the top of my head, but .....
Yes.	
Yes, really!	
Absolutely certain/positive.	
You can be sure .....	
I'm a hundred per cent certain .....	

**Develop the following ideas. In pairs role play the situations.**

1. You are discussing a figure skating competition before watching it on TV.
2. Your friend's mum has been taken to hospital. You phone him/her for news.
3. Yesterday you saw your friend with your boyfriend/girlfriend.
4. Your friend invites you to see an exhibition. You only rarely like such kind of art.

## 🔻 SPEAKING

1. **Speak about foods you like and dislike. Give your reasons.**
2. **Some people say that the best chefs are men. Agree or disagree and give your reasons.**
3. **Vegetarians have found the secret of good living. Agree or disagree with the statement.**
4. **Eating in restaurants is a waste of time and money. Prove your point of view.**
5. **Is it better to celebrate family holidays out or at home? Why? Give reasons.**
6. **You own a restaurant. What will you use for one day?**
7. **You are in a hotel lounge. There are various people in it. Suddenly a waiter carrying a tray with dishes of ice cream slips, and the ice cream hits one of the people. Put yourself in the situation. Take the part of one of the onlookers and tell your friend what happened.**
8. **In groups discuss if we should stick to our custom of giving our guests a substantial meal.**

9. **Make up dialogues:**

- You happen to be dining with an Englishman who doesn't speak Russian. Help him to order his dinner.
- You suggest to your mum going to a restaurant instead of cooking at home. She disagrees with you.
- At a restaurant the waiter offers you a wide choice of dishes. After choosing your meal from the menu you make the order.

## U WRITING 1

### Fill in the Menu

*Starters*

*Sandwiches*

*Desserts*

*Vegetarian*

*Chef's Specialities*

*Beverages*

*Main Courses*

*Side Orders*

## U WRITING 2

Write a letter to your friend (120-180 words) about your last visit to a fashionable restaurant.

### REMEMBER

- Friendly letters are written in an informal style with a personal tone.
- Use everyday vocabulary, colloquial expressions and short forms.

#### An informal letter should consist of:

- opening remarks (reasons for writing);
- a main body (the main subject of the letter; *use a new paragraph for each new topic*);
- informal closing remarks;
- name or signature.

### Layout of a Friendly Letter

Your address

Date

Dear .....

Main points of the letter

Do write back soon (Looking forward to hearing from you)

Best wishes/Love/Yours

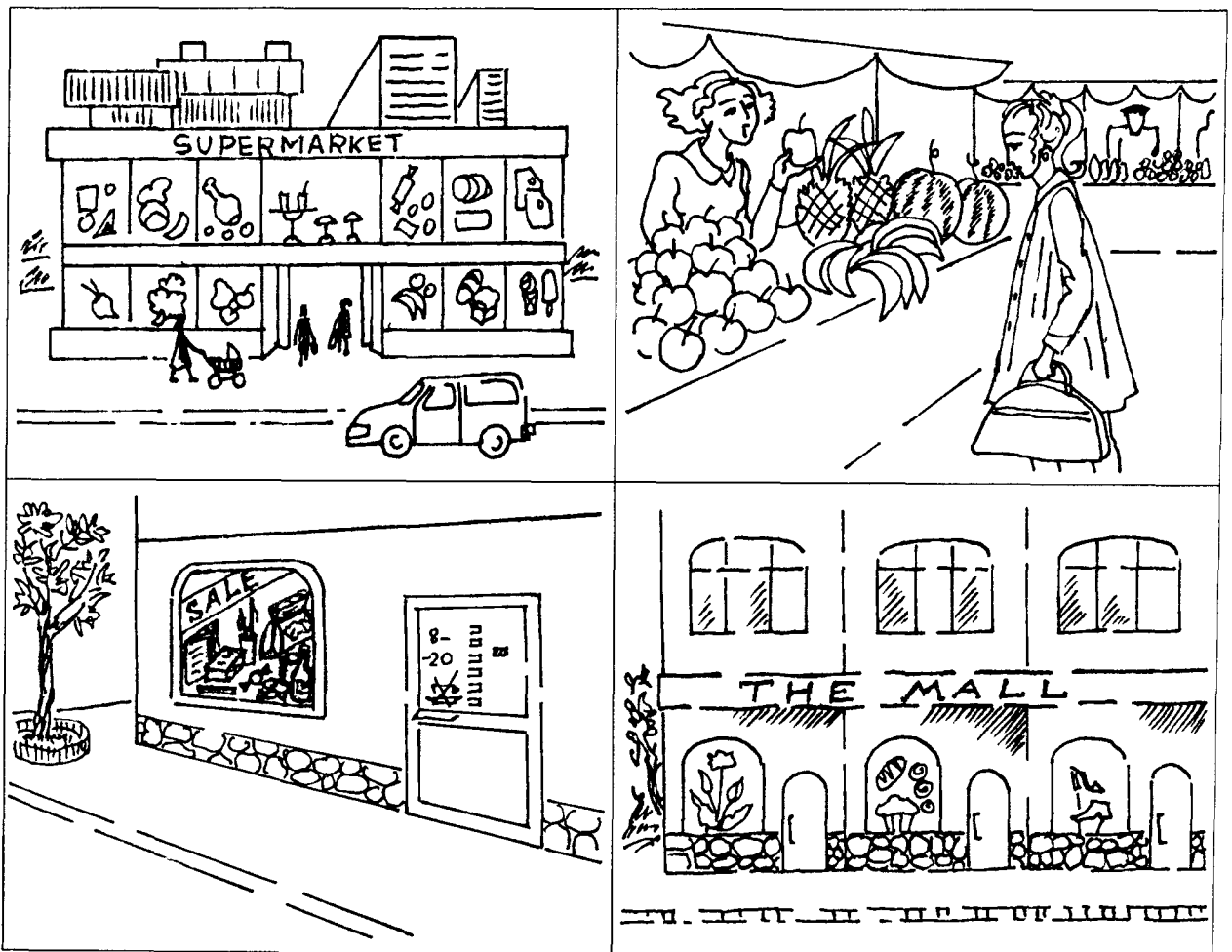
Your name

# SHOP TILL YOU DROP

## 🕒 WARMING UP

- Do you like shopping?  
How often do you go shopping?  
Where do you go shopping for food? For clothes? Why?  
What was your last shopping experience? Were you happy? Why? Why not?
- In pairs compare and comment on the following pictures. Make use of the following words and phrases:

*corner shop, market, customer, poor, advertisement, discount, window display, department store, sale, costly, shop around, cash, complaint, shopping mall, window shopping, pricy, supermarket, bargain hunting, inexpensive, special offer, credit card, top brand*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	Advantages	disadvantages
department store		
boutique		
supermarket		
market		
corner shop		

4. Match the containers with the contents.

- |             |                 |
|-------------|-----------------|
| 1. a packet | a. tomatoes     |
| 2. a tube   | b. lemonade     |
| 3. a bottle | c. jam          |
| 4. a box    | d. oil          |
| 5. a can    | e. soap         |
| 6. a jar    | f. cigarettes   |
| 7. a tin    | g. matches      |
| 8. a carton | h. orange juice |
| 9. a bar    | i. tooth paste  |

5. Match the name of the shop with its definition.

- |                 |   |
|-----------------|---|
| 1. grocery      | a. a shop that sells high quality food such as cheeses and cold meats, often from different countries;              |
| 2. boutique     | b. a very small shop on a street, which has an open window where you can buy newspapers, cigarettes, chocolate etc; |
| 3. delicatessen | c. a shop that sells bread and cakes;   |
| 4. butcher's    | d. a shop that sells equipment and tools that you can use in your home or garden;                                   |
| 5. bakery       | e. a shop that sells beer, wine and other alcoholic drinks which you drink at home;                                 |
| 6. tuck shop    |   |

7. hardware shop	f. a shop especially near or in a school, where children can buy sweets etc;
8. kiosk	g. a small shop that sells fashionable clothes;
9. DIY shop	h. one of a group of shops that have the same name and are owned by the same company;
10. off licence	i. a very large shop that sells equipment and tools for repairing and decorating your home;
11. chain store	j. a shop that sells dry and preserved foods like flour, coffee, sugar, rice etc;
	k. a shop that sells meat.

## 🕒 READING 1

You are going to read an article about shopping in New York. Seven sentences have been removed from the article. Choose from the sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning.

Study the meanings of the words in bold.

- A** It's a particularly fine way to have an unusual Manhattan experience on a cold, rainy day and wind up a special souvenir of your visit.
- B** Besides a rich concentration of **merchandise** from the world over, New York offers special treats that are difficult or impossible to find anywhere else.
- C** For the price of a greeting card, you can watch a painting come to life and chat with its creator.
- D** New York City is favoured with a plethora of grand avenues, where window shopping is the best the world has to offer.
- E** The store features a wide assortment of extraordinary art publications, books, and a stunning collection of posters for anyone who appreciates beautiful things.
- F** What it means is that without any special classes, you can immediately create your very own practical ceramic piece from a single tile used to decorate a wall or protect a table top from a hot casserole dish to a complete set of dinnerware.
- G** A phone call placed by midnight will **summon** your selection to the concierge desk by 6 a. m. the next morning, gift-wrapped and in a travel-ready bag so you can catch an early-bird flight.

- H** It offers one of the largest sections of specialised books, videos and CDs in New York.
- I** This “preview” jewellery store specialises in discovering and showcasing outstanding gem artists, searching the world over for unusual talents.

### SHOPPING IN NEW YORK

It doesn't matter whether you've been here five minutes or five days – by now you've probably observed that New York is unique among cities. From the Empire State Building to the elegant sweep of Fifth Avenue, from fashionable SoHo to the **vibrant** Upper West Side, the Big Apple offers the best and the rarest of life's **treasures**. This is doubly true on the shopping front, where baubles from Borneo, boots from Brazil and ball gowns from Bill Blass can be all found within the same city block. **0 B**

Although jewellery is treasured the world over, there are shops in Manhattan **glittering** with one-of-the-kind **gems** that will never appear in your local jewellery shop. Picture exotic golden birds trailing brilliantly coloured plumage made of semiprecious stones, dragonflies with delicate wings made of **luminous** blue and pink opals; and even tiny golden flies so realistic you can almost hear the buzz. These special pieces by Australian jewellery designer Tony White were created **exclusively** for a remarkable shop called Jewellers Design. **1**

Another **innovative retailer** is Pull Cart. This place is the source of do-it-yourself ceramic dinnerware and tablecloth items. What does it mean and how does it work, you may ask. **2**

The shop itself is a delight, a bright and airy space with a friendly, fun ambience. If you're an **avid** shopper and budding artist, you can satisfy both interests here. **3**

Visitors to the city will bless the day the New York Gift Express was invented. This extraordinary retail service brings gift items from Manhattan's fin-

est shops to your hotel room door, **literally**. As of yet, there's nothing quite like it anywhere; although it's only a matter of time before this great idea takes root throughout the world. All information and instructions on ordering are provided in seven languages.

**4** Or, if you prefer, your selection can be shipped directly to a destination of your choice. If you're not staying at a participating hotel, you can access this service wherever you are simply by calling the Gift Express directly.

When you are looking for imaginative and beautifully designed gifts or souvenirs of your trip that soar above the standard “I Love New York” T-shirt level, head straight for the wonderful shops of the Museum of Modern Art. These distinctive items are available in a wide range of prices. **5**

Another of New York's cultural **landmarks** is the inspiration behind a series of shops offering the kind of merchandise you won't find elsewhere. The Metropolitan Opera shop is the real jewel in the **sparkling** crown of lovely boutiques associated with this great cultural institution. **6**

New York has a special place for the kid in all of us, a wild fantasyland like no other. The place is Rocktoons, a combined art gallery and shop fitted with the happily imaginative creations of owner Joe Jones and his colourful cast of fellow artists. Rocktoons are one-of-a-kind hand-drawn rock'n'roll characters created by Jones. They decorate greeting cards, pins, earrings, key rings, pillowcases, magnets and baby clothes. Jones customises jackets, boots, T-shirts and even toilet seats with their images.

Another way in which Rocktoons differs from other shops or galleries is that the artists often work right on the premises. 7

There are thousands of shops in New York. While it might be **exaggerating** to

say that New York never sleeps, it is true that most major shopping districts stay open far past traditional closing times. A favourite late-night shopping district is Greenwich Village where most shops stay open until midnight.

**1. Match the words and their definitions.**

- |                |  |
|----------------|--|
| 1. merchandise | a. according to the basic or first meaning of a word;  |
| 2. summon      | b. giving off many small flashes of light;   |
| 3. vibrant     | c. to say that something is better, larger, worse etc than it really is;   |
| 4. treasure    | d. using clever new ideas and methods;   |
| 5. glittering  | e. goods that are in order to be sold, especially goods that are shown in a shop for people to buy;                  |
| 6. gem         | f. able to shine in the dark;  |
| 7. luminous    | g. to officially order someone to come to a place;   |
| 8. exclusively | h. an event, idea, or discovery that marks an important part of someone's life, of the development of knowledge etc; |
| 9. innovative  | i. only;   |
| 10. retailer   | j. the building and lands that a shop or company runs;   |
| 11. avid       | k. full of excitement and energy;  |
| 12. literally  | l. person or company who sells things to people in shops;  |
| 13. landmark   | m. shining brightly with points of flashing light;   |
| 14. sparkling  | n. a very valuable and important object;   |
| 15. premises   | o. liking something a lot, or doing a lot of something;  |
| 16. exaggerate | p. a beautiful stone that has been cut into a special shape; something that is very special or beautiful.            |

**2. Use the words in brackets at the end of each sentence to form the word that fits in the space in the same sentence.**

1. He is a wine ..... (*merchandise*)
2. We could feel the floor ..... to the beat of the music. (*vibrant*)
3. Jersey City is a world away from the ..... of Manhattan. (*glittering*)
4. The price of a hotel room ..... the cost of meals. (*exclusively*)
5. We must encourage ..... if the company is to remain competitive (*innovative*).
6. .... sales are raising steadily. (*retailer*)
7. Her eyes ..... with delight. (*sparkling*)
8. It would be a(n) ..... to call it a disaster. (*exaggerate*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. The clock has ..... hands.
2. The head teacher ..... me to his office.
3. No children are allowed on the .....
4. They searched the beach for buried .....
5. The discovery of penicillin was a ..... in the history of medicine.
6. The capital, Riga, is an architectural .....
7. "Television" ..... means "seeing at a distance."
8. He's an ..... fan of the Wimbledon tournament.

**4. Say at what shops you can buy the following:**

*sugar and tea; bread, buns and rolls; meat; fish and herring; fruit and vegetables; flowers and plants; sweets and chocolate; balls; plugs; shoes; vitamins; cassettes; rackets; sandals; batteries; hairdryers; light bulbs; rakes; medicines; shampoos, soaps; dogs, cats, hamsters; newspapers; very old furniture*

**5. Fill in the following words:**

*exorbitant, for nothing, valuable, extortionate, economical, precious, priceless, cheap, free, superior, invaluable, bargain*

1. Gold is a ..... metal.
2. I complained about the ..... charges at the hotel.
3. This is ..... wool.
4. I got this bicycle ..... ; a friend just gave it to me.
5. He makes ..... demands on my time.
6. You can get the book ..... there.
7. I got the book for £1; it was a real .....
8. Your collection of pictures must be very ..... now that the prices have increased so much.
9. She is an ..... housekeeper and feeds her family carefully.
10. Fresh vegetables are very ..... in summer.
11. Only a very rich man could afford to buy these ..... paintings.
12. His advice has been ..... to the success of the project.

**0 LISTENING**

- T6 Listen to the information about the markets of West London and fill in the chart below.**



Name of market	Items to sell
Portobello Road	
Bayswater Road	
Berwick Street	
Kensington	
Covent Garden	

## 🔑 GRAMMAR SECTION

### THE NUMBER OF NOUNS

Grammar Reference Section, page 177

#### 1. Choose the right verb.

1. Mathematics *forms/form* the basis of many sciences.
2. Her hair *is/are* fair.
3. The money *belong/belongs* to John.
4. Where *is/are* my glasses?
5. The contents of the book *is/are* at the end.
6. Spaghetti *are/is* delicious and nutritious.
7. The trousers you bought for me *doesn't/don't* fit me.
8. Fortunately the news *wasn't/weren't* as bad as we had expected.
9. The police *want/wants* to interview Mr Black about the robbery.
10. Can I borrow your scissors? Mine *isn't/aren't* sharp enough.

#### 2. Rewrite the following sentences in singular or in plural.

1. This bag is made of leather.
2. He is fond of playing badminton.
3. He has bought new furniture.
4. These women are very beautiful.
5. They bought new pants for mountaineering.
6. We met a Swiss in the museum.
7. These means of transport are the cheapest.
8. The book has an appendix.
9. A passer-by helps her to find a required address.
10. There is a merry-go-round in the garden.

3. **Correct the errors.**

1. We'd better fix those holes in the wall or mouses might get in during the winter.
2. The natural phenomenons such as hurricanes are dangerous for agriculture.
3. We can't tell you the results until we have looked at all the datas.
4. He found a lot of advices in the books on baby care.
5. Dentists must take great care in sterilising their equipments.
6. Playing billiard is his favourite pastime.
7. They have fallen ill with the flues.
8. There are a lot of woman doctors in this area.
9. He has made great progresses in English and French.
10. These writings tables were made of oak.

**U READING 2**

1. **You are going to read some information about the famous shops in Britain. For questions 1-15 choose from the texts A-J. Some of the texts may be chosen more than once. There is an example in the beginning.**

*What shop(s)*

- is for someone who has lots of money
- has a well thought-out advertising campaign
- started catalogue shopping at the end of 1980s
- was opened at the beginning of the 20<sup>th</sup> century by an American
- are situated only in England
- is a symbol of British prosperity
- sells good cheap products in attractive interiors
- sell videos
- is famous for its publicity
- is associated both with the tradition and the present
- are the most popular food suppliers
- sells good clothes at reasonable prices
- is famous for its cut-price policy
- started to build very big shops on the outskirts of big cities

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

**A SAINSBURY'S**

Sainsbury's supermarkets share with Tesco the leading position in food and drink sales in Britain. Both have about 12% of the market, but they have very different images. Sainsbury's has a middle-class image and suggests good food and wine. Most of the supermarkets and Homebase stores, which sell Do-It-Yourself goods, are in the richest part of the country, the South-East and the Midlands. There are no Sainsbury's stores in Scotland, Wales or large areas of the North. In the mid-1970s Sainsbury's started to build very big supermarkets, 'hypermarkets,' on the edge of towns. This reflects social change, where more

affluent people have cars and only want to shop once a week. Like the introduction of the first self-service store in 1950, the idea is American. The architecture of the hypermarkets is interesting. They often look like small communities of houses set around a church tower, something like an old English village. Inside is a single space which contains all the old type of shops under one roof – the butcher, baker, grocer, fishmonger – in an impersonal, modern setting. The first Sainsbury's was a dairy which opened in Drury Lane, London in 1869. The Sainsbury family still has the controlling interest in the company today.

**B SELFRIDGES**

Selfridges is a big department store in Oxford Street, London which stretches along the street for 154 metres. Outside it looks like a palace; inside it seems like a small town. The store was opened in 1909 by Harry Gordon Selfridge, an American who had worked in department stores in his home country. Today Selfridges has a staff of 4,000, a car park and a 309 room hotel. A new depart-

ment, Miss Selfridge, was opened in 1965 to sell fashions to young women. Attempts to open other branches of Selfridges itself have not been successful. The store has always been famous for its publicity. At Christmas Selfridges' windows turned into scenes from fairy tales with moving puppets and scenery are one of the sights of London and attract thousands of visitors.

**C WOOLWORTH'S**

Woolworth's is an American chain store which opened its first branch in 1909. The store used to sell a wide range of goods including food, furniture, records, toys, sweets, clothes and paint. Woolworth's was seen as the place where poor people would go to buy cheap goods. Woolworth's now sells

small range of profitable goods, such as children's clothes, sweets, videos and make up. It has a clever advertising campaign which concentrates on videos and CDs and always uses the same simple formula. This attracts people into Woolworth's to buy other things.

**D DILLONS**

Dillons first opened in 1936 as the bookshop to the University of London. The shop was bought in 1977 by Pentos which specialises in prints, stationery, posters and greeting cards. Dillons is now a chain of high-quality modern bookshops. They are often to be found in large buildings of traditional architec-

ture, with modern, hi-tech interiors. Dillons' image is one of academic excellence and they are keen to be associated with the older universities. There are branches in Exeter and Oxford, and in Cambridge Dillons has one of the largest bookshops in Britain.

**E HARRODS**

Harrods is a tourist attraction in London like Buckingham Palace or the Tower of London. It is also a department store. 40% of Harrods' business is to foreign customers and there is a total of 50,000 customers a day. It all started as a grocer's shop in 1849, owned by Harry Charles Harrod. The area where Harrods is, Knightsbridge, became fashionable and wealthy after the 1851 Great Exhibition was held in nearby Hyde Park. Harrods has always sold luxury to

the rich. In the first 50 years to 1901 Harrods grew larger, and by 1905 it had become the store we see today, employing 4,000 people. Harrods has about 230 departments, among them 16 Food Halls and 34 for fashion. The store runs a library, has a bank, arranges funerals, has a kennel for customers' dogs, and its own water supply and electricity generators. Harrods covers 1.8 hectares and seems like a potential independent state in London, a Vatican of commerce.

**F NEXT**

Next is a chain of popular fashion clothes shops for men and women which was successful in the 1980s. In 1981, a small group of clothes shops was taken over by George and Liz Davies, a married couple, and named Next. They sold clothes in co-ordinated groups to make choice easy, and became famous for their suits, which were worn by the new businessmen and women. In 1985, Next started selling furniture and opened jewellery shops. It started catalogue shopping in 1988. In contrast to others

on the market the catalogue looked like a well-designed magazine and the shops were created by a fashionable interior-design practice, Conran Associates. In December 1988, the Davies were sacked, fashions started to change and people stopped spending large amounts of money on clothes as inflation and interest rates rose. The new management closed many shops. Next provides a cheap education in style and fashion that had not been available to the majority of people before.

**G W. H. SMITH**

W. H. Smith is a national chain of shops which sells newspapers and magazines. It also sells books, videos, CDs, stationery, pens and office equipment. Smith's has a mass-market image of bookselling and in 1989 they bought Waterstones chain of bookshops which

sells quality books in well-designed surroundings. W. H. Smith was William Henry Smith, born in 1792, who inherited a newspaper delivery business from his father. The family received the title of Viscount Hambelden in 1891.

**H MARKS AND SPENCER**

Marks and Spencer is a chain of department stores which sell men's and women's clothing, home furnishing, plants and food. The company was start-

ed in 1884 by a Russian refugee, Michael Marks, who sold goods such as pins, cotton and cloth from a box as he walked from village to village. Tom Spencer, an

accountant, joined him in 1894 and six years later they had 34 'penny bazaars,' market stalls where everything sold for a penny. Today there are nearly 1,000 Marks and Spencer shops both in Britain and worldwide, the majority of them in Canada and the USA. Marks and Spencer sells 5% of Britain's food and 16% of its clothing. This gives the company great buying power and all its goods are produced by outside manufacturers and then sold in the stores under

the brand name St Michael, which was introduced in 1928. Marks and Spencer clothing is traditional in design and good value for money. Its food is expensive, of high quality and great choice. The stores' hygienic and slightly oppressive atmosphere, mixed with hard business practice and great wealth make Marks and Spencer seem like a respectable middle-aged couple leading an obedient community.

## I THE BODY SHOP

The Body Shop sells perfumes, soap, shampoo and skin-care products for men and women. There are 130 shops in the UK and 300 worldwide. The Body Shop advertises itself through its philosophy, which is concern about pollution, the environment and green issues. None of the products are tested on animals, the ingredients are natural as much as possible, and each shop has a refill section, so that customers can re-use their bottles. However, all the bottles are plastic and the Body Shop must have made many millions of them since the first

shop opened in Brighton in 1976. This will not help pollution. The shops sell good, cheap products in attractive surroundings. The company has shown good business sense in two ways. Apart from 23 company-owned shops in Britain, the rest are owned on a franchise: the name is bought by the manager of the shop who runs the shop with company advice. Secondly, all the shops have a strong, simple design. They are dark green, have wide open doors and a feeling of space and colour. They all carry the distinctive yellow and green Body Shop logo.

## J TESCO

Tesco was founded by Jack Cohen, who used to say 'pile it high, sell it cheap' to explain the great success of his supermarkets. There are a lot of stores with 80,000 employees in Britain. Cohen started in 1918 with £30 worth of Air Force groceries which he brought at discount and sold on a market stall. The name came about like this: Cohen used to buy job-lots of dented canned goods or unlabelled tins and chests of food. One day of 1924 Cohen bought some chests of tea from an importer called T. E. Stockwell and he needed a name in a hurry to put on the crates. He took TES

from an importer's initials and CO from his own and sold the tea. "It happened so quickly," said T. E. Stockwell. Tesco's first self-service supermarket opened in 1949 after Cohen saw the system operated in America. It was during the 1950s that Tesco started cutting (slashing) its prices and Cohen became known as "Jack the Slasher."

The cut-price image has remained and the name "Tesco" is often used to mean anything cheap and unsophisticated. Today Tesco has an expensive advertising campaign in an effort to upgrade the image.

## U LANGUAGE FUNCTIONS

*Saying you are worried or afraid*

I'm worried about .....

I find..... (very) worrying .....

I'm (very) worried/uneasy about .....

I'm afraid of .....

I'm frightened of .....

I'm (really) terrified of .....

I'm scared (stiff) of .....

I'm worried sick about .....

I'm (really) in a flap about.....

I've got the wind up.....

**Develop the following ideas. In pairs role play the situations.**

1. It is 11 p.m. You are not at home. Your parents are worried about you.
2. You are going to another city by car. Your friend is a very careless driver.
3. You arrived in London at 4 p.m. The museums are closed at 5.30.
4. Your friend is ill and has been in hospital for several days.

## U SPEAKING

1. Describe something you bought recently. Are you satisfied with it? Why? Why not?
2. There is some small item you want to buy in the USA, but you don't know the English name for it. You come into a shop and try to find out if you can get it there by describing it.
3. Make up a story about how you were once pressed into buying something you didn't like.
4. Do you agree with the following statement: the customer is always right?
5. You went to a flea market, yard sale or craft show. Describe the booths and tables and the items on sale or on exhibition.
6. Something strange and wonderful is about to happen in the toy store. Pick two of the toys and describe what they will do. What do you think they will say to each other?
7. You own a bakery. However, you have decided to retire. You have mixed emotions about this. On the one hand, you will miss being a baker. On the other hand, you look forward to broadening your horizons with new experiences and interests. What are your plans for the future?

8. In pairs role play the following situations:

- You prefer to go to the supermarkets.
- You prefer to buy ready-made clothes.
- You were in a department store during a holiday rush.

**U WRITING 1**

You are not a great shopping fan. You prefer shopping by catalogue. Fill in a Customer Selection Form.

Catalogue No	Quantity	Description	Selling price
			<b>Total</b>

Name ..... Full postal address..... Telephone number..... Method of payment..... Expected delivery date..... Date..... Receipt number..... Customer's signature .....
--

**U WRITING 2**

You have bought a new CD from a Mega Store. When you try to listen to it you find out that it is badly scratched. Write a letter of complaint to the manager of the shop asking for your money back or for a new CD. Write 120-180 words. Don't forget to write the shop's address.

TV OR NOT TV

🕒 WARMING UP

1. Do you often watch TV?

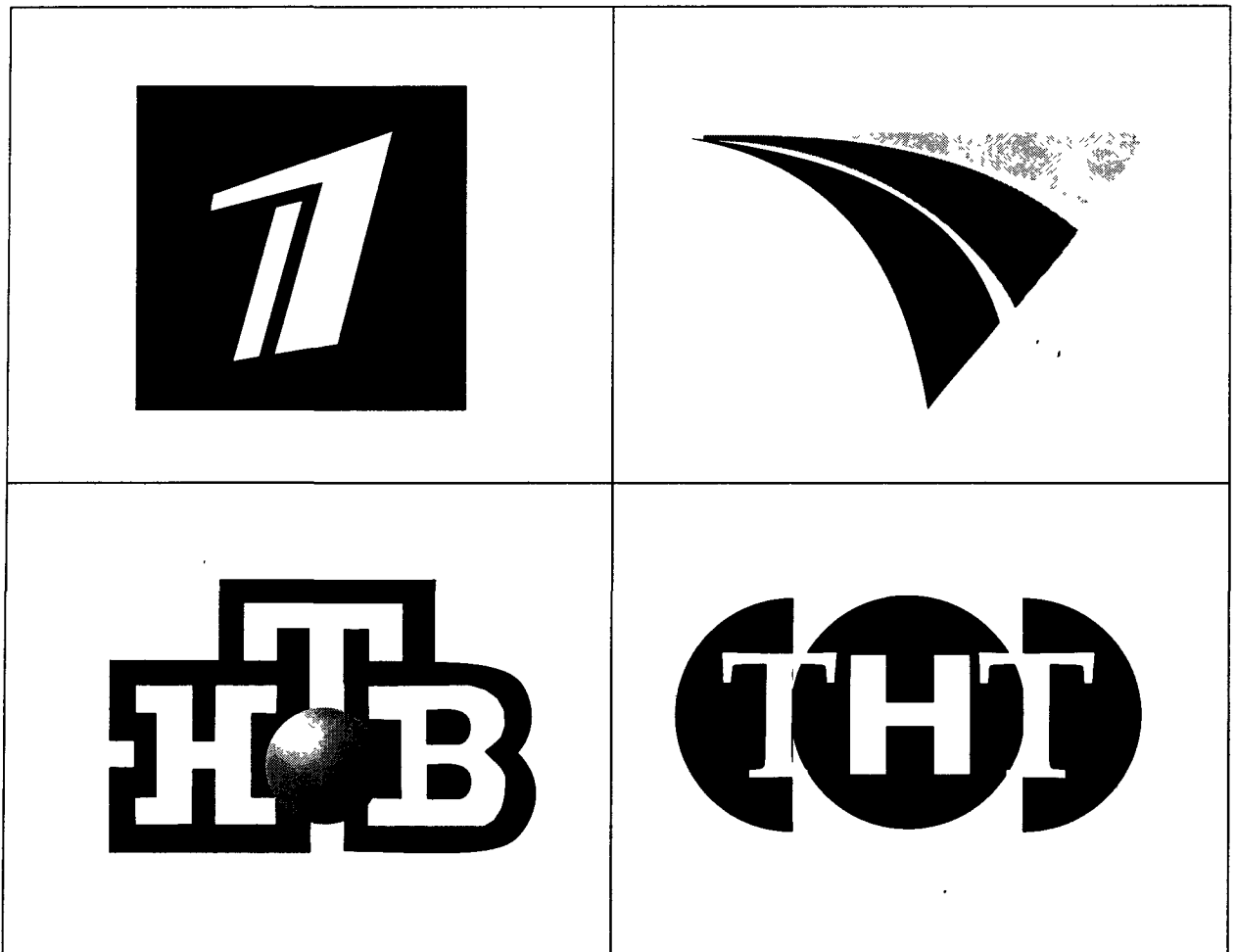
What are your favourite channels?

How much time do you spend watching TV or video?

Why do you think TV and videos are so much more popular than books?

2. In pairs compare and comment on the following chart. Make use of the following words and phrases:

*be on, broadcast, game show, soap opera, series, prime time, feature film, infotainment, show, channel, cartoon, the news, host, panel discussion, commercial, docudrama, chat show, sitcom, wildlife programme, newscaster, programme, quiz show, drama, documentary, DJ, variety show, clip, rating*





3. Complete the following chart. Make use of words and phrases from exercise 2. You may introduce your own ideas.

Type of programme	For	Against
quiz show		
chat show		
game show		
panel discussion		
soap opera		

4. Explain in English the meanings of the following words:

*channel, chat show, quiz show, game show, cartoon, sitcom, breakfast show, soap opera, the news, the weather forecast, documentary, serial, host, guest, viewer*

## 🕒 READING 1

You are going to read some information about British popular TV programmes. For questions 1-15 choose from the TV programmes A-I. Some of the programmes may be chosen more than once. There is an example at the beginning.

*What programme*

shows the latest events in pop music industry?

is a popular quiz show?

is both children's and adults' favourite?

is hosted by a woman?

helps people in need?

is so popular that the personages' names have become common?

influences CDs' selling business?

is for those who are fond of chat shows?

has one of the largest audiences in Britain?

is for those who like learning about different people's lives?

		0	E
		1	
2		3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	

is for those who are fond of politics?

discusses the participants' private lives?

discusses actual problems of nowadays?

is a bitter satire on reality?

		<b>11</b>	
<b>12</b>		<b>13</b>	
		<b>14</b>	
		<b>15</b>	

**Study the meanings of the words in bold.**

### **A** BLUE PETER

*Blue Peter* is a popular British television programme for children. *Blue Peter* is well known by both adults and children for supporting children's activities,

showing them how to do and make useful things, and **encouraging** them to **raise** money for people in need.

### **B** MASTERMIND

*Mastermind* is a weekly television quiz programme in which members of the public **compete** to answer questions on general knowledge and on their own special subject. The programme is known for the large black chair that each person sits in to answer the questions and for the question master, Magnus Magnusson. If a person doesn't know the answer to a question, they say

"pass," and the next question is then asked. If the time for a person's question finishes when Magnus Magnusson is in the middle of a question, he says, "I've started so I'll finish" and he finishes asking the question. The winner **proceeds** to further rounds, until the final **contestant**, with the highest **score**, wins the title "Mastermind of the year."

### **C** CORONATION STREET

*Coronation Street's* is the longest running television serial. It started in December 1960. It was broadcast at 7.30 p.m. twice a week on Monday and Wednesday on ITV for half an hour until 1990, when a Friday episode and an **omnibus** edition on Saturday afternoon were added because of competition from soap operas like *EastEnders* on BBC1 and *Brookside* on Channel 4. *Coronation Street* was set in a poor Northern working-class **community** when it started but

now its characters have more money and a better life. The serial has always depended on strong female types for its interest: Elsie Tanner, a beautiful **passionate** woman, Enn Sharples, an old woman with a **dominant** personality and sharp tongue, and Bet Lynch, a blonde barmaid, have become the names now often generally used to describe their type of woman. Each episode of *Coronation Street* is watched by up to 19 million people.

**D DOCTOR WHO**

*Doctor Who*, a British children's television series, started in 1963, about a character called Dr Who, who travels in time and space in a time machine (called the "Tardis") with different companions. He fights wicked people and beings from other worlds, usually in a non-violent

way. Many adults who enjoyed the programmes as children still like to watch, especially the ones **featuring** Daleks, frightening creatures with a metal body who talk in a strange voice that doesn't rise or fall, like the voice of a machine.

**E TOP OF THE POPS**

*Top of the Pops* is broadcast on BBC1 for thirty minutes every Thursday evening. It shows videos and live performances from pop and rock singles who have a CD in the Top Forty. The show moves very fast from CD to CD and only play songs which are going up

the chart. The **formula** is very successful and the programme has been broadcast regularly since 1964. *Top of the Pops* has a lot of influence on CD sales in Britain and most pop stars are keen to appear on it.

**F SPITTING IMAGE**

*Spitting Image* is a comedy of political satire, shown on ITV since 1984. All the characters are portrayed by puppets, made by two men called Fluck and Law. The puppets are very exaggerated and ugly, and the satire is cruel. The

royal family are shown as being people who are only interested in money and privilege and who laugh at ordinary people. Some politicians, who like this sort of **publicity**, have asked for their puppets as presents.

**G THIS IS YOUR LIFE**

*This Is Your Life* is a series of British television programmes. In each programme the life story of a famous person is retold with the help of specially invited former colleagues, friends and members of his family. The guest himself, although the star in the programme,

is told nothing in advance about it, so it is a complete surprise. In the end of the programme he is presented with his biography – in a special book. The programmes are among the most popular on the British television.

**H EASTENDERS**

*EastEnders* is a soap opera on BBC1 every Tuesday and Thursday at 7.30 p. m. for 30 minutes and in an omnibus edition on Sunday afternoons at 2 o'clock. The serial started in 1985 and quickly became one of the most popular programmes on television. *EastEnders* is set in a working class 'cockney' community of Albert Square in East London. It treats **controversial** themes like teenage

pregnancy, AIDS, runaway children, drugs and race relations in a realistic way. The scripts and direction of the serial move very fast and it is interesting to compare *EastEnders* with the more traditional **sentimental** *Coronation Street*. The programme came to have a larger viewing audience than its equivalent *Coronation Street*.

**I** BLIND DATE

*Blind Date* is a programme shown on Independent Television on Saturday evening. It is the British version of an American TV show. A man or woman asks questions to three people of the opposite sex. They are sitting behind a screen and the questioner cannot see them. The one who answers best has a date with the questioner. This is filmed

and shown on the programme next week. The show is hosted by Cilla Black, a former pop singer from Liverpool in the days of the Beatles. She is very popular and gives the show the air of **innocence**. *Blind Date* is one of the most popular programmes on television and has viewing figures of about 15 million.

## 1. Match the words and their definitions.

- |                   |  |
|-------------------|--|
| 1. encourage      | a. involving actions that are intended to injure or kill people, by hitting them, shooting them etc;                                 |
| 2. raise          | b. to continue to do something that has already been started;  |
| 3. compete        | c. the state of not having much experience in life or knowledge about evil in the world, especially so that you are easily deceived; |
| 4. proceed        | d. to say or do something that helps someone have the courage or confidence to do something;   |
| 5. contestant     | e. a method or set of principles that you use to solve a problem or to make sure that something is successful;                       |
| 6. score          | f. the people who live in the same area, town etc;   |
| 7. omnibus        | g. deals with emotions such as love and sadness in a way that seems insincere;   |
| 8. community      | h. to collect money, support etc so that you can use it to help people;  |
| 9. passionate     | i. a radio or TV programme made of several programmes that have previously been broadcast separately;                                |
| 10. dominant      | j. an occasion when you arrange to meet someone that you like in a romantic way;   |
| 11. violent       | k. stronger, more powerful, or more noticeable than other people or things;  |
| 12. feature       | l. to take part in a competition or sporting event;  |
| 13. formula       | m. the attention that someone or something gets from newspapers, television etc;   |
| 14. publicity     | n. someone who competes in a contest;  |
| 15. controversial | o. causing a lot of disagreement because many people have strong opinions about the subject being discussed;                         |
| 16. sentimental   | p. to show a particular person or thing in a film, magazine, show etc;   |
| 17. date          | q. having or expressing a very strong feeling, especially belief in an idea or a principle;  |
| 18. innocence     | r. the number of points that each team or player has won in a game or a competition.   |

**2. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.**

1. I felt her visits were a ..... of my privacy. (*violent*)
2. The proposals to reduce the strength of the army have been the subject of much ..... (*controversial*)
3. She showed great ..... throughout her illness. (*encourage*)
4. Schools have to ..... their exam results. (*publicity*)
5. Sometimes there's a lot of ..... between children for their mother's attention. (*compete*)
6. She's very nice, but she does tend to ..... the conversation. (*dominant*)
7. The flat and rather ..... plains in the south do not attract lots of tourists, even during the high season. (*feature*)
8. His burning ..... for an older woman was dramatic. (*passionate*)
9. We watched the ..... in the street from the window. (*proceed*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. We've still searching for a peace .....
2. In our ..... we believed everything we were told.
3. I enjoyed the movie but the ending was too .....
4. We are ..... money to pay for a new hospital ward.
5. "So, what did she say?" "Well, we're going on a ..... on Sunday."
6. The final ..... was 2:4.
7. An arts centre was built to serve the whole .....
8. The next ..... is Trisha Brown of Bath.
9. The *Let's Make Love* ..... edition will be shown on Sunday afternoon.

**4. What sort of TV programmes do you think these would be:**

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. The Wheel of Fortune;        | 6. Morning with ITV;          |
| 2. World Cup Special;           | 7. Pulp Fiction;              |
| 3. The Hot 20;                  | 8. Teletubbies and Christmas; |
| 4. Murder in the Swimming Pool; | 9. Grand Voyage;              |
| 5. Love and Blood;              | 10. Born Free.                |

## **U LISTENING**

**T7 You will hear the evening television programme. Complete the sentences.**

In *Come Dancing* **1** ..... and **2** ..... will compete in a dancing competition.

*Home Truths* will show the discussion on **3** ..... raised in the last Parliament debates.

You'll learn how to get money without getting jobs or **4** .....  
**5** ..... in *Only Fools and Horses*.

You'll find hot discussions on politics and 6 ..... 7 ..... issues in *Panorama*.

The 8 ..... *Robin Hood Country* is the journey to the heart of 9 ..... England.

*Devil's Advocate* is a 10 ..... modern gothic fable.

## ① GRAMMAR SECTION

### ARTICLES

Grammar Reference Section, page 179

#### 1. Supply the articles if they are necessary.

1. .... Statue of Liberty was a gift of friendship from ..... France to ..... United States.
2. .... judge asked ..... witness to tell ..... truth.
3. .... big books on ..... table are for my history class.
4. There are only ..... few seats left for ..... tonight's musical at ..... theatre.
5. Queen Elizabeth II is ..... monarch of ..... UK.
6. .... Lake Ontario is one of ..... five Great Lakes in ..... North America.
7. What did you eat for ..... lunch yesterday?
8. I'm having ..... few friends in for ..... coffee tomorrow evening.
9. She lives on ..... top floor of ..... old house.
10. Michael attended ..... London University.

#### 2. Circle the right answer *a*, *b* or *c*.

1. There is ..... good Italian restaurant nearby.  
a. —            b. a            c. the
2. .... Smiths bought ..... new house.  
a. The/—      b. —/a      c. The/a
3. My daughter is at ..... doctor's.  
a. —            b. the            c. a
4. Rome is ..... old city.  
a. an            b. —            c. the
5. Have you ever visited ..... Hermitage?  
a. the            b. —            c. a
6. There is always ..... hope.  
a. a            b. —            c. the
7. .... Odeon is ..... largest cinema in the city.  
a. An/a        b. The/the    c. —/the
8. .... price of ..... gold is going up.  
a. —/—        b. A/—        c. The/—

9. I am going to ..... Paris tonight.  
a. —                    b. the                    c. a
10. Jane is ..... editor.  
a. the                    b. —                    c. an

**3. Correct the errors.**

1. Have I shown you a watch I bought in Switzerland?
2. He lived in the Greenwich Village.
3. Gold is the precious metal.
4. The scientist was awarded Nobel Prize.
5. The went to Alps last year.
6. Amsterdam is the capital of Netherlands.
7. There is the magazine on a table.
8. Let us take the Broadway bus.
9. Tom is going to insure a car.
10. Volga is the longest river in Europe.

**🕒 READING 2**

**Number the paragraphs.**

**THE BIG SWITCH-OFF**

**A** Why did these families want to be part of the experiment? This was what some of them said: "By keeping a TV diary we found out that each of us watches about 30 to 35 hours a week. Our children definitely listen more to the television than to us." — For one thing, family dinner was often arranged around TV programmes. Either someone said: 'I can't eat until eight o'clock because I'm watching Mission Impossible,' or 'I've got five minutes to eat dinner because Mission Impossible is coming on.' So dinner always turned out to be something sandwiched in between two programmes." Or: "When the kids had friends over, they were likely to watch TV together instead of playing or doing their homework. I'd come in and find them all in the zombie position staring with their mouths open."

**B** Over a hundred responses expressing interest in the experiment were received. A number of letter writers said that they couldn't, for one reason or another, actually eliminate television. Among their reasons: "I'm afraid that if I gave up TV the kids would take up much more of my time — and I hardly have any time to spare." — "My husband doesn't share my opinion of TV viewing. When he's home, he usually watches TV all the time," — "My child has broken a leg and needs to watch TV. Maybe I'll try it next summer."

- C** On 1<sup>st</sup> April the experiment began: some families locked their TV sets away, some others put blankets over their “boxes,” some were brave enough to leave their televisions where they had always been. All families were asked to keep diaries about their “switch-off experiences.” Robert Lewis, a policeman, wrote: “The first day of the experiment was in no way different from any other day. My wife went about her daily routine and the children spent much of the day playing outside. It was night when I first noticed the effects of not having a TV set working. It was now too dark to send the children out to play and my wife found it quite impossible to do her evening work with the children waking up at 6.30 in the morning. When the TV is working, the children turn it on at about 7 a.m. Each day the TV would be the babysitter from the time the kids woke up until the time my wife got up from bed. They continued to annoy my wife until she got up and made breakfast. My oldest son was off from school because of the Easter holidays. What caused the problem that day was the rain. As the day went on, each member of the family became fairly annoyed over small things.”
- D 1** The four Churchville kids live with their parents in a large house in the middle of woods and fields in northern Colorado. They are between 4 and 13 years old. On a warm spring day two years ago, instead of picking flowers growing wild around the house or climbing the fruit trees in the garden the four children sat on the long sofa in the living room and stared ahead of them at a small table where a short time ago the television set had stood. But that piece of furniture was gone. “They really sat there for quite a while, just as if they were watching,” their mother said. What had happened?
- E** But there were also problems. Parents wanted to get advice about how to fill the new extra time with activities. Some children were afraid of losing their friends. One boy said: “I asked my friend Clark to come over and he said: “What are we going to do at your house, sit around and listen to the radio?” Actually, most of the families were quite happy when they could switch on their TV sets again four weeks later. None of them considered living without TV for a longer period. John Howe, a car mechanic, put it this way; “I simply had to go back to TV. It reminds me of the time I was sick, a while back, and had to give up smoking. But as soon as the doctor said I was all right again, I went right back to cigarettes. Well, I think TV’s habit, too. Like cigarettes.”
- F** It all began with an article on the television page of the Sunday Denver inviting families with young children to turn off their television sets entirely for a period of time no shorter than a month.
- G** Other people wrote: “I’ve thoroughly enjoyed the quiet life without TV. I was thinking that maybe after the experiment we ought to find another place for the set besides the family room.” — “We found we were all going to bed earlier.” — “My husband misses the sports and news a little, but I enjoy talking to him.”



**H** Others explained that they had already eliminated TV. Still others wished to take part, but had no small children in the house. Finally, diaries were sent to 25 families in which to record TV use for a few weeks before the experiment and to note any changes that happened during the no-television period.

## 🕒 LANGUAGE FUNCTIONS

<i>Saying you are pleased</i>	<i>Saying you are displeased or angry</i>
I'm very pleased with ..... (Oh,) how marvellous! (Oh,) ..... 's wonderful etc. (Oh,) is good/splendid etc news. I'm (very) pleased/(really) delighted with..... is the best thing I've heard for a long time/I've heard in years. Great! Terrific! Super! Smashing!	I'm very annoyed. Oh, no! Oh, bother! What a nuisance! How infuriating/irritating etc! ..... really makes me cross/angry etc. ..... annoys/irritates etc me. ..... really isn't good enough. I really hate ..... Oh, hell, no! Oh, no, what next? ..... (really) makes me mad. I've had (just about) enough of ..... I can't stand ..... I'm fed up with .....

**Develop the following ideas. In pairs role play the situations.**

1. Your friend was lucky to get tickets for the all stars rock concert. He/she invites you.
2. You have just received a telegram from your friend. The news is great.
3. Your friend has borrowed your expensive video camera without asking you. He/she has lost it.
4. You meet your friend in the street and invite him/her to your place. Suddenly you find out you have lost your front door key or left it somewhere.

## 🕒 SPEAKING

1. What evening viewing would you recommend to a foreign visitor who is interested in learning more about this country and its people? Explain your choice.
2. Make up a story describing how lucky you've been in a TV quiz game.
3. If you have enough money to spend on TV or hi-fi equipment what would you buy? Give your reasons.

4. **You are invited to broadcast for three minutes on any topic you choose. What would you say?**
5. **Suppose you've been asked to prepare a short interesting TV programme on some subject you are familiar with. Give some idea of the programme you would make.**
6. **You are a TV reporter. You are interviewing**
  - a. a popular sportsman (woman). Ask him/her about his/her sports career, coaches, the competitions he/she took part in, about his/her likes and dislikes and the way he/she spends a typical day;
  - b. a writer. Ask him/her about the parentage, family, literary career, about his/her successes and failures, about future plans, the opinions on old and modern literature (prose and poetry) and art in general;
  - c. a film star. Ask her about her education, her work, the film director in whose films she was shot, the latest film she took part in, about her hobbies.
7. **Work in groups of four. One pair of students should prepare arguments for the statement; the other pair should prepare arguments against it.**
  - a. Violence on TV and in movies creates violence in real life.
  - b. There should be government censorship of TV programmes and movies.
  - c. Movie stars and televisions heroes are of no value to society.
  - d. Television should not be commercial; the public should own the TV channels.

## 0 WRITING 1

**Fill in the Television Questionnaire.**

Age .....
Education.....
Occupation .....
Marital status .....
How many hours a week do you spend watching TV? .....
What sort of programmes do you like watching? .....
Are there any sorts of programmes you don't like? .....
What's your favourite TV channel?.....
What's your favourite programme?.....

## 0 WRITING 2

**Write an essay (120-180 words) on the topic: *Are you for or against watching TV?***

**REMEMBER**

- use formal style
- do not include colloquial expressions
- do not use short forms
- write well developed paragraphs
- give a balanced argument on the topic
- give your opinion on the topic
- state the general topic in the first paragraph
- first discuss arguments for, then the arguments against
- avoid strong feelings
- do not use strong personal expressions
- use linking words
- use an advanced level of vocabulary

**LANGUAGE USE**

- |                                  |                        |
|----------------------------------|------------------------|
| • firstly                        | • in the first place   |
| • first of all                   | • to begin with        |
| • secondly                       | • finally              |
| • what is more                   | • also                 |
| • apart from                     | • moreover             |
| • in my view                     | • personally I believe |
| • as far as I am concerned       | • finally              |
| • lastly                         | • above all            |
| • taking everything into account | • to sum it up         |

# SITUATIONS VACANT

## 0 WARMING UP

1. What job would you like to do in the future?

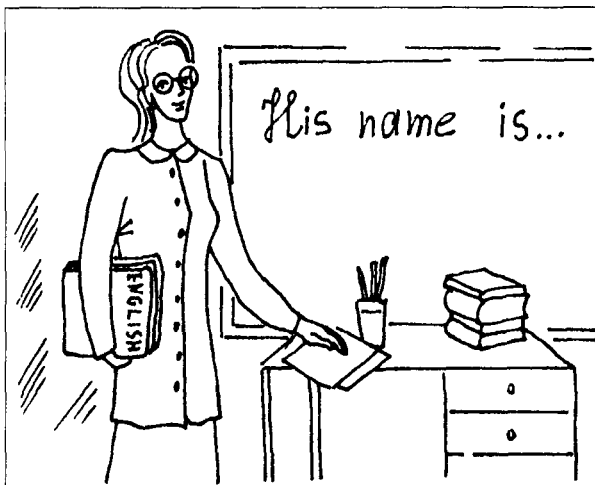
What skills/qualifications do you need to do it?

What jobs are good to have? Why?

What are the worst jobs in your view? Why?

2. In pairs compare and comment on the following pictures. Make use of the following words and phrases:

*CV, interview, dirty, promotion, glamorous, experience, unemployment, profession, to work shift-work, active, outdoor, popular, occupation, stress, qualifications, high wages, bonus, hard, to be on flexi-time, status, respected, boring*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	Advantages	Disadvantages
manual work		
mental work		

Using the chart to compare manual work and mental work.

4. Explain what these people do:

*boss, director, manager, executive, administrator, secretary, clerk, labourer, receptionist, public relations officer, economist, shop assistant, lawyer, vet, child-minder, accountant, chef, designer*

## 🔁 READING 1

Number the paragraphs.

Study the meanings of the words in bold.

### CASE STUDY

**A** Sandy is a **qualified** Registered **Mental** Nurse — which took three years' training — and now has over seven years' experience in the field. Sandy says her experience shows how employers' **attitudes** to part-time work are changing, as they realise the **benefits** of being able to keep on valuable, trained and experienced **staff**. "After I had my first child I had great difficulty trying to **negotiate** part-time work with my employer. My manager wasn't particularly keen on people job-sharing or working part-time. But I really wanted to spend more time with Nicholas when he was a baby, and I found there were employers who were **sympathetic** to this and who recognise mothers have valuable skills to bring to the **workplace**."

**B** When the children are older and are both at school, Sandy's and Gary's **priorities** will change again. "It suits us at the moment for me to work mainly evenings and weekends, because Gary can cover most of the child care," said Sandy. "But it does mean we are doing a lot of juggling. **Eventually** I would like to go back to daytime shifts — then we could have some evenings and weekends to spend together as a family!"

- C**  Women now make up nearly half the workforce in Britain. Recent changes which have allowed this to happen include changing attitudes to women — including mothers — working and more flexible work **patterns**, for example job share, working from home or part-time jobs.
- D**  While her husband Gary works more **conventional** full-time hours, Monday to Friday, 9 a.m. to 5 p.m. — Sandy works an average of 20 hours a week on a shift pattern with a three-week **rota**. This pattern has allowed her to fit in her child care responsibilities around her job. “The hours I work are unusual — daytime on Mondays, two evenings in the week, and then Friday evening plus Saturday and Sunday every third week — but at least this means my husband can look after the children most of the time I’m at work. On Mondays they spend the day at a local nursery.”
- E**  Sandy found a job with Plymouth Community Services Trust which **enabled** her to develop her skills and experience as a psychiatric nurse, but also meant she could spend time at home.
- F**  Sandy Sargent, 33, has two children under five — and works part-time as a Community Psychiatric Nurse in Plymouth, south west England. “In my **current** job I mainly deal with **emergency** cases. I’m based in an office but I go out on call to visit patients in the community,” Sandy explained.

1. Match the words and their definitions.

- |                 |  |
|-----------------|--|
| 1. pattern      | a. to discuss something in order to reach an agreement, especially in business and politics;   |
| 2. current      | b. an unexpected and dangerous situation that must be dealt with immediately;                  |
| 3. emergency    | c. a list that shows when each person in a group must do a particular job;                     |
| 4. qualified    | d. the opinions and feelings that you usually have about something;                            |
| 5. mental       | e. the regular way in which something happens, develops, or is done;                           |
| 6. attitude     | f. the thing that you think is most important and that needs attention before anything else;   |
| 7. benefit      | g. to give someone the ability or opportunity to do something;                                 |
| 8. staff        | h. something that gives you advantages or improves your life in some way;                      |
| 9. negotiate    | i. of a type that has been used or available for a long time and is considered the usual type; |
| 10. sympathetic | j. happening or existing now but not expected to last for a long time;                         |
| 11. workplace   | k. the people who work for an organisation;  |
| 12. priority    | l. after a long time, especially after a long delay or a lot of problems;                      |
| 13. eventually  |  |

14. conventional	m. the room, building etc where you work;
15. rota	n. having suitable knowledge, experience or qualifications, especially for a particular job;
16. enable	o. willing to try to understand someone else's problems and give them any help they need; p. concerned with illnesses of the mind, or with treating illnesses of the mind.

**2. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.**

1. The treaty was a result of long and complex ..... (*negotiate*)
2. A ..... uncle paid for her to have music lessons. (*benefit*)
3. All the arrangements should be completed ..... to your departure. (*priority*)
4. Sir Brandon is ..... occupied writing a book about his Antarctic expedition. (*current*)
5. I'll never understand the ..... of his mind. (*workplace*)
6. Eva had excellent academic ....., but no work experience. (*qualified*)
7. The sun ..... from behind the clouds. (*emergency*)

**3. Fill in the gaps with the words in bold from the reading passage.**

1. We organised the cleaning on a ..... basis.
2. The school's ..... is excellent.
3. Money from her aunt ..... Jane to buy the house.
4. Peter's ..... towards women really scares me.
5. He worked so hard that ..... he made himself ill.
6. Watch for changes in her breathing .....
7. The water purifying system fits neatly under a ..... sink unit.
8. .... patients have to be kept under strict supervision.
9. You're not being very ....., John.

**4. Explain the difference in meaning between the following pairs of words/phrases:**

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. an employer/an employee; | 5. to be sacked/to be made redundant; |
| 2. to win/to earn;          | 6. a perk/a bonus;                    |
| 3. a salary/a wage;         | 7. to retire/to resign.               |
| 4. unemployed/on a pension; |                                       |

**5. What jobs in your country do you think are**

- |                   |                   |
|-------------------|-------------------|
| • very exciting?  | • very boring?    |
| • very dirty?     | • very well-paid? |
| • very dangerous? | • very glamorous? |

## U LISTENING

- T8 Shuster & Sons Ltd is a successful company making clothes for young people. It sells a lot of products to firms in Britain, and so every day there are many calls which the staff have to answer. Listen to three telephone conversations and fill in the chart for each conversation.

### SHUSTER & SONS LTD Telephone Messages

<p><b>Message 1</b>            From .....</p> <p>To .....</p> <p>Message .....</p>
<p><b>Message 2</b>            From .....</p> <p>To .....</p> <p>Message .....</p>
<p><b>Message 3</b>            From .....</p> <p>To .....</p> <p>Message .....</p>

## U GRAMMAR SECTION

### UNIVERSAL AND NEGATIVE PRONOUNS

Grammar Reference Section, page 182

#### 1. Choose the right pronouns.

1. *Nothing/No* hills could be seen from my window.
2. *Neither/No one* film interested me.
3. She searched *every/each* corner of her room.
4. *Everybody/All* was there.
5. *Everything/All* was so great at Bob's.
6. We went to the beach *all/every* day.
7. These competitions are held *each/every* two years.
8. *Each/Either* way is possible.
9. *No/None* of the shops were open on Sunday.
10. Those pencils are 10 pence *every/each*.

#### 2. Fill in the gaps with the proper pronouns.

1. .... enjoyed the play very much.
2. .... I ate today was a banana.



3. .... player has a beautiful uniform.
4. All the books have been sold. There are ..... left.
5. What did he say? — .....
6. .... of them are French.
7. .... of them is English.
8. I spoke to him ..... day.
9. I want ..... of these clothes.
10. There were trees on ..... side.

**3. Correct the errors.**

1. All was fascinated by X's acting.
2. Everyone tells me anything.
3. Everybody is so expensive in Vienna.
4. Either of them recognised me.
5. There are new houses on every side of the road.
6. He phoned them each.
7. None tried to teach her to drive a car.
8. Bob and Harris were all big men.
9. You can take all of my two bags.
10. He wants nothing more ice cream.

**U READING 2**

**Match the headings with each paragraph. There is one extra heading you do not need to use. There is an example at the beginning.**

- |          |                                 |
|----------|---------------------------------|
| <b>A</b> | What does it offer?             |
| <b>B</b> | Training agreement              |
| <b>C</b> | A further giant step forward    |
| <b>D</b> | What employers say              |
| <b>E</b> | Some facts you should know      |
| <b>F</b> | Leaving school?                 |
| <b>G</b> | What next?                      |
| <b>H</b> | Hours and holidays              |
| <b>I</b> | What young people say           |
| <b>J</b> | Who can join?                   |
| <b>K</b> | The Youth Training Scheme (YTS) |
| <b>L</b> | How do I join?                  |

### WHAT ABOUT YTS?

Down at the Jobcentre, Judy was introduced to Mrs Pickering, one of the employment advisers. Mrs Pickering showed Judy a brochure about YTS, the Youth Training Scheme, and gave it to her to read while she talked to someone else.

1	F	Leaving school?
---	---	-----------------

When it comes to leaving school young people have some big decisions to make. They can choose to stay on into the sixth form or go on to Further or Higher Education. Some school leavers will get jobs without any training. But for those who decide to leave school at 16, the first step is most important. And the best step is YTS. YTS is a good deal for young people.

2		
---	--	--

- YTS is a government programme to give school leavers training and work experience.
- Young people can join for two years if they are sixteen and one year if they are seventeen.
- Most areas of industry offer training.
- YTS trainees are paid only a little more than they would get from social security if they stayed unemployed.

3		
---	--	--

Since it began, YTS has taken some great steps:

- several million young people have joined;
- around 60 per cent of YTS leavers are going into jobs;
- most of those who leave YTS early do so to take a job;
- more than 40 per cent of young people who finished YTS got a qualification.
- a Training Agreement for all who join.

4		
---	--	--

Young workers need opportunities, the chance to show employers what they can do, and the chance to learn the skills they need to compete in a changing world. Training for work while getting some practical experience is part of the answer: the chance to get qualifications recognised by employers makes it well worthwhile.

5		
---	--	--

More and more young people join YTS. You can join them on a programme of real work experience and proper training. Your Training Agreement will tell you about your rights and responsibilities and those of the company which trains you. It gives you details of your training programme, too.

6

YTS is open to all 16 and 17 year old leavers. 16 year olds can have up to two years; 17 year olds one year. YTS is open to young people with a job as well as those who are out of work. It's up to you whether or not you choose to go on with YTS and if you do join you can leave at any time. And if you feel that you've made the wrong choice or you want to change direction your Careers Officer can give you good advice and help you find a training programme that suits you better.

7

Your working hours will not usually be more than 40 hours a week and you get 18 days holiday with pay each year as well as public holidays.

8

"We think young people can get a lot out of it, especially those who have left school without any qualifications." Keith Davis, computer company.  
 "I'm sure they learn things for their careers much more quickly because of the training." Steven Holtby, building company.  
 "They have gone from us into further education or into very different industries." Freddie Jarvis, brewery.

9

"Well, it has made me more mature, and I've learned a lot about life and the world of work and all that, because before I left school I just didn't have a clue. It's just made me a more confident person." Diane Cooper, television studio assistant, Leeds.  
 "I really enjoyed the training. You aren't forced to do it. You really get a choice of what you want to do." Roderick Auty, bank clerk, Wakefield.  
 "In the off-the-job training we learned a lot of special practical skills that we could use at work." Emma Deyes, computer programmer, Bristol.

10

You don't need any qualifications to join but you will have an interview before joining a scheme — it will help you decide whether you want the place as well as letting the interviewer take a look at you.

11

Join a two year learning programme that leads to a recognised qualification. Find out more about YTS in your area from your careers teacher, or Careers Office or Jobcentre.

*YTS is an equal opportunity scheme.*

## U LANGUAGE FUNCTIONS

### *Giving reasons*

(Well,) because .....

(Well,) ..... (so as) to.....

..... so that .....

Well, you see, .....

The reason was that.....

Let me explain. You see, .....

But the point is, .....

But surely, .....

Well, the thing is,.....

But surely .....’s dead right.....

It’s like this; you see,.....

**Develop the following ideas. In pairs role play the following situations.**

1. You are going to rent a room by the seaside. Your mother is hesitating.
2. You’re fed up with your friend who doesn’t let you drive his scooter.
3. You don’t want to go to boss’ silver jubilee.
4. You are trying to persuade your friend to go to a play tonight.

## U SPEAKING

1. **There are usually pleasant and unpleasant sides to every job. Choose three jobs you would like to do and find the pros and cons of each one.**
2. **Here is a list of 12 points which you might find important when you are looking for a job. Which are the three most important and three least important points to you? Give your reasons.**
  1. top wages;
  2. opportunity to use your own ideas;
  3. on-the-job training when you begin;
  4. further training;
  5. chance to help other people;
  6. opportunity to become well-known;
  7. outdoor work;
  8. no special qualifications needed;
  9. regular working hours;
  10. flexible working hours;
  11. work in a team with friendly people;
  12. opportunity to become self-employed.

3. If people do dirty work which we don't want to do ourselves we should pay them properly for it. People doing dirty work should get higher wages than other people. What do you think of this suggestion?
4. You are a president of a large company. You have an opening in the company at the managerial level. The personnel director has just stepped into your office. Think about what you might say regarding the type of person you want to fill the vacancy.
5. In pairs think of an occupation that interests you and prepare an interview with a person in that occupation. Ask questions about the duties, the training, the rewards, and the difficulties of the work.
6. Role play the following situations:
  1. Your friend is telling you about the wonderful job Nick has.
  2. John left university six months ago and is still looking for a job. He is living at home. His father thinks his hair is too long, that he should buy a proper business suit and that he hasn't tried hard enough to find a job. They had an argument about all these things yesterday.
  3. A secretary has brought you to a waiting room. You are about to have an important interview for a job. Then your would-be boss comes in.
  4. You offer a job in your firm to an excellent candidate. He telephones you and you have a talk.

## 🕒 WRITING 1

You are looking for a job. Fill in the form in a Job Centre.

Surname .....
First name(s) .....
Address .....
Telephone No .....
Age last birthday .....
Qualifications .....
Date of leaving school .....
Employment since leaving school .....
Preferred type of employment .....
Interview with employers .....

## 🕒 WRITING 2

You are looking for a part-time job in the tourist business in summer. Write a letter of application (120-180 words) to the local tourist agency, explaining to them what kind of job you'd like to have and what you can do.

## REMEMBER

- write your letter in a formal style
- do not forget: you are going to sell yourself
- start your letter with a reference to the advertisement
- do not forget to say that you enclosed your Curriculum Vitae (CV)
- explain why you would like the job
- give some details about yourself, your experience, your language and other skills
- say that you are interested in the job and you hope to hear from them soon

## USE ANY OF THE FOLLOWING PHRASES:

- I am writing in connection with your advertisement in .....
- I am writing in response to your advertisement .....
- With reference to your advertisement .....
- I have enclosed my CV.
- As you will see from my enclosed CV .....
- I have a diploma in .....
- I graduated from ..... with a degree in .....
- At the moment I am employed by .....
- I am currently working as .....
- I have been working for .....
- I would be able to come for an interview at any time .....
- I shall be available for an interview any day apart from .....
- Please contact me on .....
- I shall be pleased to supply references on request .....
- Please contact ..... on ..... for a reference.

## U WRITING 3

**Compose your Curriculum Vitae.**

Personal details (*surname, first name(s), date of birth, marital status, children, address, telephone number, fax number, e-mail address*)

Education and Qualifications (*dates, schools/colleges (name and address), vocational qualifications such as word processing*)

Career and Work Experience (*dates, places of work (with addresses), jobs, pay*)

Other Skills (*working on the computer, speaking foreign languages, a driving licence etc*)

Hobbies and Interests

Referees (*the names, job titles and addresses of two referees*)

## REMEMBER

- avoid long sentences
- give the information in note form

# DOCTOR, DOCTOR

## 🕒 WARMING UP

### 1. Are you a healthy person?

How often do you turn to a doctor for advice or treatment?

Are you satisfied with the medical service of the place where you live?

What do you do to keep fit?

### 2. In pairs compare and comment on the following pictures. Make use of the following words:

*case record, neglect, pain, consultant, first aid, hospital, treatment, examine, alleviate, appointment, medicine, ward, GP, diagnose, recover, out-patient, symptom, sick list, care for, heal, treatment, test, diagnosis, soothe, surgery*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	Advantages	Disadvantages
hospital treatment		
out-patient treatment		

4. Explain what the various kinds of medicines and medical substances are for: *ointment, liniment, lotion, drops, antiseptic, antibiotic, penicillin, analgesic, pain-killer, aspirin, sedative, tranquilliser, laxative, smelling salts*

## 🕒 READING 1

Read the text and mark the sentences *True (T)*, *False (F)* or *Don't Know (DK)*.

- Jerome was very seriously ill.
- Jerome felt very miserable.
- Jerome thought he would never recover.
- Jerome's physician consulted in the centre of London.
- Jerome made an appointment with the doctor.
- Jerome pretended to be calm.
- Jerome wasn't frightened.
- The chemist couldn't fill in the prescription.
- The prescription made Jerome happy.
- Jerome shared the prescription with his friends.

Study the meanings of the words in bold.

### A THOUSAND DISEASES

*After Jerome K. Jerome*

I remember going to the British Museum one day to read up on the **treatment** for some **slight** disease. I got down the book and read all I had come to read. Then without realising what I was do-

ing I turned the leaves and began to study diseases generally. I forget which was the first disease I read about but before I looked through the list of the **symptoms** I felt that I had it. I kept on



reading, feeling rather nervous, and realised that I was **suffering** from every disease imaginable. The only thing I had not got so far was housemaid's knee. To say that I was worried and upset and that I felt **miserable** would be to say nothing. I nearly **fainted**. In fact I felt more dead than alive. I tried to examine myself. I felt my pulse. I discovered that I had no pulse. I tried to feel my heart. I could not feel my heart. It had stopped beating. I tried to look at my tongue. I **stuck** it out as far as it would go. I shut one eye, and tried to examine it with the other. I could only see the tip but I no longer **doubted** that in addition to everything I had scarlet fever.

It became clear to me that I would never recover and would never get rid of the thousand diseases I had. I gave up all hope. Medicine could not help me. I had walked into the reading room a happy healthy man, I walked out an invalid.

Though I doubted if anyone would be able to cure me of my diseases, I went to **consult** my physician. I always turn to him for advice and help. He is a nice fellow and an old friend of mine. He had been treating me for many years. I never make an appointment with him, he's always ready to see me. He looks at my tongue, feels my pulse, talks about the weather, and all for nothing, when I imagine that I am ill. He never remains indifferent to what I say and always does his best to encourage me when I start **complaining** of my diseases. I thought that he would be thankful if I went to him. "What a doctor wants," I said to myself, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred ordinary patients with only one or two **common** diseases each."

"Well, what's the matter with you? Got any complaints?" he asked.

I did not pretend to be calm. My whole life depended on what he would say.

"I will not take up your time, dear fellow, by telling you what is the matter with me," I began. "Life is short and you may die before I'm through. But I'll tell you right away what is not the matter with me. I haven't got housemaid's knee. Why I haven't got it I cannot tell you. But the fact remains that I haven't got it. Everything else I have got. My life is in danger."

I told him how I came to discover it all. I didn't pretend I wasn't frightened. He took my temperature, felt my pulse, and then hit me over the chest when I wasn't expecting it. After that he sat down and wrote out a **prescription**. He **folded** it and giving it to me said that I had better go home.

I did not open the prescription. I went to the nearest pharmacy to have it filled. The chemist read the prescription and handed it back. He apologised for being unable to help me. He said he didn't keep it and smiled. I got very much **annoyed**, I did not see the joke.

I said, "You are a chemist, aren't you?" He did not **deny** it. "I am a chemist," he said. "If I were a department store and family hotel combined, I might be able to help you. But the matter is I am only a chemist. That's why I can't **oblige** you."

I read the prescription. It said:

"1 lb. beefsteak, with  
1 pt. beer every six hours.  
1 ten-mile walk every morning.  
1 bed at 11 sharp every night.

And **avoid** stuffing up your head with things you don't understand."

I felt **relieved**. My life was out of danger. I didn't tear up the prescription or throw it away. I followed the directions with the happy result - my life was saved and is still going on. My health has improved, but I never mention the **incident** to anyone.

**1. Match the words and their definitions.**

1. treatment	a. a piece of paper on which a doctor writes what medicine a sick person should have, so that they can get it from a pharmacist;
2. slight	b. extremely unhappy, for example, because you feel lonely, cold, or badly treated;
3. symptom	c. feeling happy because you are no longer worried about something;
4. suffer	d. a method that is intended to cure an injury or illness;
5. miserable	e. to think that something may not be true;
6. faint	f. something that happens, especially something that is unusual;
7. stick	g. to suddenly become unconscious for a short time;
8. doubt	h. not serious or not important;
9. consult	i. ordinary and not special in any way;
10. complain	j. to do something to prevent something bad from happening;
11. common	k. to ask for information or advice from someone because it is their job to know about it;
12. prescription	l. physical condition which shows that you have a particular illness;
13. fold	m. to make it necessary for someone to do something;
14. annoy	n. to bend a piece of paper, cloth etc by laying or pressing one part over another;
15. deny	o. to push into or through something;
16. oblige	p. to say that something someone has said about you is not true;
17. avoid	q. to experience physical or mental pain;
18. relieved	r. to make someone feel slightly angry and unhappy about something;
19. incident	s. to say that you are annoyed, dissatisfied, or unhappy about something or someone.

**2. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.**

1. To his ..... he discovered they hadn't waited. (*annoy*)
2. The sales assistants were trained to deal with customer ..... in a friendly manner. (*complain*)
3. Alison is ..... older than the others. (*slight*)
4. You can look at the books without any ..... to buy. (*oblige*)
5. His hands were ..... with jam. (*stick*)
6. If these don't work I may have to ..... you something stronger. (*prescription*)
7. She was ..... reassured about the news. (*doubt*)
8. Her irritation seems ..... of something deeper. (*symptom*)
9. Parents are demanding a greater ..... over their children's future. (*consult*)

**3. Fill in the gaps with the words in bold from the reading passage.**

1. Do you ..... that this is your writing?
2. After the children had been punished, nobody mentioned the ..... again.
3. The woman ..... the tickets in two and tore them in half.
4. The best ..... for a cold is to rest and drink lots of fluids.
5. She looked ..... when she heard then news.
6. Several fans ..... in the blazing heat.
7. The leaflet tells you how to ..... getting ill while travelling.
8. There's nothing like a bad cold to make you feel .....
9. The ..... people will not benefit from these reforms.
10. At least he died and didn't .....

**4. What are the following medical places for:**

*hospital, infirmary, clinic, ward, operating theatre, casualty, outpatients, surgery, consulting room, waiting room, sickbay, sickroom, sickbed, ambulance*

## 🔊 LISTENING

**T9** You are going to hear Dr Robert Fisher, a nutritionist, speaking on a radio programme "Looking and Feeling Good." Fill in the following chart.

Food which contains protein	
Food which provides you roughage	
Food which contains vitamin C	
Food which contains calcium	
Food which contains vitamin B	
The foods to avoid	

## 🔊 GRAMMAR SECTION

### ADJECTIVES AND ADVERBS

**1. Choose the right adjective or adverb.**

1. Bob plays the guitar *good/well*.
2. That is an *intense/intensely* novel.
3. Her ring is shining *bright/brightly*.
4. Lucy speaks *fluent/fluently* English.

5. They speak German *fluent/fluently*.
6. The bench has a *smooth/smoothly* surface.
7. We must figure our income tax returns *accurate/accurately*.
8. I don't like drinking *bitter/bitterly* coffee.
9. George will come *soon/soonly*.
10. He is a careless driver. He drives so *fast/fastly*.

**2. Supply the correct form of the adjective or adverb. Add any other words that may be necessary.**

1. My friend and I left ..... (*soon*) as Mr Collins had finished his performance.
2. His job is ..... (*important*) than his brother's.
3. She sings ..... (*well*) as Montserrat Caballé.
4. A cottage is much ..... (*expensive*) than a flat.
5. Last summer was ..... (*hot*) as this summer.
6. Betty is ..... (*talented*) than Liz.
7. Kate's pictures are ..... (*colourful*) than John's.
8. Nobody is ..... (*happy*) than Rosa.
9. The men felt ..... (*bad*) than women.
10. Nick runs ..... (*fast*) than Peter.

**3. Correct the errors.**

1. She spoke kind and shy.
2. She always travels lightly.
3. They were dancing pretty.
4. It was 12 o'clock sharply.
5. The door was bad painted.
6. They will be out short.
7. I read an amazingly article in *The Guardian*.
8. The plane flew highly.
9. John is doing finely.
10. She came back lately.

## 🕒 READING 2

Read the following text and fill the chart.

The health authorities are responsible for	1. 2.
Emphasis is being given to	1. 2.

Recent capital expenditure	
Number of staff employed in Health Service	
Number of beds provided	
Reduction % in deaths from lung cancer for women by 2010	
Reduction in deaths from breast cancer for women	
Reduction in deaths from stroke for people aged under 65	

The National Health Service (NHS) in Wales is provided through the National Assembly, which has responsibility for policy issues and for general strategic planning, and by five health authorities. These are responsible for securing hospital and community health services and for arranging the provision of primary health services by doctors, dentists, pharmacists and opticians.

The services are designed to maintain and improve people's health through the prevention, diagnosis and management of illness. Increasing emphasis is being given to the promotion of good health and the extension of preventive measures, for example, to combat problems such as coronary heart disease, cancer, AIDS and the misuse of drugs and alcohol. As elsewhere, health provision is being reformed through such measures as trust status for hospitals and fundholding for family doctors. The Patient's Charter in Wales is designed to help raise standards of service by setting out a series of standards and guarantees.

Spending on the NHS in Wales has grown considerably in 2000-1. A specific provision has been made to help reduce

hospital waiting times and allow the recruitment of more doctors, dentists and nurses. Recent capital expenditure has included £119 million in developing and improving NHS buildings.

About 53,100 staff are employed in the NHS. There are about 1,720 general medical practitioners (GPs) and 850 general dental practitioners. An increasing proportion of family doctors work in modern, well equipped health centres, where they form part of a medical and nursing team. More than half of GP practices have become fundholders (with responsibility for their own budgets) covering more than half of the patients registered with GPs.

NHS hospitals provide some 16,800 beds and the NHS has around 3,360 medical and dental staff and some 24,770 nursing and midwifery staff. Since April 1996 all hospital, community health and ambulance services have been supplied by selfgoverning NHS Trusts, independent of health authority control.

Latest NHS targets for Wales include reductions in deaths from lung cancer for men and women under 75 years of age, by 54 and 21 per cent, respectively

by 2010, reductions in deaths from breast cancer for women aged 50–74, by 30 per cent by 2002, a 50 per cent reduction in deaths from coronary heart disease for people under 65 by 2002

(25 per cent for people aged 65–74) and a reduction of 20 per cent by 2002 in deaths from strokes for people aged under 65 (25 per cent for those aged 65–74).

## U LANGUAGE FUNCTIONS

<i>Saying you are optimistic</i>	<i>Saying you are pessimistic</i>
<p>.....'ll, ..... [with optimistic words]            (I think) you're going to have a marvelous time etc.            You're bound to enjoy it/have a good time etc [or other optimistic words]            ..... will be successful/enjoyable etc [or other optimistic words]            ..... will be good/nice/wonderful etc (I'm sure).            Everything'll be fine.            It'll all turn out OK/fine.            (You wait and see) It's all going to be OK.            Things'll work out fine/all right.            ..... can't go wrong.            I don't see how ..... can fail.            ..... 'll be great (I'm sure).            ..... is bound to win/do it/get there etc ...</p>	<p>I'm not so sure .....            I rather doubt .....            I'm rather doubtful .....            I'm not at all sure .....            I don't really believe .....            I don't think .....            I'm not too happy about .....            I don't hold out much hope for .....            ..... am/is/are bound to fail/lose etc [or other pessimistic words]            No, (sorry,) can't (really) see .....            NO way!/There's no way .....            Can't be done!            Fat chance!</p>

**Develop the ideas. In pairs role play the situations.**

1. You are going on a 5-day holiday abroad. Your plane is delayed for seven hours.
2. Your friend has a serious money problem. You want to cheer him/her up.
3. Your friend is going for a job interview. He/she is rather nervous about it.
4. You are going to spend a weekend out of town. The weather forecast is rather pessimistic.

## U SPEAKING

1. Describe your condition to the doctor who came to examine you.
2. Your friend looks (feels) unwell. Talk him/her into consulting a doctor.

3. Describe your gradual recovery and thank your friend who has come to inquire about your condition.
4. In pairs role play the following situations:
  - The doctor is talking to a patient. He is trying to find out what is wrong. The patient is describing some of the symptoms.
  - Someone in your family is very ill. Ring the doctor for advice. Describe the patient's symptoms.
  - Two patients are waiting for the doctor to receive them. They are talking about what is troubling them.
5. In groups discuss what advice the doctor could give for each situation.
  - A teenage girl doesn't want to eat. She is very thin, but she thinks she is still too fat.
  - A successful middle-aged businessman works 12 to 16 hours every day, seven days a week. He doesn't take time to relax.
  - A college student is tired all the time. He studies a lot, eats a lot of junk food and drinks a lot of coffee.
6. How do you imagine medical care in the future?

## 📌 WRITING 1

Fill in the Standard Health Examination Record.

<b>STANDARD HEALTH EXAMINATION RECORD</b>	
Date /	/
Name .....	.....
<i>last</i>	<i>first</i>
Age .....	.....
Sex .....	.....
Address .....	.....

**MEDICAL HISTORY**

Have you had any problems with  
(check ✓)

Frequent colds .....

Frequent sore throats .....

Allergies .....

Operations.....

Stomach upsets .....

Convulsions.....

Diabetes .....

High blood pressure .....

Bad headaches .....

Diseases:

Chicken pox .....

Measles .....

Mumps.....

Scarlet fever .....

Other .....

List of medications you are now taking.....

Allergies to medications.....

## 🕒 WRITING 2

Write a letter to your friend (120-180 words) telling him/her about your gradual recovery.



---

# A QUESTION OF SPORT

## 🕒 WARMING UP

### 1. Do you do any sport?

Is there any sport that you hate?

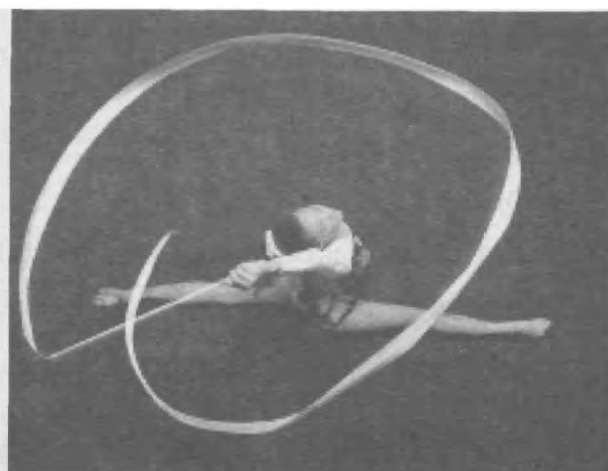
Do you prefer individual or team sport? Why?

What do you think makes people compete in dangerous sports?

Are you an active sportsman? Why? Why not?

### 2. In pairs compare and comment on the following pictures. Make use of the following words and phrases:

*armchair sportsman, achievement, enable, victory, amateur, build character, be disciplined, purpose, train, extreme, loss, professional, cause injuries, confidence, purpose, keep fit, match, defeat, enjoyment, exercise regularly, team, fan, compete, prize, professional, exciting, dangerous, take energy, disciplined*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	For	Against
to watch sports		
to participate in sports		

4. Explain the meanings of the words in italics.

1. He watches every *game* that this team plays.
2. He went to the football *match*.
3. My wife won first prize in a cooking *competition*.
4. Who's judging the *contest*?
5. The tennis *tournament* was a great success.
6. The prince accepted his enemy's *challenge* to fight.
7. Fifty men took part in the *championship*; but only one was successful.

## U READING 1

You are going to read some information about sport in Britain. Choose the most suitable heading from the list (A-I) for each part (1-8) of the article. There is one extra heading which you do not need to use.

- |                          |                            |
|--------------------------|----------------------------|
| A — Sport for the Élite  | F — Sport and the Young    |
| B — Sport and Money      | G — Sport on the Ball      |
| C — Sport and its Venues | H — Sport and the Nation   |
| D — Sport on the Water   | I — Sport in the Community |
| E — Sport and the Media  |                            |

Study the meanings of the words in bold.

### SPORT IN BRITAIN

1	<b>H</b>	Sport and the Nation
---	----------	----------------------

Sport matters to us all — to individuals, to families and in bringing people together for a common aim, to communities at every level... We know sport offers friendship, **rivalry**, challenge and employment. And we know, most of all, that sport isn't just about being healthy; sport is fun — one of the good things in life.

2

Sport has a central place in the **commercial** leisure industry. As such it is **inextricably intertwined** with market forces. Thanks mainly to the riches **generated** by **sponsorship** and the cash that TV stations pay for the right to broadcast events, competitors' wages have risen in a number of sports, and the value of the prizes on offer has **soared**.

3

BSkyB satellite broadcasting and its pay-per-channel **coverage** has transformed television sport since 1990. It has also had a major impact on some of the sports themselves. Armed with an exclusive Rugby League rights deal, BskyB created a new 'Super League.' As a result, British games were switched to the summer to fit in with the winter season in Australia and New Zealand, and so to win larger global audiences.

4

Over the next ten years we want to transform grass-roots sport. Everyone should have the same chance to take part, whatever their background. Through local authorities and the £1.5 to £2 billion that will be **invested** in local sport, we will **renew** our sports facilities and fund **schemes** to reach out to the whole community, we will develop the club structure to provide a link between schools and **e2lite** sport. In doing so, we will widen participation and improve our international competitiveness.

5

Millions of people in the UK take a close interest in the performance of British sports teams and individuals at the highest level. Research among the UK public shows that 88% believe that sporting success generates a "feel good" factor; while in the wake of Sydney 2000, 95% believe that the amount of lottery money invested in sport should — at the very least — not be **reduced**.

6

Many sports were given their modern form in the UK during the later 19<sup>th</sup> century. Football, cricket, lawn tennis and golf are just four of them. Today, in the highly-demanding world of international competition, British teams and individuals still win **trophies** and fame in all four of these sports.

7

With so much sea around them, the people of the UK have always been at home on the water. In recent times, British rowers and sailors have proved that water can be their true sporting element too — winning five of their country's 11 gold medals at Sydney 2000.

8

In 2000 the National Cycling Centre in Manchester hosted the centenary World Track Cycling Championships, at which 35 countries were represented. This was one of more than 70 events of World, European or Commonwealth **status** that have been supported by the Government's "World Events Programme" since 1997. UK Sport, based in London, now has the lead role in **distributing** lottery funds to be used for both **bidding** for and staging major sporting events throughout the UK.

1. Match the words and their definitions.

- |                   |  |
|-------------------|--|
| 1. rivalry        | a. highly trained and able;  |
| 2. commercial     | b. to produce or create something;   |
| 3. inextricably   | c. the way in which a subject or event is reported;  |
| 4. be intertwined | d. to give something such as food, medicine, books etc to a large group of people, especially in a planned way;  |
| 5. generate       | e. continuous competition;   |
| 6. sponsorship    | f. an official plan that is intended to help people in some way, for example by providing education or training; |
| 7. soar           | g. things which are closely connected and cannot be separated;   |
| 8. coverage       | h. to make something smaller or less in size, amount, or price;  |
| 9. invest         | i. an offer to pay a certain price at a sale;  |
| 10. renew         | j. to replace something that is old or broken with something new;  |
| 11. scheme        | k. support, usually financial support for an activity or event;  |
| 12. élite         | l. the legal position or condition of a person, group, country etc;  |
| 13. reduce        | m. related to business and the buying and selling of goods and services;   |
| 14. trophy        | n. a prize for winning a race or other competition;  |
| 15. status        | o. to give money to a company, business or bank, in order to get a profit;                                       |
| 16. distribute    | p. to increase quickly to a high level;  |
| 17. bid           | q. be closely connected with each other.   |

2. Use the words in brackets at the end of each sentence to form the word that fits in the space in the same sentence.

1. We can make a ..... if you buy this sweater. (*reduce*)
2. The lessons cost me £300, but I consider them a good ..... (*invest*)
3. The ..... was brisk and sales went well. (*bid*)
4. He left the government to become the most formidable ..... (*rivalry*)

5. The company is the local ..... for Ferrari sports cars. (*distribute*)
6. The younger ..... don't know what hard work is. (*generate*)
7. Christmas has become so ..... nowadays. (*commercial*)
8. Sun, wind and waves provide ..... sources of energy. (*renew*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. BBC gave the story extensive ..... in the evening news.
2. What is her immigration .....?
3. Poor health and bad housing conditions are ..... linked.
4. Health care costs continue to .....
5. The problems of crime and unemployment ..... closely .....
6. The expedition is looking for ..... from one of the major banks.
7. A government training ..... for the unemployed is a great step forward.
8. They are proud of winning the Football League .....
9. The general sent his ..... soldiers to lead the attack.

**4. Where can you practice sport? What is special about the following places where you do a sport?**

*field, pitch, court, leisure centre, gym, swimming pool, stadium, ground, track, ring, rink, arena*

## **🔊 LISTENING**

**T10 Listen to the radio report and fill in the scores.**

<b>Teams</b>	<b>Score</b>
the Cubs — the San Francisco Giants	
San Diego — Pittsburgh	
the Dodgers — the St Louis Cardinals	
Cincinnati — Philadelphia	
Atlanta — the Mets	
Montreal — Houston	
California — Boston	
the White Sox — Cleveland	
Kansas City — Baltimore	
Milwaukee — Seattle	
the Yankees — Minnesota	
Texas — the Tigers	
the Blue Jays — Oakland	

## U GRAMMAR SECTION

### MANY, MUCH, FEW, LITTLE

Grammar Reference Section, page 183

#### 1. Complete the sentences. Use *many*, *much*, *few*, *little*.

1. I don't think I've made ..... mistakes.
2. I've got a ..... jam.
3. He's ..... stronger than I am.
4. Although the sum was difficult a ..... pupils could do it.
5. He slept a ..... and felt better.
6. We haven't got ..... bananas.
7. I've got a ..... friends.
8. Is there so ..... sugar left?
9. The sweets are not many, they are .....
10. I have ..... work to do.

#### 2. Choose the right word.

1. He has very *little/few* education.
2. Would you like *a little/a few* cake?
3. I've got *much/many* free time today.
4. I bought *a few/a little* apples.
5. There is *much/many* fruit in the garden.
6. I know *much/many* about fine arts.
7. There are *many/much* bottles of mineral water on the counter.
8. The CD costs *much/many*.
9. *A few/A little* people were late.
10. He doesn't have *many/much* money.

#### 3. Correct the errors.

1. There isn't many traffic in our city in July.
2. The girl had very little friends.
3. He always puts many salt in his soup.
4. I've got a few money. I'll give you some.
5. There are much shoes in your size.
6. It will take many time to read his article.
7. There are much who knew him well.
8. You need many patience if you want to socialise with Jane.
9. Don't disturb me. I have many different work to do.
10. The theatre was always empty. There were very little people there.

## U READING 2

Read the following text and mark the sentences *True (T)*, *False (F)* and *Don't Know (DK)*.

1. Tommy Murphy is an active sportsman.
2. Tom is too passive.
3. Tony Rogers often does sports.
4. Tony plays some more games besides football.
5. Hilary Brown is fond of sailing and riding.
6. Hilary earns a lot of money.
7. David Harvey doesn't agree with the British attitude to sport.
8. David Harvey knows some sport professionals.

Sports is one of the most popular spare time activities of young and old all over the world. At least, that is what people say. But is it really true? Rodney Morrison, a reporter, went out into the streets to interview some young people about their attitude to sport. Here are their answers:

**Tommy Murphy, 22**

Well, I consider myself an armchair sportsman. I enjoy sports most when I'm at home watching the 'Grandstand' on TV. It's cricket that I like in particular. I could watch for hours on end. I even stopped fixing my motorbike last week to watch England playing Jamaica. And I love my motorbike! You see, it's not that I'm not interested in sports, I'm just too lazy to drag myself to the football ground to kick the ball around. That's no fun. I'd rather meet my mates in the pub and discuss the weekend's football results with them. This — and reading the sports pages in the paper — are my kinds of sport.

**Tony Rogers, 20**

Oh, I love it. I'm very active in sports. I've always been like that. I remember spending my days running through the woods and climbing up trees when I was a little boy. Now I go jogging every week, and besides that, I play tennis now and then. My favourite sport, however, is football. My life would be boring without it, I think I love it, because it's a team game and you need all kinds of skills. You must be fit, you must keep an eye on what your teammates do, and you need a quick brain. I'm a member

of our local football team. You see, that's the other thing I like about sports; you make new friends, it gives you a feeling of being a part of something. We even do a lot of things together besides football. Last year some of us went on a big holiday trip to Italy, which was great fun. Anyway, sport keeps you fit and healthy, doesn't it?

**Hilary Brown, 17**

Well, sport is fun, isn't it? I couldn't imagine a life without sport, could you? Only maths, English and history — how dull that would be! I love riding, playing volleyball and sailing. It's wonderful to be in the open and to enjoy the fresh air and the sun. But it's tennis that I'm really interested in. My sports teacher told me that I had a skill for playing tennis and that I should practise it more thoroughly. That's why I stopped sailing and riding, because tennis takes up all my free time now. It would be great if I made it big as a tennis professional. Just think of the money you could earn. It would be fantastic to travel round the world, to meet other people in the business, to be interviewed by TV reporters. I know it's only a dream at the moment. But maybe it'll come true.

**David Harvey, 21**

Thank goodness people never try and talk sport to me. I hate sports. What is an endless boring tennis match compared to a good film — nothing, it's just a waste of time! I think English people's attitude to sport is so childish. Hundreds of thousands of them listen to cricket commentaries on their radios — for five

days. It's so stupid. They think that the big stars in the business lead a wonderful life. What a load of rubbish! In my opinion, these people are poor devils out of a suitcase. How can they have any social life when they are always away from home? I don't believe that these

professionals are really interested in their sport. They want to make a lot of money, that's all. Besides, nobody ever mentions the dangers of sport. Just think of the injuries. How can you stay fit when your body is under physical pressure all the time?

**U LANGUAGE FUNCTIONS**

*Requesting*

- Could you ..... , please?
- Do you think you could ..... , please?
- Could I ask you to ..... ?
- Would/Could you ..... , please?
- Would you mind ..... , please?
- (Oh dear,) I'm sure I can get out /I seem to be boxed in.
- Do you mind ..... , please?
- Can I get out of there? Will there be room for me to get out?
- If you could ..... I'd be (very) grateful.
- I'd be (very) grateful if you'd .....
- Any chance of..... ?
- You couldn't ..... , could you?
- Can you..... ?
- You haven't got..... , have you?
- Do me a favour and .....

**Develop the following ideas. In pairs role play the situations.**

1. You're going to buy a VCR and want to ask the shop assistant how it works.
2. You are expecting your friend from Germany. You are ringing 'him/her to find out exactly when he/she is arriving.
3. You have just bought a TV set. You are going to ask the shop assistant how you can pay.
4. You are telephoning your brother's friend whom you've never met before to see if you can change the date of your meeting and how you can recognise him/her.

**U SPEAKING**

1. **In pairs discuss which sports you like watching. Which sports are boring to watch? Why?**
2. **You are doing a survey for the newspaper. You are asking pupils what they think about sports at school. In groups discuss what you can say on the topic.**



3. Discuss the statement: *dangerous sports should be banned by law.*
4. You're a radio sports announcer. You have just witnessed a football game or some other sports event. First say who you are and where you are broadcasting from. What would you say about the highlights of the exciting event?
5. You are a famous athlete describing a recent game or competition. Say some words about the agility of some of the other athletes or your teammates. Describe what made their performances captivating to the spectators.
6. In pairs role play the following situations:
  1. Two sports fans are speaking about their favourite sports.
  2. It's Sunday afternoon. In a few minutes there will be a football match on TV while on another channel there will be a new soap opera your mum wants to watch.
  3. Your friend is trying to persuade you to have a game of golf. You have never played before.
  4. You and your friend are discussing the results of the figure skating competition after watching it on TV.
7. Make up your own sport. Invent your own game for people to play. Think of the equipment that you would need to play the game. Decide what the object of the game is. Make up five rules about the game. Explain your new game to the group. You may work in small groups when you develop your ideas.

## 🕒 WRITING 1

You are going to enrol at a local fitness centre. Fill in the registration form.

Name .....
Sex .....
Age .....
Occupation .....
Address .....
Name of class .....
Day of the week .....
Time .....
Level .....
Price for one class .....
Signature .....

## 🕒 WRITING 2

Write a story (160-180 words) about your participation in an international sport event. Begin your story with the following sentence: "*I had never been so pleased .....*"



## REMEMBER

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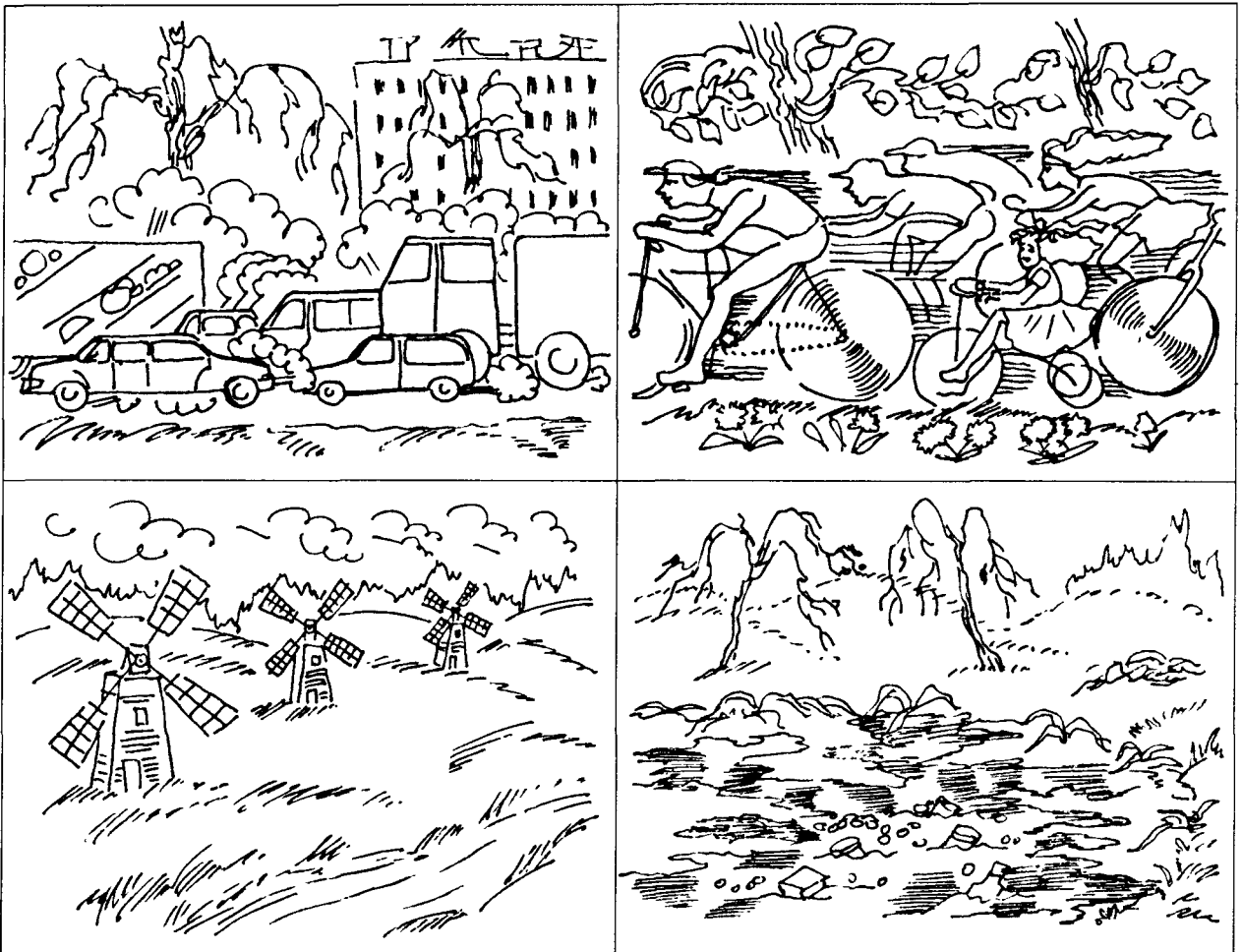
- make your story exciting, interesting and as amusing as possible
- begin the story with the sentence you have been given
- do not forget to plan your story before you start writing (think over the main events, the best way to order the events, the best grammar tenses to use)
  - use different adjectives to convey the atmosphere
  - vary the length of sentences: make some sentences short and some long
- use direct speech
- use time expressions

## SAVE THE EARTH

### 🕒 WARMING UP

- Are you concerned about the present ecological situation in the place where you live?  
 What are the most dangerous kinds of pollution?  
 How can you help save the environment?  
 What must be done to make the Earth a safer and better place?
- In pairs compare and comment on the following pictures. Make use of the following words:

*pollution, disappearing, smoke, threaten, energy, poisoning, atmosphere, exhausts, urgent, harmful, extinct, destroy, environment, lead, crisis, chemicals, global warming, wasteland, protect, ill-health, recycling, endangered, consumption, greens*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may include your ideas as well.

	For	Against
developing heavy industry within cities		
using pesticides in agriculture		

4. Explain the meaning of the following environmental problems:

*the greenhouse effect, global warming, holes in the ozone layer, acid rain, the destruction of habitats*

## U READING 1

Read the following text and answer the questions below.

1. Why are the Europeans concerned about the state of the environment?
2. What is the focus of EU environmental policy?
3. What does the EU promote? What for?
4. What is the challenge for Europe today?
5. What are the main environmental threats?
6. What global action should be taken to save the environment?

Study the meanings of the words in bold.

European citizens are concerned about the state of the environment. They want their children and grandchildren to have the same right as we have to clean air, clear water and green forests. The European Union shares these concerns and has accepted the principle of **sustainable** development. Since 1992, the focus of EU environmental policy has been to match production and **consumption** patterns to what our environment can sustain in the long term. Climate change and the depletion of the ozone layer are two instances where the limits of sustainability may have been exceeded. Pre-1992, EU environmental policy

concentrated on **corrective** action. This was not always successful, partly because there was no **integrated** approach between environmental protection and economic activities in other sectors which went on harming the environment. Now the EU promotes partnership and shared responsibility to prevent and, where possible, **reverse** environmental degradation. It seeks from a **coalition** of government, industry and consumers a **commitment** to conserve resources, to re-use and recycle old products, to **dispose** of waste safely and develop environment-friendly energy sources. As pollution knows no frontiers, the EU sees

its policy as part of a global strategy to save the environment for future generations.

We are **engaged** in a race against time. The need for a pro-active policy to protect the environment is universally recognised in Europe and elsewhere.

Social progress and economic **prosperity** have depended on activities which **depleted** the earth's resources and cause pollution. The products we need and the vital services we use — from transportation to health-care systems — use these resources and create waste and pollution as **by-products**.

Historically our planet's remarkable regenerative capacity was able to **cope** with the environmental impact of human activity. But this capacity is now stretched beyond its limit. The two need to be brought back into balance as quickly as possible.

Our environment is threatened in many, often **interrelated** ways.

What are the main threats? Global warming and the **ensuing** climate changes that could transform temperate zones of the earth into arid deserts and flood low-lying regions as ice caps melt is one prospect of environmental degradation that faces mankind. It is caused by the **release** into the atmosphere of greenhouse gases, principally carbon dioxide from the burning of fossil fuels. Another **consequence** may be a sharp rise in skin cancers as the protective ozone layer in the upper atmosphere is depleted by man-made chemicals.

The environment is further threatened by acid rain, the destruction of tropical forests and the extinction of many species of animal and plant life. The quality of water, both for drinking and bathing, is another growing problem. More needs to be done to control agricultural pollution, while the supply of fresh water is causing problems in some areas of the EU.

Disposing of the billions of tonnes of waste produced by our consumer soci-

ety is another huge challenge. In the EU alone, more than 21 million tonnes of toxic waste have to be treated each year.

The European Union is the world's biggest trading power, with the largest integrated market. Its Member States and their citizens have reached a significant level of economic well-being. The Union is therefore better placed than many countries and regions to put its own house in order and to give a lead to others.

Environmental problems are posed in different terms in different parts of the world. In the EU and other advanced countries, the essential goal is to change consumption patterns. In central and eastern Europe, years of neglect and under-investment in pollution control has left a heritage of environmental degradation on the Union's doorstep which is now a primary target for EU action. Those countries which have applied to join the EU will have to adopt the existing body of EU environmental regulation before becoming members. This in itself will mark a significant step forward towards improving the environment in the EU. In developing countries, population pressure and poverty have created unsustainable development patterns.

The internal and external dimension of the EU's environment policy are inextricably linked. The Union therefore has to play a leading role in the UN and other international bodies. In this context, the Commission published in February 1996 a policy paper on 'Trade and the environment,' setting out ways in which free trade and environmental requirements can be **mutually** supportive and not contradictory as some people fear.

There is a perceptible feeling in Europe and further afield that many of the great environmental battles will be won or lost in the next ten years. If we do not act in the beginning of the 21<sup>st</sup> century, it may be too late.

1. Match the words and their definitions.

1. sustainable	a. to get rid of something, especially something that is difficult to get rid of;
2. consumption	b. done or experienced equally by two people;
3. corrective	c. a group of people who join together to achieve a particular purpose, usually a political one;
4. integrated	d. to succeed in dealing with a difficult problem or situation;
5. reverse	e. the amount of oil, electricity etc that is used;
6. coalition	f. to reduce the amount of something that is available;
7. commitment	g. an action or process that can continue or last for a long time;
8. dispose	h. something that happens as a result of a particular action or set of conditions;
9. engage in	i. to take part or become involved in an activity;
10. prosperity	j. the act of letting a chemical, gas etc flow out of its usual container;
11. deplete	k. a promise to do something or to believe in a particular way;
12. by-product	l. things that are connected and have an effect on each other;
13. cope	m. intended to make a fault or mistake right again;
14. interrelated	n. a condition of having money and everything that is needed for a good life;
15. ensuing	o. opposite to the unusual or former, especially in position or direction;
16. release	p. something additional that is produced during a natural or industrial process;
17. consequence	q. showing a mixture of qualities, groups, ideas etc;
18. mutually	r. happening after a particular action or event, especially as a result of it.

2. Use the word in brackets at the end of each sentence to form a word that fits in the space in the same sentence.

1. Serious problems will ..... if something is not done about gang rivalry now. (*ensuing*)
2. Women ..... fewer crimes than men. (*commitment*)
3. We talked until the early hours, and ..... I overslept. (*consequence*)
4. The teacher tried hard to ..... the children's interest. (*sustainable*)
5. Conditions in the prison were ..... (*deplete*)
6. His policy is the one of the complete ..... of racial groups. (*integrated*)
7. He struggled for a strong, ..... and united country. (*prosperity*)
8. Management is favourably ..... to the idea of job-sharing. (*dispose*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. I've never driven a car before, but I'm sure I can .....
2. It was a ..... beneficial arrangement.
3. Fuel ..... has risen dramatically in the last few years.
4. The slow ..... of toxic waste into the rivers caused the death of a lot of fish.
5. This condition may require ..... surgery.
6. The policies designed by a ..... of public officials and local businessmen are aimed at the development of small businesses in the community.
7. Re-assemble the parts in ..... order.
8. He was ..... in various business activities.
9. Milk ..... such as whey are used for cooking pan-cakes.
10. Unemployment and inflation are .....

**4. What are possible solutions to the most urgent environmental problems? Make use of the following:**

*alternative forms of transport, renewable energy sources, green products, recycling, protesting*

**🔊 LISTENING**

**T 11 Jackie and Allan Gear run Henry Doubleday Research Association, a leading force in the organic food movement in Britain. Listen to Jackie Gear who forecasts a steady increase in the number of farmers who will grow organic food in Britain as consumers demand more and fill in the chart.**

the name of TV series	
the rating of the TV programme	
the number of members of the association	
the number of research scientists	
the organisation they are doing major research into vegetable-growing for	
the number of trees grown in Africa	
they advise on	
the per cent of the growing British organic food market a year	

**⤵ GRAMMAR SECTION**

**CONDITIONALS, WISHES**

Grammar Reference Section, page 183

**1. Put the verbs in brackets into the correct form.**

1. We (*stay*) in the bar while she (*shop*).
2. We (*go*) to the restaurant if we (*know*) the prices.
3. She (*buy*) the books if (*not love*) me.
4. If I (*be*) you I (*go*) to Spain to improve the language.
5. If she (*not be*) shy she (*enjoy*) the party.
6. Unless you (*drive*) carefully you (*have*) an accident.
7. If they (*clean*) the windows the room (*look*) brighter.
8. If you (*not be*) in a hurry, you (*not leave*) the book there.
9. If I (*know*) her address I (*write*) to her.
10. If you (*meet*) some friends of mine in New York (*introduce*) yourself to them.

**2. Complete the following sentences.**

1. If I had £50,000 .....
2. If Ben had come on time .....
3. If I see her again .....
4. If I could have any job I wanted .....
5. What will happen if.....
6. If your brother had driven more carefully.....
7. If I lived in Australia .....
8. If you give up smoking .....
9. If Rose had invited me .....
10. Were I there.....

**3. Put the verbs in brackets into the correct forms.**

1. I wish I (*can*) speak five languages.
2. I wish I (*have*) a helicopter.
3. She wishes her parents (*approve*) of her boyfriend.
4. I wish I (*be*) older.
5. I wish you (*like*) pop music.
6. I wish I (*not do*) it.
7. I wish you (*type*) a little faster.
8. I wish he (*come*) to the party earlier.
9. I wish he (*not practice*) the trumpet so often.
10. I wish you (*not eat*) the biscuits.

**4. Rewrite the sentences. Begin each sentence with *I wish*.**

1. I'd like to be rich.
2. Please hurry up.



3. It would be nice to know his opinion.
4. It's a pity that you're going away so soon.
5. Please stop making so much noise.
6. It's a pity I'm so busy today.
7. I'm sorry I did not go to the movies last night.
8. It's a pity he came to my place yesterday.
9. I regret I mentioned this subject.
10. It's a pity we have to postpone our trip.

**5. Correct the errors.**

1. If it didn't rain last night we would visit our friends.
2. If you took the medicine you'd be well now.
3. If I am rich I'll buy a diamond ring.
4. If you didn't call him everything will be OK now.
5. If the streets were clearly marked it wouldn't take us so long to come here.
6. If I got a pay rise next year I'd buy a new house.
7. If I had a car last summer I'd go to the beach every weekend.
8. If she is more outgoing she'll have lots of friends.
9. If the theatre is not so far we can walk there.
10. If I were you I won't drink it.

## 🕒 READING 2

You are going to read an article about environmental pollution. Seven sentences have been removed from the article. Choose one sentence from the sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning (1).

- A** In addition, if farmers suddenly stopped using chemical fertilisers and pesticides, there could be less food to feed the people of the world.
- B** Other pollution comes from large areas.
- C** Badly polluted air can harm crops and cause life-threatening illnesses.
- D** The consequences of pollution can be very dangerous.
- E** Nearly everyone would like to have pollution reduced.
- F** However, pollution can also be invisible, odourless, and tasteless.
- G** They also poison the soil and waterways.
- H** All the ecosystems of the earth are connected.

### ENVIRONMENTAL POLLUTION

Environmental pollution is a term that refers to all the ways that human activity harms the natural environment. Most people have witnessed environmental pollution in the form of an open garbage dump of a factory pouring out black smoke. **1 F** Some kinds of pollution do not actually dirty the land, air, or water, but they reduce the quality of life

for people and other living things. For example, noise from traffic and machinery can be considered forms of pollution.

Environmental pollution is one of the most serious problems facing humanity and other life forms today. **2** Some air pollutants have reduced the capacity of the atmosphere to filter out the sun's harmful ultraviolet radiation. Many

scientists believe that these and other air pollutants have begun to change climates around the world. Water and soil pollution threaten the ability of farmers to grow enough food. Ocean pollution endangers many marine organisms.

Many people think of air, water, and soil pollution as distinct forms of pollution. However, each of the parts of an environment — air, water and soil — depends upon the others and upon the plants and animals living within the environment. The relationships among all the living and nonliving things in an environment make up an ecological system, called an *ecosystem*.<sup>3</sup> Thus, pollution that seems to affect only one part of the environment may also affect other parts. For example, sooty smoke from a power plant might appear to harm only the atmosphere. But rain can wash some harmful chemicals in the smoke out of the sky and onto land or into waterways.

Some pollution comes from one specific point or location, such as a sewage pipe spilling dirty water into a river. Such pollution is called *point source pollution*.<sup>4</sup> Water can run off farmland and carry pesticides and fertilisers into rivers. Rain water can wash gasoline, oil, and salt from highways and parking lots into the wells that supply drinking water. Pollution that comes from such large

areas is called *nonpoint source pollution*.

<sup>5</sup> Unfortunately, most of the pollution that now threatens the health of our planet comes from products that many people want and need. For example, automobiles provide the convenience of personal transportation, but they create a large percentage of the world's air pollution. Factories make products that people use and enjoy, but industrial processes can also pollute. Pesticides and fertilisers aid in growing large quantities of food.<sup>6</sup>

To end or greatly decrease pollution, people would have to reduce use of cars and other modern conveniences, and some factories would have to close or change production methods. Because most people's jobs are dependent on industries that contribute to environmental pollution, shutting down these industries would increase unemployment.<sup>7</sup>

Over time, however, pollution can be reduced in many ways without seriously disrupting people's lives. For example, governments can pass laws that encourage businesses to adopt less polluting methods of operation. Scientists and engineers can develop products and processes that are cleaner and safer for the environment. And individuals around the world can find their own ways to reduce environmental pollution.

## 🔻 LANGUAGE FUNCTIONS

### *Offering to do something for someone*

- Can I help?
- Let me .....
- Shall I ..... ?
- If you like I could.....
- I'll.....
- What can I do to help ..... ?
- Would you like any help ..... ?
- Is there anything I can do ..... ?
- Need some help, ..... ?
- (Here,) I'll do it for you.
- You look like you could do with some help.....
- Want a hand ..... ?
- Can I help out..... ?

Develop the following ideas. In pairs role play the situations.

1. You are trying to wash up after yesterday's party. There are piles of dishes on the kitchen table. Your friend enters the kitchen at the time you are going to start.
2. An old woman is carrying a heavy suitcase along the street. You have free time.
3. Your plane leaves in three hours. You haven't packed your things. Your friend comes to see you off.
4. You have no time to visit your grandmother who is ill. You are speaking to your friend.

## U SPEAKING

1. Why do environmentalists say we should avoid spray cans, practise organic farming and use unleaded petrol, recycled paper and bottle banks? What else are they in favour for?
2. Do you agree that animals should not be kept in cages? Why? Why not?
3. In diaries people often reveal more about their views and feelings than they would share with others in a conversation. You have recently experienced the eruption of a volcano nearby or an earthquake. Say what you saw and how you feel about it.
4. What can be done to make the Earth a safer and better place?
5. What do you know about nature conservation in this country?
6. The problems of environment include a wide range of business issues. Comment on some of them.
7. During the last 30 years environmental protection has become a vital necessity for people. Why?
8. Comment on the statement: *one planet — one community*.
9. Do you think that any kind of Charter for Nature is worth the paper it is written on?
10. You are the editor-in-chief of the *Earth Focus* magazine. What issues would your magazine discuss?
11. What do you think should be done to preserve land and enhance food security?
12. In pairs discuss the role of youth in solving ecological problems nowadays.

**U WRITING 1**

You are going to join the Greenpeace organisation. Fill in the form.

First name.....
Last name .....
Age .....
Sex.....
Country.....
City .....
Postal code .....
Address.....
Telephone No .....
E-mail .....
Reasons for joining .....
.....
Work you can do for the organisation .....
.....
Signature.....

**U WRITING 2**

Write an article for your local newspaper (140-180 words) about how to solve the ecological problems of the place where you live.

<p><b>!</b></p> <p><b>REMEMBER</b></p> <hr/> <ul style="list-style-type: none"> <li>• use formal style</li> <li>• do not use short forms</li> <li>• write well-developed paragraphs</li> <li>• do not use strong personal expressions</li> <li>• use linking words</li> <li>• use quotations</li> <li>• give examples</li> <li>• write separate paragraphs for the each new idea</li> <li>• writing must be precise</li> </ul>
--

<p><b>DO NOT FORGET</b></p> <ul style="list-style-type: none"> <li>• the first and final paragraphs are very important</li> <li>• the first paragraph should be interesting and make the reader read the article up to the end             <ul style="list-style-type: none"> <li>• the last paragraph should state your personal opinion</li> <li>• the Passive Voice is often used in newspaper articles</li> </ul> </li> </ul>
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## THE MIRROR OF EVENTS

### WARMING UP

1. What are mass media?  
 What types of newspapers do you know?  
 What pages do most newspapers contain?  
 Which is better: to watch the news on TV or to read it in a newspaper?
2. In pairs compare and comment on the following pictures. Make use of the following words and phrases:

*news, entertainment, gutter press, circulation, readership, article, piece, intrusive reporting techniques, paparazzi, background information, opinion, advertising, serious reading, respect, privacy, freedom of press, sensationalism, libel*



3. Complete the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

Type of newspaper	Positive	Negative
tabloid		
broadsheet		

4. Do you know the parts of a newspaper? What information can you find on the following pages:

*letters page, obituary, reviews, business, listings, TV listings, features, appointments, leisure, comment and analysis, overseas news*

## 🕒 READING 1

Read the following article about newspapers in Britain and mark the sentences *True (T)*, *False (F)* or *Don't Know (DK)*.

1. The popular newspapers are often called the 'heavies.'
2. The 'qualities' cover nearly all aspects of life.
3. The 'tabloids' are for the experienced readers.
4. *The Times* has the largest circulation.
5. The *Daily Telegraph* is published on a very good paper.
6. *The Sun* is most popular among the blue collars.
7. *The Sunday Times* is famous for the excellently written articles.
8. The Sunday newspapers cover lots of popular items.

Study the meanings of the words in bold.

### NEWSPAPERS

Almost every adult in Britain reads or sees a daily newspaper, and many people remain **loyal** to a particular paper for life. There are daily papers published from Monday to Saturday, and Sunday papers. In some cities, evening papers are also published. Newspapers are broadly **divided** into the quality press and the popular press. The 'qualities,' also sometimes known as the 'heavies,' are the serious and more expensive pa-

pers, with detailed and **extensive** coverage of home and **overseas** news, and with a range of **additional** features such as sports sections, financial reports, book reviews, women's pages, arts summaries, travel news and usually a daily topical feature, such as a **profile** of someone in the news. All 'qualities' are broadsheet in format, that is with a large page size.

The 'populars,' also known as the 'tabloids' (because of their smaller page

size) or, disparaging as the 'gutter press,' cater to the less demanding reader, who is not interested in detailed news reports. They are cheaper in price, and are easily distinguishable by their large, bold headlines, colloquial use of English and **abundant** photographs, often in colour. Their many short items and features usually concentrate on the personal aspects of the news, with reports of the latest scandals and sensations, especially of celebrities, not excluding the royal family. However, some of the 'populars' also offer their readers news coverage of a more conventional kind, and some of their 'scoops' are **newsworthy** and important.

The oldest of the daily 'qualities' is *The Times*, founded in 1785. It has a long-standing reputation as one of the most influential papers in the country, and has become well-known for its extensive news coverage, its sober and generally **unbiased** editorials, its letters to the editor, its financial and sporting pages, its personal column and its daily crossword. It claims to be politically independent, but is **inclined** to be right-wing and has an 'established' image. It is in close competition with two rivals: *The Guardian*, founded in 1825, and *The Independent*, founded in 1986. *The Guardian* is noted for its lively reporting, its original features, and generally for its campaigning support for 'worthy causes,' such as educational reform, the protection and conservation of the environment, and animal rights. *The Independent* has rapidly **acquired** reputation for its excellent news coverage, intelligent reporting, informed comment, and the care it takes not to patronise its readers.

The circulation of *The Guardian* is about 400,000. *The Independent* has a circulation of about 224,000. *The Daily Telegraph*, founded in 1855, has a circulation of more than 1 million. It is noted for its detailed reporting and good international news coverage, as well as its exceptionally wide and thorough coverage of sport. It is right of centre, supports

the Conservative Party, and has a generally middle-aged to elderly but very loyal readership. *The Financial Times*, founded in 1888, specialises in city news but also carries some general news items, features and reviews. It is printed on distinctive pink paper, so that it is sometimes nicknamed 'The Pink 'Un'.

*The Sun*, founded in 1964, has a circulation of about 3.5 million and currently **outsells** all other daily 'populars.' Its most famous feature is its 'Page Three' photograph of a nude or nearly nude young woman. *The Mirror*, with a circulation of about 2.2 million, was founded in 1903, and is traditionally supported by the Labour Party. *The Express*, founded in 1900 and the *Daily Mail*, founded in 1896 respectively have a circulation of 1,062 thousand and 2,387 thousand accordingly. *The Express* has established a reputation for its lively writing and 'no nonsense' reporting, while the *Daily Mail* is the most **sophisticated** of the 'middle market' papers with well-written 'crusading' articles and serialised fiction. Both papers have weekly book reviews, women's pages and other regular features. *The Daily Star*, founded in 1978, is similar to *The Mirror*. It has a greater number of young women readers than *The Mirror*, but a lower overall circulation of about 613 thousand.

Of the Sunday 'qualities,' the *Sunday Times* leads the field with a circulation of over 1,360 thousand. It has built a reputation for the range and excellence of its writing and reporting, and is produced in eight separate sections: a main news section and others devoted to sport, news reviews, business, the arts, job advertisements (mainly in industry and business), fashion and travel, and book reviews. It was founded in 1822 and is politically right of centre. *The Observer* is the oldest Sunday paper, founded in 1791. It has a circulation of around 417 thousand and politically it is 'middle of the road.' *The Sunday Telegraph*, founded in 1961, is more right-wing, like its sister daily. Its circulation

is now about 808 thousand. *The Independent on Sunday* was first published in 1990.

The best-selling Sunday 'popular' is the *News of the World*, with a circulation of around 4 million. The paper, founded in 1843, has a reputation for its detailed reports of crime and sex stories but also for its sports reports and its political comment. The *Sunday Mirror* has a circulation of about 1,927 thousand, and like its sister daily paper con-

tains mainly popular items on celebrities in the news, with much gossip and many photographs. Its rival is *The People*, a paper with a circulation of about 1,523 thousand and an emphasis on 'true life' stories and features. Both the *Sunday Express* and *Mail on Sunday* have circulations of about 2,298 thousand and 974 thousand accordingly and likewise **resemble** their daily equivalents in style and content. All Sunday newspapers have accompanying colour magazines.

### 1. Match the words and their definitions.

1. loyal	a. existing or available in large quantities so that there is more than enough;
2. divide	b. to think that a particular belief or opinion is most likely to be right;
3. extensive	c. covering a large area;
4. overseas	d. very cleverly designed and very advanced and often working in a complicated way;
5. additional	e. important or interesting enough to be reported as news;
6. profile	f. always supporting your friends, principles, countries etc;
7. abundant	g. able to make a fair judgement, especially because you are not influenced by your own or other people's opinions;
8. newsworthy	h. to become well-known because of your abilities;
9. unbiased	i. coming from or happening abroad;
10. incline	j. to look like, or be similar to, someone or something;
11. acquire	k. to separate something such as area, group or object into two or more parts;
12. outsell	l. a short description that gives important details about a person, a group of people, or a place;
13. sophisticated	m. more than what was agreed or expected;
14. resemble	n. to be sold in larger quantities than something else.

### 2. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.

- I have not the slightest ..... to take unnecessary risks. (*incline*)
- She bears a remarkable ..... to Lady Diana. (*resemble*)
- Those people feel a lot of ..... to the company. (*loyal*)
- If we ..... uncompleted projects from the calculations, the total spent is still more than £10 million. (*excluding*)



5. Wild flowers grow in ..... on the hillsides. (*abundant*)
6. The ..... of networking facilities will gradually enhance the system. (*additional*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. The team has ..... a fearsome reputation.
2. Highly ..... machines have been produced by this firm.
3. Take the apple and ..... it in quarters.
4. A detergent that ..... every other brand is Fairy Plus.
5. The ..... students often cause a lot of problems.
6. The reporter's task is to report what is ..... about an event.
7. The storm caused ..... damage.
8. It'll be hard to find an ..... jury.
9. We need a ..... of the area: population, main roads, water supplies etc.

**4. What is written in newspapers and magazines? Who are the people who work for newspapers and magazines? What is special about the following:**

*article, story, feature, scoop, editorial, exclusive, coverage, reporter, journalist, correspondent, political/foreign/education etc correspondent, editor, fashion/sports/political etc editor, hack*

## 🔊 LISTENING

**T 12** Listen to Hong Liang, a student of journalism, and fill in the chart.

Why is it important for Hong to learn foreign languages?	
The city she chose	
The company she's started contact with	
The event she reported for programmes broadcast to Asia	
The VIPs she interviewed	
Where did she interview them?	
Why does she want to become a sports journalist?	

## U GRAMMAR SECTION

### INFINITIVE AND PARTICIPIAL CONSTRUCTIONS

Grammar Reference Section, page 185

#### 1. Fill in the blanks with the right forms of the verbs given:

*call, come, tune, paint, finish, sing, travel, be, eat, leave*

1. We want to have our piano .....
2. He was heard .....
3. I hear somebody ..... me.
4. Our teacher is said ..... much.
5. Do you think this ..... a dangerous case?
6. She made him ..... his supper.
7. We'll have the house .....
8. Did you hear John ..... the house?
9. They got him .....
10. He wants the work ..... by 7 o'clock.

#### 2. Use the word in brackets to form a part of a required construction.

1. I saw him ..... round the corner. (*turn*)
2. I watch the girl ..... . (*jump*)
3. He heard his name ..... several times. (*mention*)
4. Can you smell something ..... ? (*burn*)
5. She didn't allow me ..... her. (*visit*)
6. He was made ..... to her place. (*come*)
7. You'd better have that table ..... . (*remove*)
8. I hear somebody ..... me. (*call*)
9. I happened ..... it yesterday. (*hear*)
10. He asked me not ..... him. (*disturb*)

#### 3. Correct the errors.

1. I like to hear her to sing.
2. She heard her name call.
3. They are sure reach the city in the morning.
4. I was kept to wait in the hall for an hour.
5. They were seen crossed the street.
6. He hated people argue about anything.
7. I don't want any of you visit her place.
8. I must have my hair to cut.
9. He was not expected answering but he did.
10. They made him to do it.

## U READING 2

Read the following text about advertising and fill in the gaps with the appropriate word or phrase. There is one extra phrase you do not need to use.

- A Slogans
- B Repetition
- C Attention getting headlines
- D Product characters
- E Endorsement
- F Basic appeals
- G Testimonials
- H Comparison of products

### ADVERTISING TECHNIQUES

Advertising is designed to inform, influence, or persuade people. To be effective, an advertisement must first attract attention and gain a person's interest. It may then provide reasons for buying a product and for believing the advertiser's claims.

Advertisers use a variety of techniques to create effective advertisements.

**1** is one of the most important techniques. Advertisers rely on many kinds of appeals to persuade people to buy. In general, appeals can be classified as informational or transformational. Advertisements that use an informational approach describe the demonstrable characteristics of a product. Such ads tell what the product is, how it works, or how it is made. Advertisements that use a transformational appeal stress the ways in which a product will provide personal satisfaction. Such an ad might suggest that the product will satisfy the consumer's need for love, security, or prestige.

Advertisers often use sexual themes that appeal to a person's desire to be attractive. For example, an advertisement for after-shave lotion might suggest that the product will help a man attract women.

To persuade the largest possible number of people, many advertisements

combine different types of appeals. Appeals may also be aimed at a large general audience or targeted at a limited group of people, such as business executives or young married couples.

**2** are an important feature of printed advertisements. A successful headline leads a person into reading the rest of the ad. Some headlines attract attention by promising the reader a personal benefit, such as savings in money or an improvement in physical appearance. Other headlines are cleverly worded to arouse a person's curiosity. Still other headlines carry news, such as an announcement of a new product. Headlines also attract attention by directly addressing a specific group. For example, a headline might read: "For the Young Single Woman." The opening lines in a radio or TV commercial serve the same purpose as headlines in printed ads.

**3** are short phrases that are used over and over. Good slogans are easy to remember. The majority of slogans are designed to help create a favourable image of a company and its products. Most such slogans do not relate to particular features of a product. Companies also use slogans in advertising inexpensive products, such as chewing gum or soft drinks.

**4** are advertisements in which a person endorses a product. The person

may be someone who looks like an average user of the product. Advertisers also pay movie and TV stars, popular athletes, and other celebrities to endorse products. A celebrity helps attract attention to an advertisement. Under United States government regulations, endorsers must use the advertised product if they claim they do so.

5 is fictional people and cartoon animals or characters that are used in advertisements over a long period. Many advertisers use product characters to deliver sales messages for a whole line of products. The characters become highly familiar to people and so provide lasting identification with the company's products. Product characters are often used in advertising aimed at children because such characters delight many young people.

6 is used most frequently to sell products that compete heavily with other brands. Advertisers compare their product with similar brands and point out the advantages of using their brand. A competitor's product may be named, or it may be referred to as "Brand X" or "the leading brand."

7 is one of the most basic techniques advertisers use to get their message across. Advertisers may broadcast their commercials several times a day for weeks on TV or radio. Or they may publish their ads frequently in printed media. Repetition can help build or reinforce a company's reputation. Advertisers also believe that the more often people see or hear an advertisement, the more likely they are to accept the message and want the product.

## U LANGUAGE FUNCTIONS

### *Encouraging*

Well done! Now .....

You're doing fine!

You're doing very well!

That's fine/good/lovely/all right.

I wish I could do as well.

That's better than I could do.

Don't worry, I'm sure you'll do better this time.

You can do it!

Come on!

Go on!

Stick to it!

Keep it up!

Don't give up (now)!

Nearly there!

Great! Terrific! Lovely!

I'm right behind you!

**Develop the following ideas. In pairs role play the situations.**

1. You are teaching your friend how to play squash. He/she has never played before.
2. Your friend is finding it difficult to launch a new computer programme.
3. Your friend is hesitating whether to enter the university even though he/she is a good pupil.
4. Your friend has got a lot of problems at work. You encourage him/her to change his/her job.

## **U SPEAKING**

1. **What do you usually expect to find in a newspaper?**
2. **How do newspapers affect the way people think?**
3. **What in your opinion is a perfect newspaper?**
4. **You are going to give an interview on a subject you are familiar with. Give some idea of a person you would like to interview. Explain your choice.**
5. **What questions would you like to ask an editor-in-chief of a popular newspaper about the work of his/her newspaper and the choice of the articles published?**
6. **Why are lots of people interested mostly in gossip columns and not in serious news?**
7. **Comment on the following statement: *each country has the newspapers it deserves.***
8. **Advertising is very important in trade. Describe an advertisement that tries to persuade people to buy something.**
9. **There are advertisements practically everywhere you look in the city. Advertisements are used to sell products or services. If you wanted to sell something, would the city be a good place to advertise it? Why? Why not?**
10. **A new non-dairy drink has just been introduced on the market. The makers claim that it will replace milk. Of course, the dairy farmers are unhappy about the situation and believe the claim is unfounded. Take the farmers' side and help them create an advert for their product.**

**WRITING 1**

Fill in the following questionnaire.

**COOL MAGAZINE  
QUESTIONNAIRE**

We would be grateful if you would answer the following questions so that we can assess the effectiveness of the last issue of our magazine.

**YOUR DETAILS**

Name .....  
 Town .....  
 Country.....  
 Occupation .....

Male       Female

Age:  16 or under       17-20       36-50

**PUBLICATION**

1. Title .....
2. Language .....
3. How informative did you find the publication?

very informative  
 informative  
 not very informative

4. What did you particularly dislike?

Photographs/illustrations  liked  disliked

Text  liked  disliked

General look  liked  disliked

Other comments .....

5. If this publication was available in another language which language would be most useful to you?

Please specify .....

6. Where did you obtain this publication?.....

7. How many other people will see this copy of the publication?

8. Would you recommend this publication to other people?

yes

no

If no why not?

## 🕒 WRITING 2

**Write an advertisement for a new product. Explain why you think it is necessary for every home to have one.**

**Don't forget the following information:**

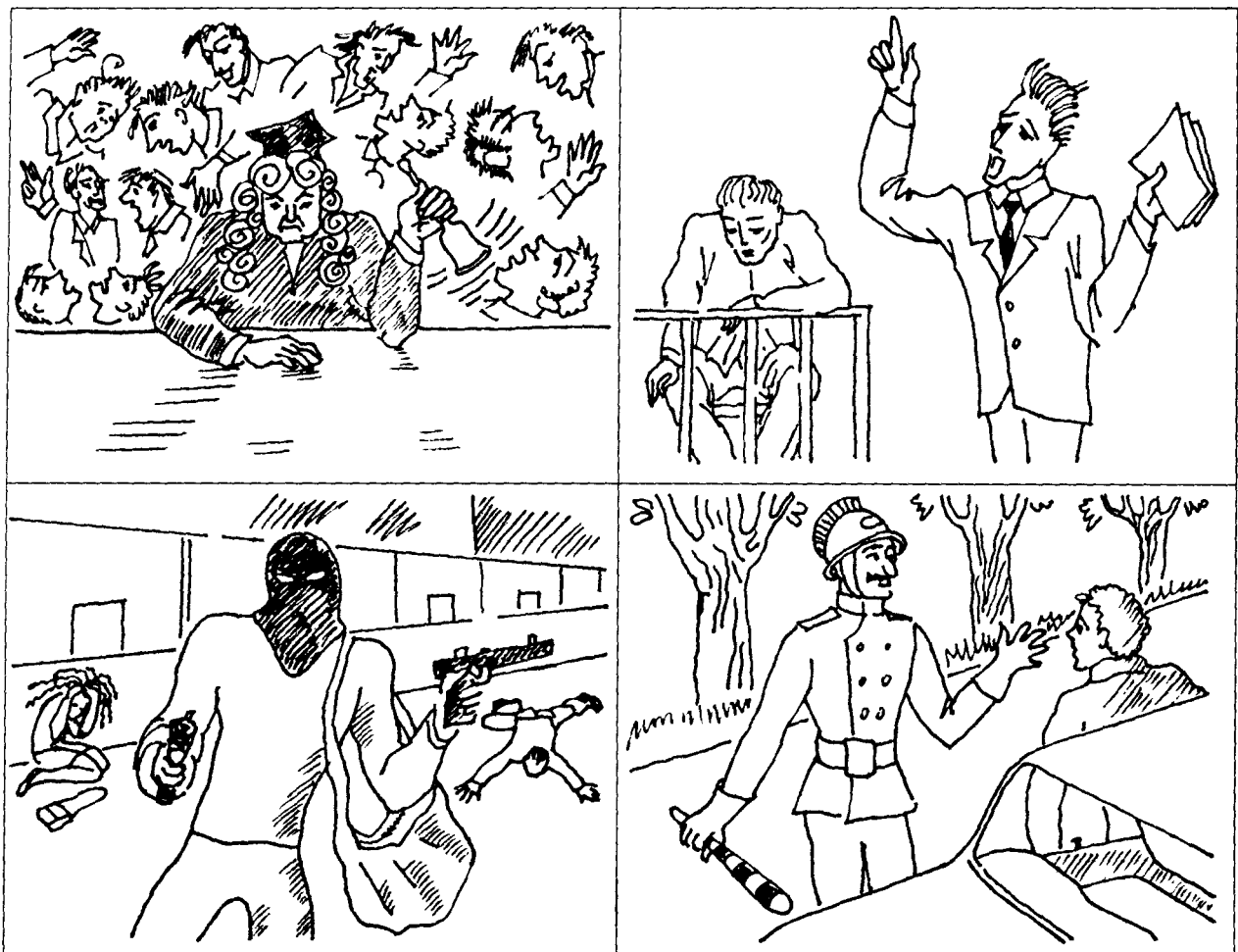
1. *price*
2. *quality*
3. *special features*
4. *originality*
5. *slogan*

## CRIME AND PUNISHMENT

### U WARMING UP

1. Is the place where you live safe enough to go out at night?  
 What preventive measures can you take if it is not?  
 Do you agree that punishment should fit the crime?  
 What are the most common crimes in your country?  
 Do you think crime has increased in the last years? If you do, what do you think are the reasons?  
 What do you think is the best way to fight crime?
2. Compare and comment on the following pictures. Make use of the following words and phrases:

*suspect, verdict, just, offence, arrest, question, accuse, court, criminal, punishment, victim, interrogate, send to prison, fine, penalty, break the law, organized crime, violent, serious crime*





3. Fill in the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

Jobs	Advantages	Disadvantages
judge		
policeman		
traffic warden		
member of jury		
guard		

4. What kind of crime do the following criminals commit:

*arsonist, assassin, deserter, embezzler, forger, fraud, hooligan, mugger, pick-pocket, poacher, racketeer, robber, shoplifter, smuggler, terrorist*

5. Give the name of the defined lawbreaker:

1. steals;
2. gets money by threatening to disclose personal information;
3. seizes airplanes;
4. kills people;
5. steals from houses or offices;
6. steals from banks or trains;
7. takes people hostage for a ransom;
8. steals government secrets;
9. willfully destroys property;
10. marries illegally while being married already.

## 🕒 READING 1

Read an article about crime prevention. Choose the most suitable heading from the list (A-I) for each part (1-8). There is one extra heading you do not need to use.

- A Out walking
- B The things you own
- C Stranger at the door
- D Looking after your home
- E Bringing crime down
- F When you are away from home
- G Kidscape suggests
- H At home
- I Safety tips for teenagers

Study the meanings of the words in bold.

**1** What can you do to stop crime? Of course, it is the job of the police to fight crime. But we can all help to bring crime down. Most crime is against **property**, not people. And not many crimes are carefully planned. Most crimes are done by young men on the spur of the moment when they see the chance — an unlocked car or a door or window to a house or flat left open. A lot of people make things easy for burglars and car thieves like this. You can help stop a lot of crime by always locking up your car and home. This will also help the police, by giving them more time to fight serious crime. And that's good for you and your family — because it makes your neighborhood a safer place to live in.

**2** There are not many violent crimes, and you are not likely to be attacked. But a lot of people are afraid that they will be **mugged** or raped. You can help keep yourself safe by doing the right things at home or out in the street. When you are at home make sure your house or flat is **secure**; always lock outside doors, draw your curtains after dark. Don't put your first name in the phone book or by your doorbell. Then a stranger won't know whether a man or a woman lives there.

**3** Don't take short-cuts through dark alleys or across waste-ground. Walk facing the traffic so no one can pull up behind you. Don't **hitch-hike** or take lifts from strangers. If you often walk home in the dark, get a screech alarm from a DIY store and carry it in your hand to **scare off** an attacker. Carry your bag close to you and if someone **grabs** it, let it go. If you hang on, you could get hurt. Keep your house keys in your pocket. If you think someone is following you, check by crossing the street to see if he follows. If he does, run to the nearest place with people and call the police.

**4** Tell your children they have the right to be safe. No one can take that

away. Children must know that their bodies belong to them, especially the private parts covered by their swimcostumes. Tell your children it's all right to say no if someone tries to hurt them. A lot of children are told to always do what grown-ups tell them. **Bullies** pick on younger children. Tell children to give up something a bully wants, like a bike, if they are going to get hurt. Tell them you will not be angry if they come home without it. Tell your children never to talk to strangers. Get them to tell you if a stranger tries to talk to them. Tell your children they can break rules to stay safe. They can run away, **scream**, lie or kick to get away from danger.

**5** If you are doing a part-time job or go out in the evening this is how to be safe: be sure your parents know where you are. Go out with friends and come back with them. If you go out alone, get a lift or cab there and back. Don't take a lift with someone you have just met. If you are looking for **casual** jobs, like babysitting, do it through family or friends. If you answer an advert, go with a parent or friend on the first day. Wherever you are, make sure you know how to make an emergency call and the quickest way out.

**6** A lot of burglaries can be **prevented**. In three burglaries out of 10, the thief does not have to force his way in because a door or window has been left open. Burglars don't like locked windows because someone will hear breaking glass. They don't like security deadlocks on doors because they cannot open them from the inside and they have to get out through a window. Make sure your front door is strong. If it is thin, get another one. If you have a telephone entry system, don't let strangers in or hold the door open for someone who is arriving as you are leaving.

**7** Most burglaries happen when a house or flat is empty. A time switch will put the lights on and off when you are

out. This will make it look as if you are at home. Don't let your TV or video show through a window. Draw the curtains if you are going out for the evening. Get a friend or neighbour to look after your home when you are on holiday.

8  Don't make it easy for **pickpockets**. Carry your wallet in an inside pocket, not your back pocket. If someone **bumps** into you in a crowd, see if you

still have your wallet or purse. Thieves like to steal **cash**. Never carry a lot of money. Never let your bag out of your sight. On holiday, take travellers' cheques. If you have a credit card and it is stolen, tell the card company **straight-away**. Keep their number **handy**. If you have a cheque book and card, don't keep them together. A thief needs your card to write a cheque.

### 1. Match the words with their definitions.

- |                  |   |
|------------------|---|
| 1. property      | a. to stop something from happening or stop someone from doing something;                       |
| 2. mug           | b. to travel by asking drivers of passing cars for free rides;                                  |
| 3. secure        | c. at once, immediately;  |
| 4. hitch-hike    | d. a thing or things that someone owns;   |
| 5. scare off     | e. employment that a company uses or offers only for a short period of time;                    |
| 6. grab          | f. someone who uses their strength or power to frighten or hurt someone who is weaker;          |
| 7. bully         | g. useful and simple to use;  |
| 8. scream        | h. someone who steals things from people's pockets, especially in a crowd;                      |
| 9. casual        | i. to attack someone and rob them in a public place;  |
| 10. prevent      | j. to take hold of someone or something with a sudden or violent movement;                      |
| 11. pickpocket   | k. to hit or knock against something;   |
| 12. bump         | l. locked or guarded so that people cannot get in or 'out, or steal anything;                   |
| 13. cash         | m. money in the form of coins or notes rather than cheques, credit cards etc;                   |
| 14. straightaway | n. to make a loud high noise with your voice because you are hurt, frightened, excited etc;     |
| 15. handy        | o. to make someone uncertain or worried so that they do not do something they were going to do. |

### 2. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.

1. First reports of the air crash tell of more than 100 ..... (casual)
2. She couldn't ..... the pressures of her new job. (handy)
3. There has been an increase in ..... in the park. (mug)
4. Simple ..... measures will reduce the risk of infection. (prevent)

5. I'm thinking of ..... round Europe. (*hitch-hike*)
6. For reasons of ....., all luggage must be searched. (*secure*)
7. The woman lay there ..... with pain. (*scream*)

3. **Fill in the blanks with the words in bold from the reading passage.**

1. It was so dark I ..... into a tree.
2. .... are often cowards.
3. Let's start work .....
4. Rising prices are ..... many potential customers.
5. In crowded places there are a lot of .....
6. That's my personal .....
7. The policeman ..... his shoulder.
8. I'm bringing £400 in travellers' cheques and £100 in .....

4. **If you commit a crime you may be:**

*accused,*  
*arrested,*  
*convicted,*  
*interrogated,*  
*paroled,*  
*sent to prison,*  
*suspected,*  
*tried.*

**Put the actions in the correct order.**

## 🔊 LISTENING

**T 13 Listen to Judge Jack Higgins and fill in the gaps.**

1. The past fifty years has been of extraordinary ..... for the development of international law.
2. At the beginning of the century the principle was accepted that the waging of war was not without .....
3. The Permanent International Court of Justice was set up in .....
4. The League of Nations was the first international ..... dedicated to peace and stability.
5. The United Nations became a truly ..... international organisation.
6. As interstate ..... developed the subject matter of international law became almost infinite.
7. The British international lawyers will be in the ..... of things.
8. The British lawyers have played a ..... part in developments as practitioners and judges.

## U GRAMMAR SECTION

### TAG QUESTIONS

Grammar Reference Section, page 188

#### 1. Match the two parts of the questions.

- |                                     |                  |
|-------------------------------------|------------------|
| 1. You speak Spanish,               | a. aren't they?  |
| 2. She can't swim,                  | b. does she?     |
| 3. I'm going to the cinema tonight, | c. can't you?    |
| 4. Everybody is here,               | d. is it?        |
| 5. Give me a hand,                  | e. aren't I?     |
| 6. It wasn't cold,                  | f. haven't they? |
| 7. The apple isn't nice,            | g. don't you?    |
| 8. Shut up,                         | h. will you?     |
| 9. He doesn't work hard,            | i. can she?      |
| 10. Somebody has brought a cake,    | j. was it?       |

#### 2. Complete the tag questions.

1. Stand up, ..... ?
2. Bad weather, ..... ?
3. He wasn't ready, ..... ?
4. Nobody laughed, ..... ?
5. You aren't listening to me, ..... ?
6. He didn't see the film, ..... ?
7. He never plays cards, ..... ?
8. Let's listen to his song, ..... ?
9. Don't forget, ..... ?
10. There won't be any problems, ..... ?

#### 3. Correct the errors.

1. Don't forget to post my letter, won't you?
2. I am right, am I?
3. You don't like ballet, don't you?
4. It's a good café, is it?
5. You haven't read this book, haven't you?
6. Open the door, won't you?
7. They were shy, were they?
8. He'd never seen him before, hadn't he?
9. It's a beautiful day, is it?
10. He works hard, does he?

## U READING 2

You are going to read an article about capital punishment. Seven sentences have been removed from the article. Choose one sentence from the sentences (A-I) to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning.

- A But studies show no unusual increase in murders when the death penalty is abolished.
- B Such crimes include armed robbery, hijacking, and kidnapping.
- C The problem demands a solution.
- D However, most countries worldwide continued to permit capital punishment, including most developed.
- E It ruled that capital punishment for murder was “not unconstitutionally severe.”
- F Critics also warn against the risk of executing mistakenly convicted people.
- G In the 1700’s, England had more than 200 capital offenses.
- H The court had banned the death penalty as it was then imposed.

### CAPITAL PUNISHMENT

Capital punishment is punishment by death for committing a crime. Since the early 1800’s, most executions have resulted from convictions for murder. The death penalty has also been imposed for such serious crimes as armed robbery, kidnapping, rape and treason. People disagree about whether capital punishment is moral and whether it is effective in discouraging crime.

In the mid-1990’s, 38 states of the United States had laws that allowed the death penalty. These laws were influenced by a 1972 U. S. Supreme Court decision. **1 H** It ruled that “the imposition and carrying out of the death penalty” was cruel and unusual punishment in violation of the 8<sup>th</sup> and 14<sup>th</sup> amendments to the Constitution. But the court left open the possibility that the death penalty might be constitutional – if imposed for certain crimes and applied according to clear standards.

After the 1972 decision, many state legislatures passed new capital punishment laws designed to satisfy the Supreme Court’s requirements. These laws limit the death penalty to murder and

to other specified crimes that result in a person’s death. **2** The laws of several states specify the circumstances under which a judge or jury may impose the death penalty.

In 1976, the court upheld death sentences for three men convicted of murder under new laws in Florida, Georgia, and Texas. **3** But the court struck down laws that made the death penalty *mandatory* (required) for certain crimes. In addition to state laws on capital punishment, the death penalty may be imposed under federal laws or military laws.

Capital punishment was widely used during the Middle Ages, especially for crimes against the state and church. **4** Most were abolished in the 1800’s. Britain abolished capital punishment on an experimental basis in 1965 and permanently abolished it in 1969.

Many other countries, including most European and Latin American nations, have abolished the death penalty since 1900. Canada did so in 1976. In the early 1990’s the United States was the only Western industrialized nation where executions still took place. **5**

Many people oppose the death penalty, chiefly because they consider it cruel. **6**  Supporters of capital punishment believe that, in certain circumstances, people who take a human life deserve to lose their own. Many supporters argue that the threat of death discourages crime more effectively than the threat of prison does. **7**

By the mid-1990's, about 400 people had been executed in the United States since the Supreme Court upheld the death penalty in 1976. In addition, over 3,000 people had been sentenced to death and were awaiting the outcome of legal appeals.

### 1. Match the punishment with its description.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. capital punishment</li> <li>2. corporal punishment</li> <li>3. eviction</li> <li>4. heavy fine</li> <li>5. internment</li> <li>6. penal servitude</li> <li>7. prison sentence</li> <li>8. probation</li> <li>9. solitary confinement</li> <li>10. suspended sentence</li> </ol> | <ol style="list-style-type: none"> <li>a. a period of time in jail;</li> <li>b. being made to do specially hard work while in prison;</li> <li>c. death;</li> <li>d. a punishment imposed only if you commit a further crime;</li> <li>e. a large sum of money to pay;</li> <li>f. whipping or beating;</li> <li>g. regular meetings with a social worker;</li> <li>h. removing (a person) from a house or land by law;</li> <li>i. limiting the freedom of movement especially for political reasons;</li> <li>j. being imprisoned completely alone.</li> </ol> |
|---|--|

## U LANGUAGE FUNCTIONS

<i>Asking for permission</i>	<i>Giving permission</i>	<i>Refusing permission</i>
Can I ..... , please?	(Yes,) certainly .....	(Sorry,) I'm afraid .....
Do you think I could .....?	Of course .....	I'm afraid you can't .....
Would it be possible..... ?	(Yes), certainly you can.	I'm afraid not.
Could I ..... ?	By all means.	I'm afraid I can't let you .....
I wonder if I could .....	Yes, that's fine/all right.	I'm afraid that's not/is not possible (for you) to .....
Do you mind if ..... ?	You're (very) welcome to .....	I'm sorry, that's not/not allowed .....
Any chance of .....?	Please, don't hesitate to .....	I'm sorry, I'm not supposed to/not allowed to let you .....
Mind if ..... ?	OK/Fine/All right (by me)	.....
OK ..... ?	Go (right) ahead.	You're not really supposed to/allowed to .....
All right if ..... ?	(Yes,) why not?	
Let me ..... , would you?	(Yes,) of course you can .....	
Can I have the OK/go-ahead ..... ?		

	Go (right) ahead and ..... No reason why not. No reason why you shouldn't .....	I don't really think you should/ought to ..... I'd like to, but ..... I can't possibly ..... Sorry ..... (Sorry,) no way. (Sorry,) out of the question.
--	--	---

**Develop the following ideas. In pairs role play the situations.**

1. You have discovered you lost your umbrella. You want to borrow one. Ask your friend for permission.
2. You are going to buy new shoes. You want to try some on before you buy them.
3. The man at next table is asking you to let him have your salt and pepper.
4. Your friend invites you to visit his/her place with your parents. You don't like the idea.

## U SPEAKING

1. You are going along a busy street. A man is hit by a car. He looks badly injured, so the emergency services are called. Five minutes later an ambulance arrives. The man is put on a stretcher and carried into the ambulance. Then he is rushed to the hospital and taken to the casualty department. You are there when the accident happens. Discuss in groups how you can help.
2. Do you agree that capital punishment is the only way to deter criminals? Share your point of view on the topic.
3. What do you think about the following statement: *crime pays very well*.
4. The success of a lawyer, especially a prosecutor, among other things depends on a skill in making a capital speech, based in some cases on the ability to attack, to force his opinion on the jury. Act as an attorney for the state in an imaginary case and prove at least one piece of evidence against the accused. Exercise your ability to ask the right kinds of questions, to be forceful in proving your point, in attacking the counter arguments.
5. Make short reports from each of the following headlines from a newspaper:  
*100 CDs Stolen from the Mega Store — Who Knows These Two Teenagers*  
*Plastic Bag Found in Town Square — Five Local Men Arrested*  
*New Evidence in Murder Case. The Witness for the Prosecution Speaks up*  
*Bad Accident Downtown. 15 People Taken to Hospital*



6. You are a journalist who is going to interview a prisoner. What questions are you going to ask?
7. Discuss in groups if graffiti is art or crime. What should happen to people who draw graffiti on walls or public transport?
8. In pairs role play the following situations:
  1. You and your mum are coming home late. Your dad has gone on business to another country. Suddenly you see a light in your kitchen.
  2. The police received a phone call that there is a bomb at the nearest underground station. You are a policeman responsible for this area.
  3. Something has been stolen from your hotel room. You have reported it to the receptionist.

## 🕒 WRITING 1

You were a witness to a crime. Fill in the police statement.

### POLICE STATEMENT

Statement of .....

Where taken .....

Date.....

Date of birth .....

Occupation .....

Home address .....

Business/Holiday address .....

Telephone Numbers:

Home .....

Business .....

This statement, consisting of one page signed by me, is true to the best of my knowledge and belief and I make it knowing that, if it is entered into evidence, I shall be liable to prosecution if I have willfully stated in it anything which I know to be false or do not believe to be true.

.....

.....

.....

.....

.....

.....

.....

Date ..... day of ....., signed.....

## 🕒 WRITING 2

Write a newspaper article (160-180 words). The headline of the article is “*Local Girl’s Evidence Gets Mugger Two Years in Prison.*”

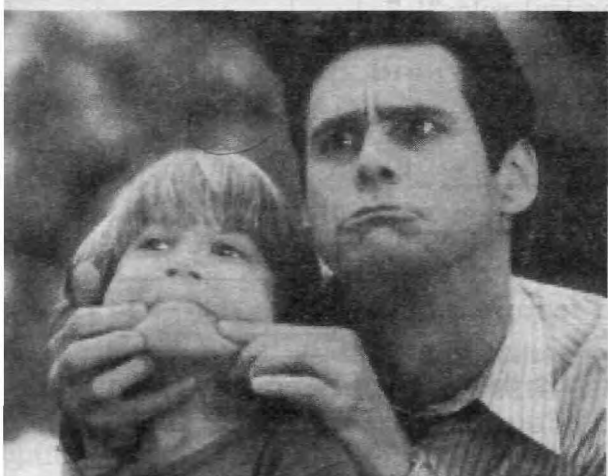
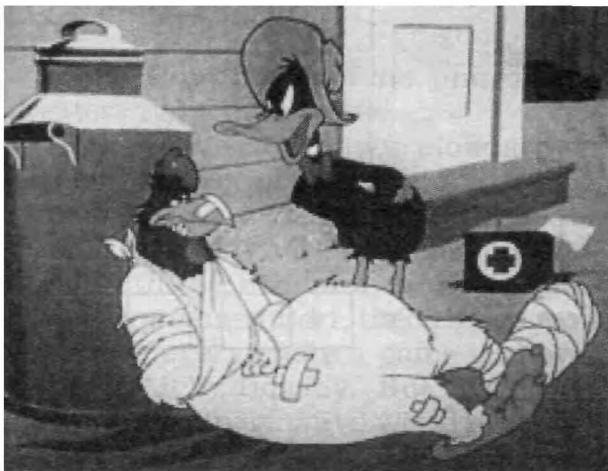
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# THE MOST POPULAR ART

## U WARMING UP

1. Do you often go to the cinema?  
What types of films do you enjoy watching?  
Have you seen any English films in the original?  
Is it better to watch a dubbed film or one with the subtitles?
2. **Compare and comment on the following pictures. Make use of the following words and phrases:**

*movies, gripping, clichéd, violent, good fun, be set, bloody, powerful, boring, popular, humorous, intellectual, sentimental, witty, thrilling, cast, action-packed, special effects, blockbuster*



3. Fill in the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	Advantages	Disadvantages
going to the pictures		
watching a video at home		

4. Explain what the following film genres mean:

*horror movie, comedy, science fiction movie, thriller, Western, war movie, action movie, road movie, romantic comedy, cartoon*

## U READING 1

You are going to read some information about different kinds of movies. For questions 1-15 choose from the movies A-I. Some of the movies may be chosen more than once. There is an example at the beginning.

*What kind of movies would you recommend to someone*

who is fond of British history? **1** **D**

who likes musicals? **2**  **3**

who wants his/her kids to watch timeless children's cartoons? **4**  **5**

who is fond of psychological dramas? **6**

who likes to watch great actors in classical roles? **7**

who likes adventures? **8**  **9**

who is fond of melodramatic situations? **10**

who likes invented stories about historical characters? **11**

who likes the mixture of cartoons and feature movies? **12**  **13**

who is interested in private life of famous people? **14**  **15**

Study the meanings of the words in bold.

**A** Bambi

Acknowledged for generations as one of Disney's greatest animated classics, this heartwarming story of the newborn 'Prince of the Forest' is a wonderful experience. As Bambi learns to walk, talk and make friends with the other animals, including the bashful skunk Flow-

er and the fun-loving rabbit named Thumper, we discover the wonders of life and the beauty of nature. Fondly remembered as Walt Disney's favourite animated film, *Bambi* is a funny, **touching**, timeless masterpiece that every child should grow up with.

**B** Good Will Hunting

A true motion picture phenomenon, this **triumphant** story was **nominated** for nine Academy Awards. The most brilliant mind at America's top university isn't a student... he is the kid who cleans the floors! Will Hunting is a headstrong,

working-class genius who's failing the lessons of life. After one too many run-ins with the law, Will's last chance is a psychology professor, who might be the only man who can reach him. It's a powerful and unforgettable movie experience.

**C** Mary Poppins

*Mary Poppins* became one of the greatest films ever made!

High above the dawn clouds over London, 'practically perfect' Mary Poppins floats out of the sky and into the lives of two playfully **mischievous** children. With the help of a **carefree** chimney sweep named Bert, the spirited nanny makes every chore a game and every day a 'Jolly Holiday.' But, after they leap into the imaginative world of a side-

walk chalk drawing, visit a **hilarious** floating tea party, and join a rooftop song and dance, it may take more than 'A Spoonful of Sugar' to cheer up the children's **precise** and **disapproving** father!

The film presents a star-making performance, **dazzling** special effects and animation, and award-winning music that makes this **milestone** masterpiece simply 'irresistible!'

**D** Her Majesty Mrs Brown

A sweeping epic based on the true-life relationship between England's Queen Victoria and John Brown, a royal servant, *Mrs Brown* paints a revealing portrait of history's most shocking love story! It's 1864 and Queen Victoria (stage and film star Judi Dench) remains in **seclusion** still mourning the death of her husband Prince Albert. With public opinion turning against her and **rumours**

spreading, a former servant of the Prince named John Brown (Billy Connolly) is called on to help. But soon his unorthodox ways and **disdain** for royal protocol shake things up even more. Now, he's the Queen's sole confidante and protector, leaving the monarchy on the brink of scandal! The film weaves a rich tapestry of fiery performances, scenic settings and forbidden love!

**E King Lear**

Now more than four centuries old, the time-honoured story of Lear, King of Britain, is one of Shakespeare's most profound statements on the human condition. The leading role gives Sir Lawrence Olivier room to display his dramatic gifts to the full as he explores the **torment** and tensions that follow the

mad monarch's banishment of his favoured daughter Cordelia.

Seldom has the Bard enjoyed a more stellar cast – and this production from 1983, rightly hailed as a classic, is given an added dimension via the Hallé Orchestra's outstanding score.

**F 20,000 Leagues Under the Sea**

Imagination, warmth and a fun-loving sense of adventure make this adventure classic truly special. The unique quality of this timeless films will forever touch our hearts.

Climb aboard the Nautilus.... and into a strange undersea world of **spellbind-**

**ing** adventure! Kirk Douglas and Paul Lukas star as shipwrecked survivors taken captive by the mysterious Captain Nemo, a mad genius with an evil plan to destroy the world. This really great adaptation of Jule Verne's **gripping** tale makes it a true masterpiece.

**G Who Framed Roger Rabbit**

Once in a generation a film like this comes along. Now Steven Spielberg and Robert Zemeckes have teamed to give us *Who Framed Roger Rabbit*, a four-time Academy Award winner that's already a contemporary classic.

*Who Framed Roger Rabbit* is a tale of a man, a woman and a rabbit in a trian-

gle of trouble. It's a world where laughing can be dangerous, romance can be hilarious and Toons and people live side by side. It's a wonderful place you'll want to visit again and again.

*Who Framed Roger Rabbit!* The chemistry is magic. The effects are astonishing. And the film is unforgettable!

**H The Sound of Music**

Winner of five Academy Awards, *The Sound of Music* is the most popular screen musical of all time.

Maria, a postulant at the Abbey in Salzburg, Austria, is proving a bit too high-spirited for Mother Abbess and the other nuns. Believing it better if Maria was a little more of the world before joining the order, Mother Abbess arranges for Maria to become governess to the seven **unruly** children of Captain

von Trapp, a widowed martinet. Within a short time, Maria's warmth, charm and songs win the hearts of not only the children, but their father as well. But just when things look their brightest, gloomy clouds rise in Salzburg. Germany has unified with Austria, and Captain von Trapp must decide whether to side with the Nazis or escape with his family before it's too late.

**I** Shakespeare in Love

Triumphant winner of seven Academy Awards, this witty smash features Gwyneth Paltrow and an amazing cast that includes Judi Dench, Geoffrey Rush and Ben Affleck. When Will Shakespeare needs passionate inspiration to break a bad case of writer's block, a secret romance with the beautiful Lady Viola starts the words flowing like never before! There are just two things he'll have to learn about his new love: not

only has she promised to marry someone else, she's successfully impersonating a man in order to play the lead in Shakespeare's latest production! A truly "can't miss" motion picture event with outstanding critical **acclaim** matching its impressive collection of major awards – everyone will love this behind-the-scenes look at the writing of the greatest love story ever told!

**1. Match the words with their definitions.**

- |                  |  |
|------------------|--|
| 1. touching      | a. very impressive and attractive;   |
| 2. triumphant    | b. extremely interesting and holding your attention completely;  |
| 3. nominate      | c. liking to have fun, especially by playing tricks on people or doing things to annoy or embarrass them;  |
| 4. mischievous   | d. strong expressions of approval and praise;  |
| 5. carefree      | e. exact;  |
| 6. hilarious     | f. making you feel pity, sympathy, sadness etc;  |
| 7. precise       | g. information that is passed from one person to another and which may or may not be true, especially about someone's personal life or about an official discussion; |
| 8. disapproving  | h. to officially suggest someone for an important position, duty or prize;   |
| 9. dazzling      | i. behaving in an uncontrolled or violent way; '   |
| 10. milestone    | j. the state of being private and away from other people;  |
| 11. seclusion    | k. having no worries or problems;  |
| 12. rumour       | l. a very important event in the development of something;   |
| 13. disdain      | m. very exciting and interesting;  |
| 14. torment      | n. extremely funny;  |
| 15. spellbinding | o. severe mental or physical suffering often lasting a long time;  |
| 16. gripping     | p. showing that you think someone or something is bad or unsuitable;   |
| 17. unruly       | q. having gained a victory or success;   |
| 18. acclaim      | r. a complete lack of respect that you show for someone or something because you think they are not at all worth paying attention to.                                |

**2. Use the word in brackets at the end of each sentence to form a word that fits in the space provided.**

1. Mother ..... of every boyfriend I bring home. (*disapproving*)
2. *Gladiator* is a highly ..... movie. (*acclaim*)
3. I won't know ..... what the job involves until I actually start. (*precise*)
4. I played badly yesterday; I feel I am my ..... . (*gripping*)
5. We were deeply ..... by their present. (*touching*)
6. We eventually came to a ..... farmhouse. (*seclusion*)
7. All the Academy's ..... were approved. (*nominate*)
8. All children were ..... by my uncle's good looks and charm. (*dazzling*)
9. Winning the championship represents a personal ..... for the team's manager. (*triumphant*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. Her evidence was treated with ..... by the prosecution.
2. Her ..... children always bring lots of anxiety.
3. I've heard all sorts of ..... about him and his secretary.
4. This ..... tale is worth reading.
5. The programme last night was extremely ..... Don't hesitate to see it.
6. She lay awake all night in .....
7. She looked at him with a ..... grin.
8. The agreement was a ..... in the history of US-Russian relations.
9. Travel in ..... comfort to your hotel near London.

**4. What do the following people do in the film industry:**

*actor, movie star, director, producer, cameraman, composer, lead, film crew, stuntman*

## **U LISTENING**

**T 14 Listen to Christopher Grace, a director of animation from Wales, and mark the sentences *True (T)* or *False (F)*.**

1. S4C has a worldwide reputation for its feature films.
2. Almost nobody has seen the studio's productions.
3. The films bring new audiences.
4. The TV channel has made many films with local appeal.
5. The works received international awards.
6. The project is called *Animated Tales of Britain*.
7. The language of animation helps reflect qualities of different cultures.

⤵ GRAMMAR SECTION

CAN, MAY, MUST

Grammar Reference Section, page 188

1. Fill in the gaps using the verbs in brackets and modal verbs.

1. He ..... (*forget*) his programme.
2. They ..... (*not move*) to a new flat.
3. .... you ..... (*be*) still working at the article?
4. You ..... (*bring*) the book in time.
5. She did very well on the exam. She ..... (*study*) very hard.
6. He ..... (*not write*) a novel.
7. He ..... (*arrive*) already, let's go and find out.
8. The grass is wet. It ..... (*rain*) last night.
9. Don't worry. The children ..... (*be*) on their way home.
10. We ..... (*obey*) the laws.

2. Match the situations (1-10) with the sentences in the box (A-J). Complete the sentences with *can't have* or *must have*. Then write the correct sentences in full underneath the appropriate situation.

- A ... He ..... heard it.
- B ... They ..... mended it properly.
- C ... He ..... failed.
- D ... He ..... forgotten to put the film in.
- E ... It ..... been him.
- F ... She ..... left the taps on.
- G ... It ..... been her.
- H ... She ..... closed the door properly.
- I ... She ..... used the wrong bottle.
- J ... She ..... looked properly.

1. He was disappointed because he took some lovely holiday photos, but none of them came out. ....
2. The telephone is ringing, but he is still working in the garden. ....
3. The bathroom is flooded with water. ....
4. He looks unhappy. He got his exam results this morning. ....
5. He collected his car from the garage, but it has broken down again. ....



6. She was at home watching TV when the bank was robbed.....
7. He finally admitted he had lied about the robbery. ....
8. She found her earring on the sofa after she had looked there three times.
9. Her hair turned green not red when she dyed it.....
10. She can feel cold air coming into the car. All the windows are closed. ....

### 3. Correct the errors.

1. She was supposed to be home at 9 o'clock. She must forget about our meeting.
2. Where do you think Juan is today? — I have no idea. He may have sleep late.
3. Robert arrived without his book. He would have lost it.
4. He didn't pass the exam. He must make lots of mistakes.
5. George missed his class today. He might had had an accident.
6. Could I have spoken to George, please?
7. You must drive fast; we have plenty of time.
8. You may not have smoked here.
9. Must you lend me £10?
10. He may had lost his way.

## READING 2

You are going to read an article about motion pictures. Seven sentences have been removed from the article. Choose one statement from the statements A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning.

- A In fact, motion pictures could not exist without many of the scientific and technical discoveries made since the 1800's.
- B Teachers use such films in classes on geography, history, mathematics, and physical and social sciences.
- C Artists express their ideas by using paint and dramatists by using words.
- D But films are intended to be viewed in theatres.
- E A documentary is a non-fiction movie that tries to present factual information in a dramatic and entertaining way.
- F However, motion pictures received little scholarly attention until the 1960's.
- H The documentaries are as popular as feature films.
- I Later, through a process called editing, they can select the angle that most effectively expresses a dramatic point.

## MOTION PICTURE

Motion picture is a series of images recorded on film or tape that appear to move when played through a film projector or a videotape player. Also known as movies, film, or cinema, the motion picture is one of the most popular forms of art and entertainment throughout the world. **1 G**

Every week, millions of people go to the movies. Many millions more watch movies that are broadcast on television or are played on a videotape player.

But movies are much more than just entertainment. The motion picture is a major art form, as are, for example, painting and drama. **2**

Filmmakers express their ideas through a motion-picture camera. By using the camera in different ways, the filmmaker can express different points of view. A filmmaker may film scenes for a picture in a desert, on a mountain, and in a large city.

Filmmakers can also film scenes from different angles. **3** Through editing, the filmmakers can also show events happening at the same time in different places.

Movies have become a gigantic industry. A typical feature-length film costs several million dollars to make and requires the skills of hundreds of workers. Highly technical devices, including cameras, sound-recording equipment and projectors, are needed to film and show movies. **4** For this reason, movies have been called the art form of the 20th century.

We can enjoy many forms of art and entertainment by ourselves. We can enjoy reading a story or looking at a painting alone. **5** As a result, we usually enjoy a motion picture the most when we watch it as part of a large audience. Although movies are increasingly watched at home on television or videocassette, most films deliver their strongest impact on viewers in theatres.

The movies have a brief history, compared to such art forms as music and painting. Movies date back only to the late 1800's. By the early 1900's, filmmakers had already developed distinctive artistic theories and techniques.

**6** Since then, thousands of books have been published about every aspect of filmmaking and film history. Many universities and colleges offer degrees in motion pictures, and many more offer film courses.

In addition to their artistic and entertainment values, movies are also widely used in education, especially as teaching aids. **7** Movies use slow motion, animation, and other special techniques to demonstrate processes that otherwise could not be seen or studied thoroughly. For example, a film can show the formation of crystals so a class can study this process.

Television stations use motion pictures to inform as well as to entertain their viewers.

TV stations frequently present *documentaries*. **8** Documentaries deal with a variety of subjects, such as environmental pollution and the history of presidential elections. Made-for-TV movies may deal with sensitive social issues within the framework of a regular entertainment movie.

Millions of people enjoy making their own motion pictures with small motion-picture cameras or with video cameras, also known as camcorders. Home movies began to develop as a hobby during the 1920's, following the invention of low-cost film that could be used in small cameras. The popularity of home movies has increased over the years with the improvement in cameras and projectors, the introduction of colour and sound film, and the development of home video recorders that play back on TV sets.

## 🕒 LANGUAGE FUNCTIONS

### *Calming or reassuring someone*

(Please,) don't worry.

There's nothing to worry about.

There's (really) no need to worry/to get upset about .....

You (really) needn't worry about .....

I shouldn't worry/get upset, if I were you.

I'm sure things'll turn out all right.

I'm sure things'll turn out fine in the end.

Now, now, take it easy.

There, there.

Steady on.

Relax.

Cheer up.

It's OK/all right.

Try and look on the bright side.

..... is not as bad as all that.

**Develop the following ideas. In pairs role play the situations.**

1. Your friend's mum is seriously ill.
2. You lost the library books.
3. You forgot to buy ice cream for a festive dinner.
4. When you open the door you see your friend crying.

## 🕒 SPEAKING

1. **Think of a movie that affected you strongly. What kind of movie was it? Did it make you laugh or cry? Why were you able to identify with it? Did it deal with something that happened or might happen to you? Did you learn something helpful from it?**
2. **Imagine that it is the year 1938. You, a theatre critic, are at a matinee, attending the premiere of a new movie. You are reviewing *Snow White and the Seven Dwarfs*, the first full-length animated feature film. At the end of the movie, the applause is thunderous. Disney comes on stage and takes a bow. The applause doesn't stop. The audience wants an encore. You are broadcasting live from the premiere.**
4. **You have just won an Oscar, the award for the Best Actor/Actress, at this year's Hollywood ceremony. What would you say?**
5. **Do you agree with the following ideas? Give your reasons.**

- Why should people go out and pay money to see bad films when they can stay at home and watch bad television for nothing?
- Classical movies are always boring.

## 🕒 WRITING 1

You'd like to take part in shooting a movie. Fill in the following form:

First name.....  
 Last name.....  
 Date of birth.....  
 Place of birth.....  
 Sex.....  
 Marital status.....  
 Address.....  
 Telephone number.....  
 Colour of eyes.....  
 Colour of hair.....  
 Height.....  
 Complexion.....  
 Artistic skills.....  
 Interests, hobbies.....  
 Signature.....

## 🕒 WRITING 2

You are a journalist for the magazine *Cinema Art*. Write a review of the last film your boss made you see (160-180 words).



### REMEMBER

- use formal or semi-formal language to write a review
- usually use present tenses

### WRITING PLAN

- in the introduction write the title, the type of film, describe the setting and the main characters
- then write what the main points of the plot are and give your ideas about the acting, directing and the music
- in conclusion give a recommendation to see or not to see the film

## FACE THE MUSIC

### U WARMING UP

1. Close your eyes. Imagine yourself in a pleasant place. What type of music do you hear?

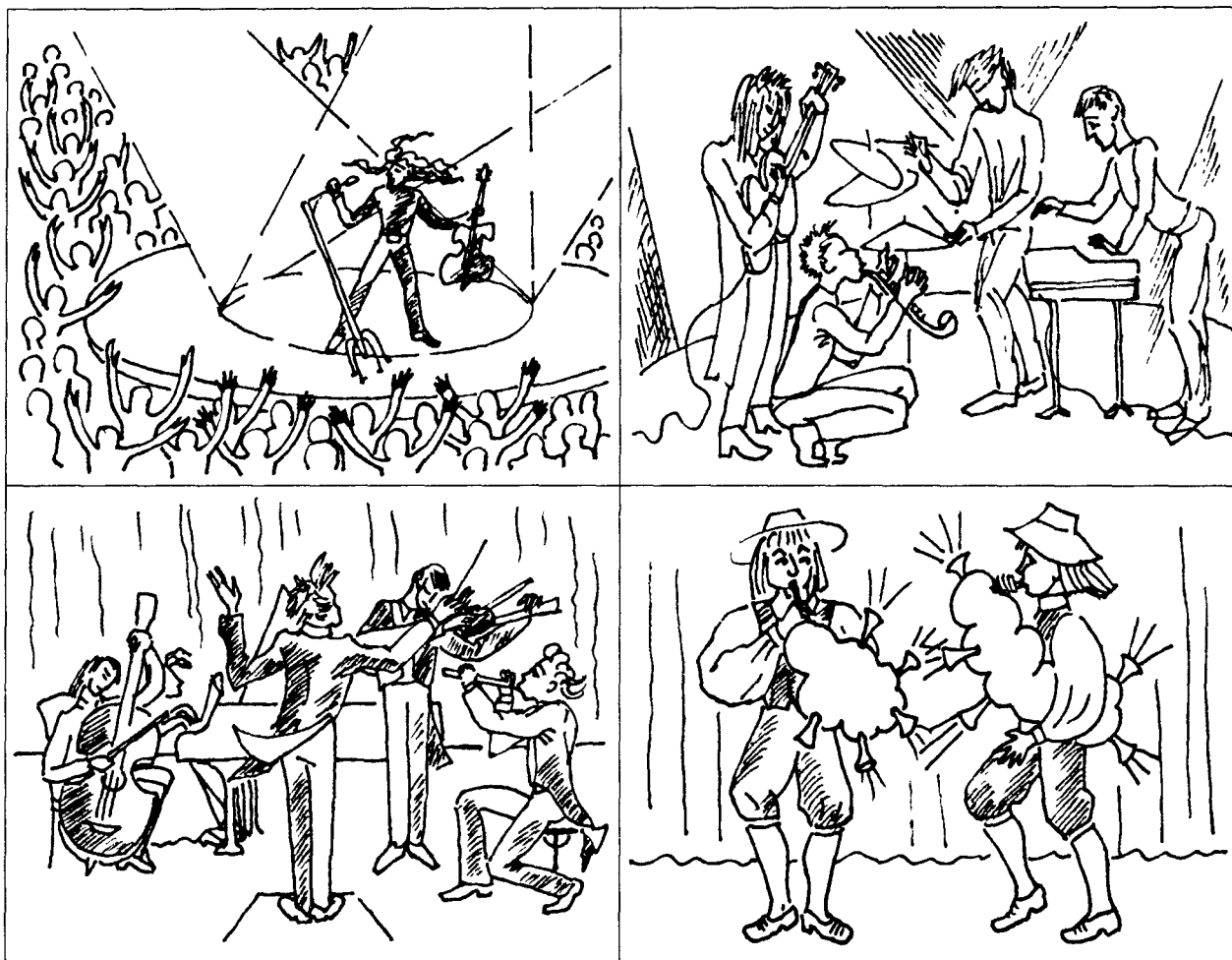
Can you think of a day without music?

What type of music do you enjoy listening to?

What is your favourite musical instrument? Can you play it?

2. Compare and comment on the following pictures. Make use of the following words and phrases:

*concert-goer, recital, work, pleasant sounds, reflect, emotions, humane, delight, pleasure, intellectual, excitement, powerful appeal, senses, execute, original, interpretation, lyrical, aggressive, enchanting, second-rate products, long-lasting appeal, talented*



3. Fill in the following chart. Make use of the words and phrases from exercise 2. You may introduce your ideas as well.

Type of music	For	Against
classical		
pop		
rock		

4. Define the following types of music:

*classical, light classical, serious, light, jazz, pop, dance, background, chamber, world, rock*

## 🕒 READING 1

Number the paragraphs. Study the meanings of the words in bold.

### QUEEN

*By Denis O'Regan*

**A** I followed *Queen* in an unofficial **capacity** for a number of years, photographing them on almost every tour, and watching them develop into what was for me the greatest rock band ever, who finally proved it to the world at Wembley Stadium during Living Aid in 1985. They were **invigorated** by that experience, and seemed also to have proved something to themselves – that they were powerful, talented and professional performers, who could take on any audience in any venue.

**B** The punk explosion followed soon afterwards, with its new icons attacking groups like *Queen* for the **extravagance** of their music and presentation. The band countered this by **undertaking** a tour that brought them back from the **overwhelming** scale of their 1976 free concert in front of 150,000 in Hyde Park to the relative intimacy of the Lyceum Ballroom in London, where they performed with a reduced lighting rig and stage.

**C** I first saw *Queen* in 1973, at the Hammersmith Odeon in London, and I marvelled at the pretentiousness and **confidence** of their lead singer. I would soon learn to arrive at concerts late enough to **bypass** support acts – but in doing so I may have **deprived** myself of other opportunities to witness history being made, as I surely have done with *Queen*.

**D** I was as yet unable to gain official access to bands such as *Queen*, and punk gave me the opportunity to serve my photographic **apprenticeship** in venues such as the Marquee and the Rock Garden, taking pictures of **nascent** stars. At the end of it all, *Queen* emerged from the 1970s unscathed and bigger than ever, and I had built up a reputation which would in the future allow me to photograph bands of greater **stature** than before.

**E** A few days later I took my photograph to *Queen's* management, and,

after **blundering** into the wrong office, I asked for direction, knowing full well that I was talking to Elton John. I kept my cool and followed his directions down to the correct department. There I was **referred** to *Jackie* magazine, who bought the picture for £12 — my first ever sale.

**F** Freddie would strut across the stage, whipping and **stabbing** with his unique sawn-off microphone stand, giving the songs everything he had, yet exciting and **manipulating** the audience at the same time. At the end of a song he would often stand motionless and simply stare at them **wringing** from them every last drop of applause. At this point they were his, and the band would launch into the next song. Very few singers could gain such control over a crowd; it was a joy to watch.

**G** In 1986, *Queen* took me on their last tour around Europe. They unbelievably followed up the Wembley Stadium shows with the record-breaking last ever *Queen* show in front of a crowd of 150,000 at Knebworth — the largest paying audience ever in Britain. They had taken rock music to Hungary, performing the first open-air concert behind the

Iron Curtain, at a time when no one knew that the curtain was about to fall — both on Communism and, sadly, on *Queen* in concert.

**H** I was not yet a professional photographer, but I had borrowed my uncle's camera earlier that year to photograph some rock stars, also at the Odeon. In those days, security was non-existent — all I had to do was buy a ticket, rush down to the front with the rest of the audience, and jump into the orchestra pit. This pit has long since become part of the stage. I felt the urge to photograph such a visually stunning band, and trekked back to the Odeon for the 1975 Christmas show.

**I** *Queen's* appeal seemed all-encompassing. On record their music was **diverse**, ranging from delicate ballads through pastiche to heavy rock. The band's expertise as song writers and musicians was without question, and this was more than **apparent** in their live performances. The albums were well produced, but the live concerts were absolutely spectacular, they took *Queen* beyond the bands of their era in terms of both the entire show and Freddie's performance.

### 1. Match the words with their definitions.

- |                 |   |
|-----------------|---|
| 1. capacity     | a. to make someone think and behave exactly as you want them to, by skilfully deceiving them or influencing them; |
| 2. invigorate   | b. to give a feeling of freshness and healthy strength;   |
| 3. extravagance | c. to make a mistake especially because you have been careless or stupid;   |
| 4. undertake    | d. to avoid obeying a rule, system, or someone in an official position;   |
| 5. overwhelming | e. to accept that you are responsible for a piece of work, and start to do it;                                    |
| 6. stabbing     | f. easily noticed or understood;  |
| 7. manipulate   | g. coming into existence or starting to develop;  |
| 8. wring        | h. someone's job, position or duty;   |
| 9. confidence   | i. very large;  |
| 10. bypass      | j. very different from each other;  |
| 11. deprive     |   |

12. apprenticeship	k.	the feeling that you can trust someone or something to be good, work well;
13. nascent	l.	the job of being an apprentice, or the period of time in which you are an apprentice;
14. stature	m.	unrestrained excess, as of action and opinions;
15. blunder	n.	to send someone or something to another place or person for information, advice or decision;
16. refer	o.	to take something from someone, especially something that they need or want;
17. diverse	p.	the degree to which someone is admitted or regarded as important;
18. apparent	q.	to succeed in getting money, information, an agreement etc from someone, but only after a lot of effort.

**2. Use the word in brackets at the end of each sentence to form the word that fits in the space provided.**

1. He gave her a ..... smile. (*confidence*)
2. Don't be so ..... ; spend your money more carefully. (*extravagance*)
3. He felt ..... after his day in the country. (*invigorate*)
4. The cultural ..... of the USA is unique. (*diverse*)
5. He was found ..... to death in a burning car. (*stabbing*)
6. I wasn't there but ..... it was a good plan. (*apparent*)
7. Starting a new job can be a risky ..... . (*undertake*)
8. She works in a hairdresser's as an ..... . (*apprenticeship*)
9. She has a very ..... side to her character. (*manipulate*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. Placido Domingo is a singer of world .....
2. My complaint was ..... to the manufacturers.
3. An ..... majority of the members were against the idea.
4. He will be working in an advisory ..... on this project.
5. We finally succeeded in ..... a confession out of him.
6. They ..... badly when they appointed him as chairman.
7. He ..... the complaints procedure and wrote straight to the director.
8. His ..... ability in music was evident.
9. A lot of these children have been ..... of a normal home life.

**4. What do the following people in music do?**

*musician, conductor, orchestra, choir, band, singer, pop star, songwriter*

**5. Explain in English:**

*cassette, CD, cassette player, CD player, stereo, Walkman, headphones*



## 🔊 LISTENING

T15 Listen and fill in the blanks.

### DON'T LOOK BACK IN ANGER

Slip inside the eye of your 1. ....  
 Don't you know you might 2 .....  
 A better place 3 .....  
 You said that you'd never 4 .....  
 But all the things that you've 5 .....  
 Will slowly fade 6.....  
 So I start a revolution from my 7 .....  
 Cos you said the brains I had went to my 8.....  
 Step outside, summertime's in 9 .....  
 Stand up beside the 10.....  
 Take that look from off your 11.....  
 You ain't ever gonna burn my heart 12 .....  
 And so Sally can 13 .....  
 She knows it's too 14.....  
 As we're walking on 15 .....  
 Her soul slides 16 .....  
 But don't look back in 17 .....  
 I heard you 18 .....  
 Take me to the place where you 19.....  
 Where nobody 20 .....  
 If it's night or 21 .....  
 Please don't put your life in the 22 .....  
 Of a rock 'n' roll 23.....  
 Who'll throw it all 24.....

## 🔊 GRAMMAR SECTION

### POSITION AND DIRECTION

Grammar Reference Section, page 189

#### 1. Fill in the right word

1. Let's meet ..... Bill's house.
2. She lived with her family ..... the farm.
3. My eyes gradually became accustomed to the dark interior .....  
the cinema auditorium.

4. All the doors were locked. How did they get .....
5. He came ..... to me and asked for directions.
6. You can fly ..... Mexico to Washington D.C.
7. He was the first man to walk ..... this unknown land.
8. I saw him walk past on the ..... side of the square.
9. The moon disappeared ..... the clouds.
10. He was happy ..... his friends.

2. **Choose the correct word.**

1. The children ran *across/through* the road.
2. It was 7° *above/over* zero.
3. Tears ran *down/over* her face.
4. The trip *across/through* the tunnel took half an hour.
5. She travelled *through/around* the earth.
6. Michael walked *onto/into* the stage and began to sing.
7. He jumped *out/from* upstairs and broke his arm.
8. She went *for/to* the airport by car.
9. He arrived *to/in* London at 7 o'clock.
10. She looked *through/out of* the window to see what happened.

3. **Correct the errors.**

1. All the windows face to the mountains.
2. There were six books in the window sill.
3. They are waiting for the news on the phone.
4. He was standing among his brother and sister.
5. Tears ran on her face.
6. He shot his gun and ran from.
7. I work at Moscow.
8. I'll have to sleep in the floor.
9. Our hotel was on the sea.
10. A lot of people gathered between us.

## 🕒 READING 2

You are going to read an article about music in Britain. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap 1-6. There is one extra sentence you do not need to use. There is an example at the beginning.

- A** The other national channel for classical music is BBC Radio 3, which also showcases new compositions and experimental music.
- B** Across all those regions, folk music has a hard-core following.
- C** British pop, rock and dance styles are increasingly influenced by rap and raggaе.

- D Pop music has always been influenced by other forms of music: jazz, the blues, classical music etc.
- E A great deal of this musical activity is organised and funded voluntarily at local levels through enthusiasts in villages, towns and city communities.
- F There are also professional courses for musicians at universities all over the country, as well as the leading London conservatory.
- G This makes Britain's music industry bigger than shipbuilding, water supply, chemical and many other significant industries.
- H The result is musicians who are internationally renowned for their sight reading skills and speed of working.

### MUSIC IN BRITAIN

Music is fundamental to people's lives in Britain. A wide variety of musical forms are broadcast through hundreds of national and local radio stations for up to 24 hours a day: orchestral, opera, jazz, folk, rock and roll and pop music. Within Britain, consumers buy more than 200 million albums and 85 million singles every year.

From grassroots amateur choirs to symphony orchestras of national standing, the artistic quality of British musical output is exceptionally high. **0 E** The regions maintain their own styles of music so that the Welsh male-voice choir is as well supported as ever; the bagpipes remain forever Scottish and brass bands are beloved in England's northern towns, although there are many in other parts of England. **1**

There has been increasing interest in groups singing in Gaelic, Welsh and other languages.

Pop music is by far the most popular form of music, and British creativity and originality in producing new groups and new styles leads the world. Courtesy of pop music, the music industry is Britain's third biggest invisible earner after banking and insurance. In 1998, the industry earned £1.2 billion in invisible earnings and the total consumer spending on music in Britain was more than £3.2 billion. **2** The industry employs

115,000 people, including 9,000 in record companies and 15,000 in retailing.

Britain is also a European leader in the dance music scene, which has a major following in clubs all over Britain and abroad through lots of dance bands.

**3** There are seasons of choral and orchestral concerts every year throughout Britain. In London, there are many top venues for these performances: the Royal Festival Hall, Queen Elizabeth Hall, the Barbican Centre and the Royal Albert Hall. And the regions are served by modern auditoria providing for large audiences. Birmingham has the Symphony Hall, while in Manchester the 2,400-seat Bridgewater Hall is home to the Hallé Orchestra.

The success of the independent national radio programme, Classic FM, which provides a daily diet of the more popular and accessible pieces in the classical repertoire, demonstrates the strong and growing following that classical music has in Britain. **4** In the last 20 years, opera has changed from being an exclusive medium focused on major national opera companies and few venues, to a medium with a growing following involving popular regional opera companies.

London remains a centre for world-class opera with the fully refurbished Royal Opera House, with the English

National Opera based in the Coliseum and some other venues.

London has become the musical capital of the world. A pool of freelance musicians has developed in an environment while rehearsal schedules are pressured and there is a requirement to work in a

variety of musical styles.  London also possesses an unrivalled network of the most advanced recording studios. In 1998, the music for more than 45 Hollywood films was recorded in London.

Music is also a foundation curriculum subject.

## 🔁 LANGUAGE FUNCTIONS

<i>Saying you are disappointed</i>	<i>Saying you are excited</i>	<i>Saying you are bored</i>
(Oh,) I am disappointed .... That's very disappointing, (I must say). I'm rather/very etc disappointed (about)..... .....'s a great pity/disappointment. What a pity/disappointment! (Oh dear,) I've/I'd been looking forward to ..... (Oh dear,) I was hoping/I'd been hoping ..... I'm sorry to hear .....	.....'s very exciting. Really? ..... ..... is exciting/thrilling/sensational etc. How exciting/marvellous/wonderful etc. I find ..... very exciting/interesting. Great! (Hey,) ..... is terrific/great etc. Fantastic! Terrific! Smashing! Super! What a great idea! Hooray! Yippee! ..... sounds like fun.	I don't find ..... very interesting/actual. How boring/unexciting! I'm sorry (but) I'm really not terribly interested in ..... I don't think ..... is very exciting/interesting (actually). Can't work much enthusiasm for ..... I'm not all that keen on ..... I'm fed up with .....

**Develop the following ideas. In pairs role play the situations.**

1. You booked tickets to a rock concert. You invited your friend. He/She phoned you and told you he/she would be busy.
2. Your friend and you are at an international tennis tournament. A sportsman from your country is going to win.
3. You meet your friend in the street. You have not seen him/her lately.
4. You are going to spend a weekend at your friend's place in the village. You are not very happy about it.

## 🗣️ SPEAKING

1. What role does music play in your life?
2. Have you got many CDs at home? If you have some, speak about your favourite ones.
3. Many people think that learning to play music is a waste of time. Do you agree? Why? Why not? Give your reasons.
4. In groups discuss the effect of rock music on young people.
5. Do you agree that music always provokes powerful and complex feelings and almost never leaves us indifferent?
6. What comes to your mind when you listen to music you like or dislike? It is early morning. The weather is nasty. You don't want to go to school. You switch on the radio and hear the music you like/dislike. What would you feel or do?
7. Comment on the following statement: *pop stars and rock stars certainly earn their money.*
8. You are a famous pop or rock star. You have enough money not only for yourself but for children and grandchildren as well. Would you go on performing or would you leave the stage to spend the rest of your days in the Caribbean Islands or Miami Beach? Give your reasons.

## 📝 WRITING 1

You are going to reserve tickets for a concert at Royal Festival Hall. Fill in the form.

Date	Time	Number of tickets	Price per ticket	Total £

Name .....

Address .....

Post code .....

Date .....

Telephone number (daytime) ..... (evening) .....

Please, charge my Visa/Mastercard/American Express card No

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Expiry date .....

Signature .....

I have enclosed a cheque for .....

## 🕒 WRITING 2

Write an essay (160-180 words) on the topic *Music is the soundtrack of our lives*.

### ! REMEMBER

**The format of an opinion essay:**

- introduction
- stating the problem
- your personal opinion with reasons
- other people's arguments and why they are wrong
- conclusion
- restatement of your views

### OPINION LANGUAGE

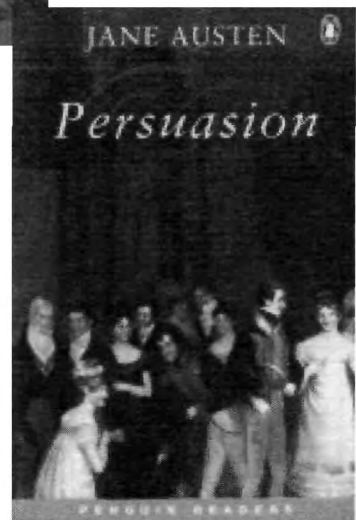
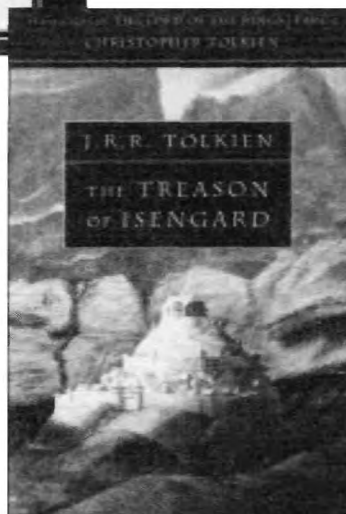
- in my opinion/view
- to my mind
- to my way of thinking
- I'm convinced that
- it strikes me that
- it seems to me that
- as far as I'm concerned
- I think
- I believe
- as I see it
- I tend to think that
- it's a good idea

# THE READING HABITS

## U WARMING UP

1. What is your attitude towards reading?  
Do you have any favourite books or authors?  
When did you learn to read?  
Does your family read a lot of books?  
How do you select books for reading?  
Do you agree that books are still the most important vehicle of learning?
2. Compare and comment on the following pictures. Make use of the following words and phrases:

*light reading, read for pleasure, dig into, informative, absorbing, lively, rambling, exciting, motivate, browse, witty, hackneyed, boring, pretentious, serious reading, scan, skim, amusing, mediocre, sentimental, clumsy, understanding*



3. Fill in the following chart. Make use of the words and phrases from exercise 2. You may introduce your own ideas as well.

	Pros	Cons
serious reading		
light reading		

4. What do you usually expect to find in the following types of books:

*anthology, atlas, autobiography, cookery book, dictionary, directory, encyclopaedia, gazetteer, guidebook, manual, memoirs, reference book, thriller, whodunit*

## 🕒 READING 1

You are going to read some information about different books. For questions 1-15 choose from the books A-L. Some of the books may be chosen more than once. There is an example at the beginning.

Study the meanings of the words in bold.

*What books are for readers*

who are fond of sports

who like reading classics

who are worried about bringing up children

who like reading humorous stories

whose favourite reading is romance

who are cinema fans

who want to learn more about England

who want to learn more about the 20<sup>th</sup>-century history

whose favourite reading are thrillers

who are interested in the life of animals

<b>0</b>	<b>L</b>		
<b>1</b>			
<b>2</b>			
<b>3</b>		<b>4</b>	
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			



who are interested in the private lives of the royals

11

who like reading books of the outstanding writers of the past

12

who are fond of reading memoirs

13

whose favourite pastime is reading horror stories

14

who are fond of violent books about crime and murder

15

**A** *How to be an Alien.* George Mikes

*How to be an Alien* is the funniest book you will read about the English!

Why are English people so different from Europeans? George Mikes' book tries to explain the strange things the English do and say, and his **descriptions** will make you laugh and laugh!

**B** *The Diary of a Young Girl.* Anne Frank

Anne Frank was thirteen years old when she and her family had to **escape** from the **terrifying** danger of the Nazi occupation in Holland. For two years they hid in **tiny** secret room at the back of an Amsterdam warehouse and Anne wrote her diary, which **remains** an extraordinary and deeply moving **account** of their lives in hiding.

Since its publication in 1947 Anne's diary has been read and loved by millions of people all over the world. Anne died in a concentration camp in 1945.

**C** *Misery.* Stephen King

Paul Sheldon is Annie Wilkes' favourite writer. She loves all his books about Misery Chastain. When she finds Paul **injured** after a car crash and takes him home she learns that he has decided to end the series by killing off Misery. Soon Paul's biggest fan turns into his biggest enemy and his **nightmare** begins...

By the master of horror, Stephen King, this will keep you on the **edge** of your seat!

**D** *The Woman in White.* Wilkie Collins

One night on the road to London, a young drawing master, Walter Hartright, meets a mysterious woman dressed in white and answers her **plea** for help. But who is she and why is she being followed by two men? And what is her connection with his pupil Laura Fairlie, the woman he secretly loves?

Wilkie Collins' masterpiece of terrible secrets, **concealed identities**, **abductions**, **fraud**, cruel aristocrats and sinister foreigners is a mesmerising read and now also a powerful television drama starring Tara Fitzgerald and Simon Callow.

**E** *Four Weddings and a Funeral*. Richard Curtis

It's Saturday morning and Charles is still asleep. He should be on his way to Angus and Laura's wedding! Charles is always going to other people's weddings and he is always late. He's worried that he will never find the right person to marry. Then he meets Carrie and suddenly love is in the air!

*Four Weddings and a Funeral* is one of the most successful British films ever made. It is a very funny tale of friendship, love and marriage in 1990's England.

**F** *Gone with the Wind*. Margaret Mitchell

The beautiful Scarlett O'Hara learns that Ashley Wilkes, the man she secretly loves, is going to marry another woman. Even the tragedies of the Civil War mean nothing compared to Scarlett's broken heart. But one man knows her secret — and he wants her for himself!

The American South has lost the Civil War. Scarlett O'Hara works very hard to get her old life back for herself and her family but she has no money. Rhett Butler is rich but is soon to be hanged for murder. And what about Ashley Wilkes? He is married but Scarlett is still in love with him. Who will win Scarlett in the end?

One of the greatest romantic sagas ever written, *Gone with the Wind* is also a well-loved classic film starring Vivien Leigh and Clark Gable.

**G** *My Family and Other Animals*. Gerald Durrell

This very funny book is about an English family who live on the Greek Island of Corfu. There the youngest boy, Gerald, collects all sorts of animals and insects and brings them back to the house. His family don't think this is a good idea at all!

Sun, sand — and snakes! Recommended for younger readers.

**H** *Madame Doubtfire*. Anne Fine

Miranda Hilliard and her husband are **divorced**, and he doesn't see their children very often. One day Madame Doubtfire comes to work for Miranda to help look after the children, but Madame Doubtfire seems strange — more like a man than a woman!

This funny story is also a hugely popular film starring Robin Williams as Madame Doubtfire.

**I** *Leonardo DiCaprio*. Brent Furnas

Leonardo DiCaprio is one of the most popular and successful movie stars in the world. He has been acting for many years but everyone noticed him when he starred in William Shakespeare's *Romeo and Juliet*, and then *Titanic*, one

of the biggest, most spectacular films ever made. Now he gets \$20 million for each movie he makes.

This is the story of his life in Hollywood and his love of acting. Why is he so successful? Read this book and find out!

### **J** *The Godfather. Mario Puzo*

This is the best-known tale of the American Mafia ever told. Don Corleone is the Godfather, the head of one of the richest families in New York. He is a gangster and his business is crime, violence and murder. His favourite son Michael is a lawyer who wants to **lead** a quiet, peaceful life. But when his father is nearly killed by **rival** gangsters Michael gets pulled into the dangerous world of the 'family business'...

*The Godfather*, starring Marlon Brando and Al Pacino, is one of the most popular films ever made. So popular in fact that three sequels were made about the Corleone family.

### **K** *Prince William. John Escott*

Prince William is rich, handsome and the future King of England! But in many ways he is also an ordinary teenage boy. This is the story of his life and it tells you all about his school, his friends, the sports, music and fashion he likes, as well as interesting facts about the Royal family and his mother, Princess Diana.

With seven pages of full-colour photographs, this is a wonderful way to learn more about the British Royal Family and in particular this **shy** Prince.

### **L** *Great Football Stories: Football Babylon. Russ Williams*

This is a book of some of the best and the funniest football stories from around the world. How does money change football? Where do the worst fights happen and why? How did football start? Some of the answers will surprise you.

It's a funny old game, isn't it? Recommended for the football fanatics of the world!

#### 1. Match the words with their definitions.

- |                |  |
|----------------|--|
| 1. description | a. someone's name;   |
| 2. escape      | b. extremely frightening;  |
| 3. terrifying  | c. a person, group, or organisation that you compete with in sport, business, a fight etc;   |
| 4. tiny        | d. a very frightening dream;   |
| 5. remain      | e. a piece of writing that says what someone or something is like;                           |
| 6. account     | f. hidden carefully;   |
| 7. injured     | g. nervous and embarrassed about talking to other people, especially people you do not know; |
| 8. nightmare   | h. kidnapping;   |

9. edge	i. a written or spoken description which gives details of an event;
10. plea	j. to end one's marriage legally;
11. concealed	k. to get away from a place when someone is trying to catch you or stop you from leaving;
12. identity	l. to have a particular kind of life;
13. abduction	m. the part of an object that is furthest from its centre;
14. fraud	n. extremely small;
15. sinister	o. making you feel that something evil, wrong, or illegal is happening or will happen;
16. divorce	p. having an injury;
17. lead	q. to continue to be in the same state or condition;
18. rival	r. a method of illegally getting money from someone, often by using clever and complicated methods;
19. shy	s. an urgent, serious or emotional request.

**2. Use the word in brackets at the end of each sentence to form the word that fits in the space provided.**

1. My parents are getting ..... . (*divorce*)
2. Bob's ..... always causes him lot of problems. (*shy*)
3. She agreed to try and ..... the body. (*identity*)
4. There was a fierce ..... between the two tennis players. (*rival*)
5. The police asked her to ..... the two men. (*description*)
6. Smoking is ..... to health. (*injured*)
7. Police suspect she was ..... late last night. (*abduction*)
8. The ..... of the class should use this time for study. (*remain*)
9. Her husband's violence ..... her. (*terrifying*)

**3. Fill in the blanks with the words in bold from the reading passage.**

1. Was it all a cover-up for more ..... activities?
2. The missing girl's parents made a ..... for her to contact them.
3. They ..... a very quiet life since they retired.
4. Anyone trying to ..... will be shot.
5. They suffered great losses due to theft and .....
6. She lived in a ..... house.
7. All the ..... treasure was found by the police.
8. There were several different ..... of the story in the newspaper.
9. She stood at the water's .....
10. Years after the accident I still have ..... about it.

**4. Say the following in one word.**

1. an introduction at the beginning of a book;
2. pictures in a book, article etc, especially the ones that help you to understand it;
3. a short description giving information about a book;

4. a list of explanations of words, especially unusual ones, at the end of a book;
5. a part at the end of a book containing additional information;
6. a name given to a particular book;
7. one of the parts which a book is divided into;
8. the outer front or back page of a magazine, book etc;
9. an alphabetical list of names, subjects etc at the back of a book, with the numbers of the pages where they can be found;
10. a stiff piece of folded paper that fits over the cover of a book to protect it;
11. a list of all books and articles used in preparing a piece of writing;
12. a short piece of writing at the beginning of a book;
13. a list at the beginning or the end of a book which shows the different parts into which the book is divided;
14. one of the parts of a story that appears as a series of parts in a magazine, newspaper etc;
15. one side of a sheet of paper in a book.

## 🔊 LISTENING

**T 16** Listen to the information about the Library of the Congress, Washington D.C. Make notes on the significance of the following dates:

1800  
1897  
1870  
April 24, 1814  
1455  
1898

## 🔊 GRAMMAR SECTION

### GRAMMAR REVIEW

#### Test yourself

Choose the right answer.

1. It ..... only an hour since I ..... her home.  

a. was	b. was	c. had been
d. left	e. had left	f. left
2. We ..... the cottage since the end of spring.  

a. have built	b. are building	c. have been building
---------------	-----------------	-----------------------
3. She ..... from the chair in which she .....  

a. rose	b. rose	c. rose
d. sat	e. had been sitting	f. was sitting
4. They ..... to wait.  

a. told	b. were told	c. have been told
---------	--------------	-------------------



24. She sings .....  
 a. wonderful                      b. the most wonderful      c. wonderfully
25. He doesn't have ..... money.  
 a. much                              b. many
26. I would like ..... pepper in my soup.  
 a. a few                              b. a little
27. The TV set costs too .....  
 a. many                              b. much
28. If you break this old cup Jane ..... you.  
 a. kills                              b. will kill                      c. would kill
29. If we had some pork we ..... it.  
 a. cooked                              b. would cook                      c. were cooking
30. If she ..... you were in hospital she would have visited you.  
 a. had known                      b. knew                              c. would have known
31. I wish I ..... rich.  
 a. would be                              b. had been                      c. were
32. I wish I ..... to Madame Tussaud's when I was in London.  
 a. had gone                              b. went                              c. would go
33. I wish I ..... so much yesterday.  
 a. did not eat                              b. were not eating                      c. had not eaten
34. I want him ..... our dinner.  
 a. cook                              b. to cook                              c. cooking
35. Who made you ..... it?  
 a. to do                              b. doing                              c. do
36. He was told ..... away.  
 a. to go                              b. go                              c. to have gone
37. Nobody came to visit her, ..... ?  
 a. didn't they                              b. did they                              c. not they
38. I am a good pupil, ..... ?  
 a. aren't I                              b. am I not                              c. am I
39. There isn't any water, ..... ?  
 a. there isn't                              b. isn't there                              c. is there
40. He ..... be a singer.  
 a. mustn't                              b. may not                              c. can't
41. She ..... have failed to recognise him.  
 a. can                              b. must                              c. may
42. It ..... be John.  
 a. mustn't                              b. can't                              c. may not
43. She took ..... her credit card.  
 a. from                              b. away                              c. out





Specimen collections might include books with unique illustrations, books with rare printing styles of type faces, or ancient books. Specimen collections are also called *cabinet collections* because some collectors display them in cabinets.

7  are books that share the same shape, size, binding, or other characteristics. Tiny books, comic books, and manuscripts are in this category.

8  can find books in rare-book stores, also called antiquarian-book stores. Many of these stores will search for

books that customers want. Collectors also can buy books from dealers who advertise in magazines. These magazines have lists of books offered for sale and books wanted by collectors. In addition, collectors can find books by going to garage sales, second-hand bookstores, and auctions. A number of elements determine the value of a book to a collector, including its rarity, condition, and age. Books also increase in value if they are first editions, contain inscriptions by the author, or have original dust jackets.

## U LANGUAGE FUNCTIONS

### *Refusing to do something*

I'm sorry, I can't.....

I'm sorry, it's not possible.

I'm sorry, I'm not.....

I'm sorry, I can't/couldn't (possibly).....

I'm afraid I can't/couldn't (possibly).....

I'm afraid not.

I'd rather not, (actually).

I'm sorry, I don't think I can/could.....

Unfortunately, .....

....., actually,

Sorry, .....

Would if I could, but .....

(Only) wish I could, but .....

Can't really see how I can/could .....

**Develop the following ideas. In pairs role play the situations.**

1. You intended to spend a weekend at your friend's place. Unfortunately, you are busy.
2. Your friend asks you for help. You are going to leave in half an hour.
3. You are in a shop looking for some clothes. The shop assistant is reluctant to show you the things you'd like to try on.
4. Your classmate hasn't done his/her homework and asks you to give him/her yours to copy.

## 🕒 SPEAKING

1. What is your idea of a private collection of books?
2. You're a well-known writer. What would you tell your readers at the readers' conference?
3. Radio and television have made reading unnecessary. Do you agree? Why? Why not?
4. Retell the romantic fairy tale of *Cinderella* or *The Sleeping Beauty* and the frightening tale of *Hansel and Gretel* in either a realistic, 'how and why,' scary, humorous, or exaggerated fashion.
5. You take part in a readers' conference. You have been asked to critique one of the books you have recently read. You can make either favourable or unfavourable remarks, but be sure to comment on the specific aspects of the book.
6. In groups discuss the following sayings:
  1. The person who doesn't read has no advantage over the person who cannot.
  2. Reading is to the mind what exercise is to the body.
  3. A good children's book has no age limit.
  4. If the book is worth reading it is worth buying.
7. Speak about your literary taste.

## 🕒 WRITING 1

You are going to subscribe to a local library. Fill in the form.

First name.....
Last name .....
Date of birth .....
Place of birth .....
Education.....
Occupation .....
Place of work/study.....
Day telephone number .....
Evening telephone number .....
ID number .....
Home address .....
Home telephone number .....
Interests/Hobbies.....

## 🕒 WRITING 2

Write a review of a book you have recently read (160-180 words).

# Grammar Reference Section

## UNIT 1

### TENSES

#### English Language Grammar Tenses

	Simple to go	Continuous to be going	Perfect to have gone	Perfect continuous to have been going
<b>Present</b>	go / goes	am is > are > going	have > has > gone	have > has > been going
<b>Past</b>	went	was > were > going	had gone	had been going
<b>Future</b>	will > shall > go	shall > will > be going	shall > will > have gone	shall > will > have been going
<b>Future-in-the-Past</b>	would go	would be going	would have gone	would have been going

### THE USE OF TENSES

The **Simple Present** is used

- to express habitual actions, that is, actions that take place frequently (every day, in the morning, usually etc)  
I **go** to school in the morning.
- to express planned future actions (especially for journeys and timetables)  
The train **leaves** at 7:15.
- to express objective reality or something that is permanently true  
Water **freezes** at 0 °C.
- to give instructions  
You **boil** the potatoes in salt water.
- to express habitual actions and actions taking place at the moment of speaking for verbs that cannot be used in continuous tenses: *adore, agree, appreciate, believe, belong, care, concern, contain, consist, desire, dislike, expect*

(=suppose), *fear, forget, forgive, hate, hear, know, like, love, matter, mean, mind, notice, own, possess, realise, recognise, refuse, remember, see, seem, signify, smell, think (=opinion), understand, want, wish.*

**I love my mum.**

Adverbs of frequency often accompany the habitual tenses. In the present they usually signal the use of the Simple Present. The most common adverbs of frequency are: *always, never, often, seldom, rarely, sometimes, usually, continually, frequently, ever.*

The adverbs tell us **how often** an action takes place, they do **not** tell us **when**.  
**I never listen to my grandmother.**

**The Present Continuous** is used to express the action that is not habitual. In particular

- when the action is taking place at the moment of speaking  
**Mike is doing his homework now.**

- when a repeated action annoys the speaker  
**She is always asking me silly questions.**

- for arrangements in the near future  
**I'm meeting her tonight.**

The following adverbs and expressions are often used with this tense: *now, at present, at the moment, still, for the time being, this morning/afternoon/night/week* etc.

**The Present Perfect** has a strong connection to the present. The Present Perfect is used

- to express actions that started in the past and continue up to the present moment  
**I have lived in France for 15 years.**

- to express actions that took place in the past but have a result in the present  
**John has lost his keys. (He has no keys now.)**

- with the following adverbs and units of time: *already, recently, just, before now, since, lately, today, this week/month etc, ever?, in the past few days etc, yet?, not .....yet?, so far, never ..... before*  
**Have you read this newspaper yet?**

- to express actions that have taken place in the past, when there isn't a unit of time in the sentence or the unit of time is not finished  
**Have you bought the newspaper? (absence of a unit of time)**  
**What has he done today? (today is still in progress)**

**The Present Perfect Continuous** is used

- to talk about something which has continued to happen for a period of time in the past, and which may still be happening now  
**It *has been snowing* for three hours.**

- to talk about something which has been taking place recently and which affects the situation now  
**I *have been talking* with Bet about you and she thinks you are not right.**

- to express actions denoting anger, annoyance, irritation  
**Who *has been using* my personal belongings?**

The following time expressions are used with this tense: *how long, for, since.*

**The Simple Past** is used

- to express a finished action, when a past expression of time is given  
**I *did not go* to school *yesterday*.**

The most frequently used time expressions are: *yesterday, last night/week/month/year, summer, when, (how long) ago, then, in 2001* etc.

- when it is clear (even if the time is not mentioned) that the action took place in the past and is now finished  
**I *spent* my holidays in Spain.**

- for a finished past action  
**They always *went* to the pub at weekends.**

**The Past Continuous** is used

- to express actions which began before and continued after a definite time in the past  
**In 1995, I *was studying* at the university.**

- to express actions that were taking place when something else happened  
**I *was having* a shower when the telephone rang.**

- when two actions of indefinite time limits were taking place at the same time in the past.  
**While I *was watching* TV my brother *was washing* up.**

- in descriptions  
**It was warm. The sun *was shining* and the birds *were singing*.**

**The Past Perfect** is used

- to express the past action which occurred before another action or before a stated past time

**He had lived here before the war started.**

- to express the complete past action which had visible results in the past

**She was happy because she had won \$1,000,000 in the quiz game.**

The following time expressions are used with this tense: *for, since, after, just, never, before, yet, by, by the time* etc.

**The Past Perfect Continuous** is used

- to express how long something had been happening before something else happened

**He had been smoking for 40 years when he finally gave up.**

- to express the past action of certain duration which had visible results in the past

**We were hot because we had been spending a lot of time on the beach.**

The time expressions which are used with the Past Perfect Continuous are *for, since*.

**The Simple Future** is used

- when the decision is taken at the moment of speaking

**Since it is very hot, we'll have some cold cola first.**

- to express hopes, fears, threats, offers, promises, warnings, predictions, requests, comments etc with *I'm sure, I'm afraid, probably* etc.

**I'm afraid I won't come.**

- to express actions or predictions which may (not) happen in the future

**I'll probably buy a new car.**

- to express things we are not sure about or haven't decided to do yet

**He'll probably go to Egypt.**

**The Future Continuous** is used

- to express actions in progress at a stated future time

**He'll be learning English in London this time next month.**

The time expressions which are used with these tenses are: *tomorrow, tonight, next week/month, in ..... days, soon* etc.

**The Future Perfect** is used

- to express actions which will be finished before a stated future time  
*She will have flown home by the end of the week.*

The time expressions which are used with the Future Perfect are: *by, by then, before, by the time* etc.

## UNIT 2

### THE PASSIVE VOICE

A passive form is only possible with the transitive verbs, that is with verbs that can take an object.

*Most people like ice cream. (object)*

To turn this sentence into the passive remember that:

- a. the object becomes the subject;
- b. the subject is preceded by the preposition *by* and is mentioned only when necessary.

*Ice cream is liked by most people.*

To make a verb passive form, put *to be* in the same tense as the active verb and add the *past participle* of the main verb.

*He bought his car last year. → His car was bought last year.*

With the modal verbs *can, may, must*, which are always followed by an infinitive without 'to', *turn the active infinitive into a passive infinitive and leave the modal verb unchanged.*

*Somebody must help him. → He must be helped.*

Use the passive form whenever it is not important to mention the person or the thing that actually does the action, or if you want to stress the action itself.

## UNIT 3

### DIRECT AND INDIRECT SPEECH

Indirect Speech is used to relate other people's words. It is usually introduced by *to say, to tell* and *to ask* and is mostly used when we speak about the present and the past.

In Indirect Speech the verb doesn't change when the main verb is in the present. When the main verb is in the past the verb changes as follows:

go/goes	went
is/are going	was/were going
will go	would go
went	had gone
has gone	had gone
had gone	had gone
would go	would have gone
would have gone	would have gone

Be careful about the word order after *to ask*, because questions usually change into statements.

**He asked, "How are you?"**

**He asked how we were.**

*Would, should, ought to, could, might, must* do not change in Indirect Speech.

**Mary said, "George should help his mum."**

**Mary said that George should help his mum.**

Pronouns, adverbs, expressions of time always change accordingly, that is:

I	he, she
my	his/her
mine	his/her
you	I/we/they
your	my/our/their
yours	mine/ours/theirs
this/these (adjective)	that/those
this/these (pronoun)	it/them
here	there
now	then

When the verb (*say, tell, ask*) is in the past:

today	that day
tomorrow	the following day, the day after
the day after tomorrow	in two days' time
yesterday	the day before, the previous day
the day before yesterday	the day before
last week/month/year	the previous week/month/year
next week/month etc	the following week/month etc
..... ago	..... before



## UNIT 4

### THE INFINITIVE OR THE -ING FORM

#### Forms of Infinitive

	Active	Passive
<b>Present</b>	(to) write	(to) be written
<b>Present Continuous</b>	(to) be writing	—
<b>Perfect</b>	(to) have written	(to) have been written
<b>Perfect Continuous</b>	(to) have been writing	—

The **to-infinitive** is used

- to express purpose  
She went to the supermarket to buy some bread.
- after *would like, would love, would prefer*  
I'd like to eat some ice cream.
- after certain adjectives such as *glad, difficult, happy, sorry, willing* etc  
It was difficult to cross the busy street.
- after certain nouns and pronouns to show that something is necessary or possible  
There is always something interesting to discuss after the lecture.
- after *too, enough*  
It's too hot to go to Egypt in summer.
- after certain verbs such as *agree, attempt, claim, decide, demand, desire, expect, fail, forget, hesitate, hope, intend, learn, need, offer, plan, prepare, pretend, refuse, seem, strive, tend, want, wish*  
They prepared to attack the town.

The **-ing form** is used:

- after prepositions, the most common of which are: *after, before, besides, by, instead of, on, while, without*  
Besides being very pretty, Lucy is also very intelligent.
- after verbs followed by prepositions  
I'm getting tired of telling the same things every minute!

The most common verbs and phrases followed by prepositions are: *to allude to, to approve of, to be afraid of, to be astonished at, to be keen on, to be good at, to be pleased with, to be surprised at, to decide on, to depend on, to give up, to go on, to leave off, to object to, to prevent from, to put off, to refer to, to rely on, to see to, to take to, to think of.*

- after verbs followed by the -ing form and not the infinitive.

The most common verbs and phrases followed by the -ing form are: *to admit, to avoid, to be worth, to be no good, to be no use, to defer, to delay, to deny, to enjoy, to escape, to excuse, to explain, to fancy, to finish, to forgive, to have done with, cannot bear, cannot help, cannot stand, to keep, to mind, to postpone, to risk, to stop, to suggest, to understand.*

- as a verbal pronoun

**They like cooking.**

- instead of a relative clause

**I saw Lucy waiting for her boyfriend.**

- to form compound nouns

**a sewing machine**

**a building contract**

- for short prohibitions

**No smoking!**

## UNIT 5

### THE NUMBER OF NOUNS

There are a number of nouns in English which form their plural in an irregular way. A few nouns form their plural by a change of a vowel. They are:

*man — men*

*woman — women*

*tooth — teeth*

*foot — feet*

*mouse — mice*

*goose — geese etc*

The nouns which are used *only in singular*:

- the names of substances (materials, liquids, gases etc):

*leather, paper, wood, metal, silver, coffee, water, butter, bread, meat, wine, flour*

- the names of activities and sports:

*swimming, snooker, shopping, gardening, football, tennis, squash, badminton*

- the names of subjects:

*history, mathematics, music, physics, law, art*

- the names of languages:

*Russian, Greek, German, English*

- abstract nouns:

*love, hope, advice, information, intelligence, gossip, beauty, hunger, poverty*

- collective nouns;  
*furniture, luggage, equipment, accommodation, traffic*

The nouns which end in *-s* are used *only in the singular*. They are: *news, summons, gallows*.

The nouns which end in *-ics* are used *only in the singular*: *phonetics, ethics, politics, athletics, ceramics, gymnastics*.

Nouns which describe illnesses are used *in the singular* (*flu, pneumonia*), including the ones which end in *-s*. (*measles, mumps*).

The nouns like *fish, fruit, hair* may be used in the singular and in the plural.

His *hair* is dark.

He has got some grey *hairs*.

There are some nouns which are used *only in the plural*:

- nouns indicating articles of dress consisting of two parts  
*trousers, pants, shorts, trunks, tights, pyjamas, drawers, suspenders*
- names of some games  
*billiards, cards, dominoes, draughts*
- miscellaneous nouns  
*ashes, contents, thanks, clothes, goods, savings, belongings, outskirts, stairs, the Middle Ages* etc

The same singular and plural forms are typical of nationality nouns in *-ese, -ss*.

We saw *a Chinese* in the bar.

We met many *Chinese* in the theatre.

Some nouns ending in *-s* in the singular remain unchanged in the plural.

a means — means	a barracks — barracks
a headquarters — headquarters	a series — series
a species — species	

The noun *penny* has two plural forms.

*pennies* — individual coins

*pence* — when amount only is meant

Some nouns have *the same form* in the singular and the plural.

a sheep — sheep	a swine — swine	a deer — deer
a fish — fish	a craft — craft	

Some nouns borrowed from other languages keep their *foreign plural forms*.

analysis — analyses	bacterium — bacteria
basis — bases	crisis — crises
datum — data	appendix — appendices
criterion — criteria	phenomenon — phenomena
thesis — theses	antenna — antennae
nucleus — nuclei	

With *compound nouns* it is usually *the final component* that is made plural.

writing table — writing tables

tooth brush — tooth brushes

merry-go-round — merry-go-rounds

In some nouns the first part is made plural.

father-in-law — fathers-in-law

passer-by — passers-by

When the first part is *man* or *woman* both parts are made plural.

woman-doctor — women-doctors

Compounds with *-man* change *-man* into *-men* in the plural.

postman — postmen

But

German — Germans; Roman — Romans; Norman — Normans

## UNIT 6

### ARTICLES

*The indefinite article* has two forms in English: *a* and *an*.

a + consonant; yu and ua  
an + vowel; hour, heir, honest, honour

The indefinite article is used with:

- singular countable nouns

**a cup of coffee**

- nouns of jobs, professions, titles, religions etc

**a taxi driver, a Duchess, a Catholic**

- expressions of time, measure, weight, price, speed

**twice a month, £3 a meter, 100 km per hour**

- proper nouns, when you don't know the identity exactly

**A Mr Brown wants to speak to you.**

- adjectives followed by *one*

**He bought a red T-shirt, I bought a blue one.**

- a few, a little

**She has a few friends in Paris.**

The indefinite article is placed after:

- half

**half an hour**

- quite

**quite a nice girl**

- rather

**rather a silly boy**

- such

**such a pretty girl**

- what

**what a difficult test**

Remember the following *idioms*:

*to smoke a pipe*

*to have an appetite*

*to have a headache*

*to have a temperature*

*to have a cough*

*to have an opportunity*

*to take a seat*

*to take a nap*

*to be in a hurry*

*to have a cold*

*to have a sore throat*

Do not use the indefinite article with:

- nouns of meals

**to have breakfast/lunch/dinner/supper**

- plural nouns

**tomatoes, houses**

- uncountable nouns

**milk, weather, information etc**

- abstract nouns

**happiness, death etc**

- nouns of materials

**glass, wood, iron, tea etc**

*The definite article the* is always the same for singular, plural, people, things and for all genders.

***the woman, the boys, the radio, the books***

The definite article *the* is used:

- with nouns that are defined by a clause or a phrase

***The lady in the blue hat***

- when a noun has already been mentioned

***I'm leaving by plane: the plane leaves at 7.50.***

- when a noun refers to something implicitly known

***Do you want to read the magazine? (the magazine that I am reading)***

- with nouns of which there is only one

***the sea***

***the earth***

***the sky the ground***

***the weather***

***the sun***

***the moon***

- with adjectives (when you mean a class of people). They require a plural verb:

***the young (young people in general)***

- with superlatives

***the biggest***

- with singular nouns representing a whole category (except for *man* and *society*)

***the police But Parliament***

- with names of clubs, hotels, newspapers, ships and theatres

***The Titanic, The Guardian***

- with surnames if you mean the whole family  
**The Smiths**
- with plural names of countries  
**The United States**
- with plural names of islands, mountains and lakes  
**The Alps**
- with the names of rivers, seas, oceans and gulfs  
**The Nile, The Black Sea, The Pacific Ocean**
- with the nouns: *cathedral, cinema, office, theatre, radio, bank, post office, doctor, dentist, opera*  
**to go to the opera**
- with the names of musical instruments  
**to play the guitar**
- with the nouns of nationality  
**the British**
- with ordinal numbers  
**the first of June**

The article *the* is not used:

- with non-defined plural nouns (having a general meaning)  
**Young girls are often very pretty.**
- with titles when they are followed by proper nouns  
**Colonel Pickering**
- with abstract nouns  
**People are afraid of death.**
- with nouns of *meals* and the word *TV*  
**Jane is fond of watching TV after lunch.**
- with the nouns *bed, church, hospital, prison, school, college, court, work, sea* when they refer to their function  
**to go to church**
- with nouns of *languages*  
**to speak English**
- with the word *home*  
**to come home**
- with singular names of countries, towns, proper names  
**Mr Green**
- with parts of body and articles of clothing  
**her jacket**

## UNIT 7

### UNIVERSAL AND NEGATIVE PRONOUNS

The universal pronouns are: *all, both, each, every, everything, everybody, everyone, either*. Of these only *everybody* and *everyone* have the category of case.

The universal pronouns *all, everybody* have always collective or all-embracing reference.

**All morning they were working in the garden.**

Pronouns *both, either* indicate a group comprising two persons and non-persons treated either as a whole (*both*) or as consisting of individual objects in a group of two (*either*).

**Both have gone to Spain.**

**Either of them can speak French.**

*Every, each, either* always have individual reference. *Everybody, everyone* may have both collective and individual reference.

**Each of us know everything.**

**Everybody did as he decided.**

The negative pronouns are *no, none, nothing, nobody, no one, neither*.

*Nobody* and *no one* have the category of case.

*No* and *none* refer to all nouns denoting both persons and things. *Nothing* refers to things. *Nobody* and *no one* refer to persons only. *Neither* refers to two persons or things and correlates only with count nouns.

**I'll do you no harm.**

**Nobody could prevent me from doing it.**

*None* refers to many people.

**None were present at school on Sunday.**

## UNIT 8

### ADJECTIVES AND ADVERBS

We use adjectives to say how something is, seems, becomes, looks, feels, sounds, tastes or smells.

**He is angry.**

**That smells awful.**

We use adverbs with other verbs to say how something happens or is done.

**She answered me kindly.**

**He opened the door slowly.**

We use adverbs before adjectives, past participles and prepositional expressions.

**It's awfully hot.**

**The picture was badly painted.**

Some verbs are used with both adjectives and adverbs with different meanings.

She *suddenly* appeared in the room.

His plan appeared *possible*.

## UNIT 9

### MANY, MUCH, FEW, LITTLE

We use *much* with singular (uncountable) nouns and *many* with plurals.

How *much* money have you got?

How *many* pencils do we need?

*Much* and *many* are most common in questions and negative sentences, and after *so*, *as*, *too* and *very*.

Do you have *much* time to do it?

Are there *many* museums in St Petersburg?

In a formal style *much* and *many* are more common in affirmative sentences.

The interviewer asks *many* general questions about the candidate's life.

The manager paid *much* attention to the last sales figures.

*Little* is used with singular (uncountable) nouns and (*a*) *few* with plurals.

*Little* and *few* are rather negative: they mean 'not much/many.'

*A little* and *a few* are more positive. They mean 'some.'

The flowers need *little* space.

He needs *a little* attention.

*Few* people in my village are rich.

I need *a few* books to read while I'm on holiday.

*Little* and *few* are rather formal. In everyday speech use only *a little/a few* or *not much/many*.

Please, I only need *a little* help.

*Not many* friends love her.

## UNIT 10

### CONDITIONALS, WISHES

There are *four main types* of conditional sentences.

#### Type 1 — possible

If + subject + Simple Present + subject + Future Tense

or

Subject + Future Tense + if + subject + Simple Present



If you don't hurry, you will miss the train.  
You will miss the train if you don't hurry.

Use Type 1 when there is a real possibility that something will take place.  
If the weather is fine, we'll go to the country.

Type 1 expresses a future possibility. If is always followed by the Present Tense.

### Type 2 – impossible

If + subject + Simple Past + subject + would + Infinitive without to  
or

Subject + would + Infinitive without to + if + subject + Simple Past

If you bought a car, we would drive to work.  
We would drive to work if you bought a car.

Use Type 2 when it is improbable that the action will take place.  
If I won £1,000,000 I would travel round the world.

Type 2 expresses improbability. If is always followed by the Simple Past. If the improbable hypothesis is expressed by the verb to be, use *were* for all persons.

### Type 3 – impossible

If + subject + had + Past Participle + subject + would have + Past Participle  
or

Subject + would have + Past Participle + if + subject + had + Past Participle

Type 3 is used when you speak about events that have already happened in the past and consequently can never happen again now or in the future.

You cannot change what has already happened, so your hypothesis is totally impossible.

If the police had arrived in time, he wouldn't have killed so many people.

Type 3 clauses are impossible and refer to the past. If is always followed by *had + Past Participle*.

### Type 4 – mixed

All types of conditionals can be mixed. Any tense combination is possible if the context permits it.

If they were working all day, they will be able to finish their work.  
 If I were you I would have studied more.  
 If they had sent a telegram she wouldn't be so anxious.

The following expressions can be used instead of 'if': *unless, providing, provided that, as long as, in case, on condition (that), but for, otherwise, even if, only if.*

*Wish* and *if only* can be used with *would* and past tenses. These structures express regrets and wishes for unlikely or impossible things.

Past tenses are used about the present. *Were* is used instead of *was*, especially in a formal style.

I wish I *could* swim.  
 If only I *knew* him.  
 She wishes she *were not* ill.  
 I wish he *drove* carefully.

*Would* is used to talk about things that we would like people (not) to do. It also expresses annoyance.

I wish you *would* do your housework.

This structure is used to talk about things as well as people.  
 If only she *would start* crying.

The Past Perfect is used to express regrets belonging to the past.  
 She wishes she *hadn't told* him the whole truth.

## UNIT 11

### INFINITIVE AND PARTICIPIAL CONSTRUCTIONS

#### The Objective-with-the-Infinitive Construction

I saw **the car turn** round the corner.

a noun in the Common Case (a pronoun in the Objective Case)

+

Infinitive with or without *to*

It is used:

- after the verbs denoting wish and intention: *to wish, to want, to desire, to mean, to intend*

Did he want *us to know* it?

- after the verbs denoting feelings and emotions: *to like, to dislike, to love, to hate*

I hate you *to do* it.

- after verbs denoting mental ability: *to think, to know, to consider, to suppose, to believe, to expect, to find, to trust*

I expect him *to know* it.

- after verbs of declaring: *to report, to declare, to pronounce*  
**Everyone declared him to be the best man for the job.**

- after verbs denoting sense perception: *to hear, to see, to feel, to watch, to observe, to notice*. After these verbs the infinitive is used without *to*.  
**I saw him cross the street.**

- after verbs denoting order and permission: *to order, to allow, to let, to suffer, to have*. After the verbs *to let* and *to have* the infinitive is used without *to*.  
**I let him go there.**

- after verbs denoting causation: *to make, to cause, to get, to have*. After the verbs *to make* and *to have* the infinitive is used without *to*.  
**What makes you do so?**

### The Objective Participial Construction

He heard **his name called** several times.

a noun in the Common Case (a pronoun in the Objective Case)

+

Present (Past) Participle

It is used:

- after the verbs denoting sense perception, such as: *to see, to hear, to feel, to find, to watch, to notice*.

**I saw my friend eating ice cream.**

- after verbs denoting wish, such as: *to want, to wish, to desire*. In this case Past Participle is used.

**He wants the work finished by 5 o'clock.**

### The Subjective Infinitive Construction

**He is known to have been** an artist.

a noun in the Common Case (a pronoun in the Nominative Case)

+

Infinitive

It is used:

- with verbs denoting sense perception: *to see, to hear, to feel, to find, to watch, to notice* etc

**He was seen to dance.**

- with verbs denoting mental ability: *to know, to consider, to think, to expect, to believe, to suppose, to understand*

**He is supposed to come early.**

- with the verb *to make*.

**He was made to eat only vegetables.**

- with verbs of declaring: *to say, to report, to date, to announce, to declare, to pronounce*. They are used in the Passive Voice.

*She is said to have made lots of tasty desserts.*

- with the verbs *to seem, to appear, to prove, to turn out, to happen, to chance* in the Active Voice.

*I happened to hear this news yesterday.*

- with *to be likely, to be sure, to be certain*

*He is sure to leave.*

## The Subjective Participial Construction

**She** was found **lying** on the sofa.

a noun in the Common Case (a pronoun in the Nominative Case)

+

Present or Past Participle

It is used after the verbs of sense perception.

*The supper was left untouched.*

## The Nominative Absolute Participial Construction

**My brother being busy**, I stayed at home.

a noun in the Common Case (a pronoun in the Nominative Case)

+

Participle

It is used as:

- adverbial modifier of cause

*It being dark in the room, we switched the light on.*

- adverbial modifier of time.

*The clock striking 12, he went to bed.*

- adverbial modifier of attendant circumstances

*He went off to meet his mum, a dog following him.*

- adverbial modifier of condition

*Weather permitting, we'll go to the zoo.*

## UNIT 12

### TAG QUESTIONS

Tag questions often follow sentences in speech and informal writing. They are used to check whether something is true, or to ask for agreement.

**He is a good pupil, isn't he?**

Negative tags are usually contracted. Use *aren't* for *I am*.

**Bad weather, isn't it?**

**I'm in time, aren't I?**

If the sentence is affirmative, the tag is negative.

If the sentence is negative, the tag is affirmative.

Never use a tag after questions.

**It's hot, isn't it?**

**It's not hot, is it?**

Use *they* to refer to *nobody*, *somebody* and *everybody*. Use affirmative tags after *never*, *no*, *nobody*, *hardly*, *scarcely*, *little*.

Use *it* in question tags to refer to *nothing*.

## UNIT 13

### CAN, MAY, MUST

*Can* is used to express:

- physical and mental ability

**I'll take her to visit her sick friend if she can stand it.**

**You could get the job if you knew how to work on the computer.**

- possibility (permission) depending on circumstances

**I can lend you some money.**

- doubt, astonishment in interrogative and negative sentences. If the action refers to the past, use the Perfect Infinitive after *can* (*could*).

**She cannot be so young.**

**Can she be so young?**

**She can't have learnt such a long poem.**

**Can she have learnt such a long poem?**

*May* is used to express:

- permission

**May I come in?**

- uncertainty

**She might be unwell.**

*Might* makes the uncertainty stronger.

To give the idea of the past, the Perfect Infinitive is used after *may (might)*.  
**He *might have been* ill those days.**

To give the idea of the present moment, the Continuous Infinitive is used.  
**He *may be trying* to socialise with unknown members of the organisation by e-mail.**

- *might* is used to express reproach  
**You *might help* me with the sum.**

*Must* is used to express:

- obligation, necessity and urgent command  
**We *must obey* the laws.**

- *mustn't* means an obligation not to do something  
**You *mustn't smoke* in the classroom.**

- probability. If it refers to the past, use the Perfect Infinitive after *must*.  
**She *must leave* Paris today.**  
**She *must have left* Paris three days ago.**

To give the idea of the present moment the Continuous Infinitive is used after *must*.

**He *must be working* in the garden at the moment.**

*Must* in the meaning of probability is not to be used in the negative form.

## UNIT 14

### POSITION AND DIRECTION

#### 1. *in a place*

*in* — when you not saying exactly where someone or something is within a particular area

**in the air**

*at* — when you are saying exactly where someone or something is  
**at the church**

#### 2. *in a box, room etc*

*in* — in a container, room, building, or vehicle  
**in the office**

#### 3.

*out* — moving or looking away from the inside of a building, room etc  
**She took out her ID.**

*towards* — moving, facing, or pointing in a particular direction  
**He noticed two policemen walking towards him.**

**away** — moving in a direction that takes you further from someone or something

He turned his back on me and went away.

**on** — on the surface of something

Put the bottle on the table.

**onto** — moving to a position on the surface of something

She walked onto the stage and delivered her speech.

**by** — beside something

by the entrance

**opposite** — in front of a building, thing or person, and on the other side of a street or table from them

He was still opposite me.

**between** — if something is between two or three things, they are on either side of it

He was sitting between his father and brother.

**up** — moving, pointing, or looking up

He had climbed up the tree.

**down** — is used to say that something comes onto the ground or a lower place

Come down from that tree!

**across** — on the opposite side of a road, river, border from where you live  
I live across the road.

**round** — in a circle or moving in a circle, with something or someone in the middle

They were sitting round the table speaking.

**through** — from one side or end of something to the other. Use this about going through a town, a forest, or a crowd, or looks through a hole, window etc

I pushed my way through the crowd.

**out of** — moving or looking away from the inside of a building, room, or container

He looked out of the window to find out what had happened.

**among** — in a group of people or things so that they are all around you  
I saw him among his friends.

**above** — in a higher position than something  
Santiago de Chile is high above the sea level.

## UNIT 1

### Warming up

4.

**voyage** — a long journey especially by water;  
**wanderings** — movement from place to place or away from the proper or usual course or place, usually without any special purpose;  
**tour** — a journey during which several places of interest are visited;  
**tourism** — the practice of travelling for pleasure, especially on one's holidays;  
**migration** — a movement of many people from one part of the world to another;  
**expedition** — a journey for a special purpose;  
**journey** — a trip of some distance, usually by land;

**trip** — a journey, visit, holiday to a particular place;  
**stage** — a part of journey;  
**passage** — a journey or trip, especially by sea;  
**crossing** — a journey across the sea;  
**pilgrimage** — a journey made to visit a place for which one has a particular respectful interest;  
**sail** — a short trip usually for pleasure, in a boat with sails;  
**caravan** — a group of people travelling, especially formerly, especially desert countries with camels.

### Reading 1

1. D 2. H 3. E 4. D 5. A 6. B 7. C 8. H 9. B 10. E 11. G 12. F 13. E  
14. A 15. G

1.

**sample** — to try something to see what it is like;  
**thriving** — very successful;  
**browse** — to spend time looking at things in a shop without buying anything and without hurrying;  
**fascinating** — extremely interesting;  
**luxurious** — very comfortable, beautiful and expensive;  
**metropolis** — a very large city that is the most important city in a country or area;  
**priceless** — worth a very large amount of money;  
**undeniable** — definitely true or certain;  
**unequaled** — better than any other;

**available** — is able to be used or can easily be bought or found;  
**bustle** — be busy;  
**prestigious** — admired as one of the best and most important;  
**stroll** — a slow relaxing walk;  
**accessible** — easy to get to;  
**stunning** — very beautiful;  
**captivating** — very attractive;  
**dramatically** — very suddenly, excitingly and noticeably;  
**tranquil** — pleasantly calm, quiet and peaceful;  
**scenic** — surrounded by views of beautiful countryside;  
**spectacular** — very impressive and exciting

1. k 2. p 3. f 4. a 5. g 6. s 7. m 8. t 9. b 10. h 11. r 12. l 13. d  
14. i 15. n 16. q 17. o 18. j 19. e 20. c

2.

1. access 2. priceless 3. luxurious 4. dramatically 5. scenic  
6. fascinating 7. unequalled 8. spectacular 9. undeniable 10. thriving

3.

1. captivating 2. browsing 3. stunning 4. tranquil 5. bustled  
6. sample 7. stroll 8. available 9. prestigious 10. metropolis



4.

**ship:** quayside, voyage, seasick, to sink;  
**plane:** terminal, departure lounge, economy class, charter flight, check in, runaway;  
**train:** compartment, express, platform;  
**car:** motorway, hitch-hike, traffic jam, commute;  
**spaceship:** orbit, spacecraft, mission, gravity, splashdown

## Listening

6, 8, 9, 5, 4, 7, 1, 3, 2

## Grammar section

1.

1. lives	2. said	3. would come	4. comes	5. will get
6. are	7. living	8. had begun	9. left	10. was completed
11. told	12. has	13. is	14. is	15. looks

2.

1. had finished	2. returned	3. have had	4. comes
5. 'll have been living	6. will write	7. 'll be flying	8. has been raining
9. am saying	10. help		

3.

1. Aren't you going to tell me what you have been doing in my absence?
2. If he comes I'll give him a message.
3. More than a year had passed since he first thought of the idea.
4. She is coming back on Monday.
5. Go home, John, your parents will be worrying about you.
6. We will have finished all the homework by 3 o'clock this afternoon.
7. His dog always attacks strangers.
8. They have been waiting for a call since morning.
9. Yesterday about 5 o'clock he was walking towards Trafalgar Square.
10. He rose from the chair in which he had been sitting.

## Reading 2

1. C   2. I   3. A   4. F   5. H   6. B   7. D

## Writing 1

*Sample answer*

### VISA APPLICATION FORM

**First name** Alexander  
**Middle name** Alexeevitch  
**Surname** Kuznetsov  
**Date of birth** 18/07/1972  
**Country of birth** Russia

Mr/Mrs/Ms

**Nationality** Russian  
**Marital status** single  
**Full postal address** Flat 29, Block 1, 7 Sofijskaya Street, St Petersburg, (197031) Russia  
**Telephone number with area code** (812) 4387654  
**Present occupation** manager  
**Name and address of the next of kin** —  
**Annual income** 150,000 rubbles  
**Who will pay for your trip?** myself  
**Passport** No 44 No 394261  
**Foreign countries visited** France, Italy, Germany, Spain  
**Date** 19/03/2002  
**Signature**

## UNIT 2

### Warming up

1.

bed and breakfast, 3-star hotel, suite, country house

5.

**inn** — fully licensed establishment open to non-residents, with food and beverage being a major part of the operation;

**guesthouse** — based at a private home or commercially rented premises. An evening meal might be available;

**boarding-house** — a private lodging house (not a hotel) that supplies meals;

**motel** — a hotel specially built for travelling motorists, made up of separate rooms or huts each with space for a car;

**lodge** — bedroom-only accommodation geared to

motorists. Often situated close to a major road;

**campus** — university and college accommodation available to tourists for part of the year;

**bunkhouse** — simply styled and furnished accommodation geared to walkers and outdoor enthusiasts;

**activity centre** — accommodation provided at a venue offering a range of accredited outdoor activities;

**halls of residence** — a college or university building where students live.

### Reading 1

1. C 2. D 3. E 4. A 5. H 6. B 7. G 8. F 9. F 10. H 11. G 12. A 13. A  
14. D 15. H

1.

**establishment** — an institution, especially a business, shop etc;

**suite** — a set of expensive rooms in a hotel;

**amenity** — something useful or enjoyable in a place that makes it nice to live there;

**cuisine** — the food cooked in a particular restaurant or hotel, especially when it is very good;

**venue** — a place where a public event takes place;

**en-suite** — is used to describe a bathroom which is joined directly to a bedroom;

**flexibility** — the ability to change or be changed easily to suit any situation;

**convention** — a large formal meeting for people who belong to the same profession or organisation;

**exceedingly** — extremely, to an unusual degree;

**self-catering** — a holiday lodging in which one cooks one's own meals;

**option** — something that you can choose to do;

**comprehensive** — including everything that is needed;

**appliance** — a piece of electrical equipment that people use in their home;

**hospitality** — when you behave in a friendly way

towards visitors and make them feel welcome;  
**ambience** — the type of feeling you have because of the place you are in and the people who are there;

**lavish** — very generous or wasteful in giving or using;

**sumptuous** — very impressive and expensive;

**adjacent** — next to something;

**exceptional** — unusually good.

1. d    2. n    3. j    4. g    5. o    6. c    7. f    8. s    9. k    10. a    11. q    12. l    13. r  
14. b    15. p    16. h    17. m    18. e    19. i

2.

1. hospitality	2. exceedingly	3. exceptional	4. establishment
5. comprehensive	6. appliances	7. ambience	8. adjacent
9. self-catering			

3.

1. venue	2. lavish	3. sumptuous	4. options	5. suite
6. amenities	7. en-suite	8. convention	9. hospitality	10. cuisine

4.

1. fitness centre	2. en-suite facilities	3. multi-lingual staff
4. non-smoking floors	5. 24-hour room service	6. king-size bed
7. courtesy car-service	8. wake-up calls	9. swimming pool
10. spa bath	11. air conditioning	12. trouser press
13. coin operated laundry	14. satellite TV	15. complimentary newspaper

## Listening

1. ✓    2. ✓    5. ✓    7. ✓    8. ✓

## Grammar section

1.

1. The floor has been swept carefully.
2. He is always laughed at by his friends.
3. A telegram was sent to George.
4. The new dress was being examined by Betty.
5. The window was broken by Bob yesterday.
6. His story will be listened to with great interest (by me).
7. This temple was designed by a great architect.
8. The film was much spoken about.
9. By the time her bus came all the letters had been typed.
10. The doctor was sent for.

2.

- |                        |                              |                    |                  |
|------------------------|------------------------------|--------------------|------------------|
| 1. will be republished | 2. are cooking               | 3. refer           | 4. were occupied |
| 5. is called           | 6. has caused                | 7. had been stolen | 8. was arrested  |
| 9. will have received  | 10. entered, was being asked |                    |                  |

3.

1. "Great Expectations" was written by Charles Dickens.
2. I will have translated this article by 6 o'clock.
3. The problem was being discussed when I entered the study room.
4. These suitcases should be carefully packed.
5. The doctor was sent for.
6. You would be expected to take part in the competition.
7. While breakfast was being cooked she was washing up.
8. By the end of the week her name will be known by everyone.
9. What has happened? Have you been hurt?
10. The Passive Voice is frequently used in English.

## Reading 2

1. B    2. G    3. D    4. F    5. A    6. C    7. E

## Writing 1

*Sample answer*

<b>IBIS ACCOR HOTEL</b>			
<b>Family name</b>	Grigoriev		
<b>First name</b>	Igor		
<b>Date of birth</b>	19/06/1971		
<b>Street address</b>	Flat 7, 18 Zelenaya Street		
<b>Postal code</b>	197361		
<b>Country</b>	Russia		
<b>Type of ID:</b>	Passport <input checked="" type="checkbox"/>	Driver's Licence <input type="checkbox"/>	Other <input type="checkbox"/>
<b>ID number</b>	44 No 597658		
<b>Date of arrival</b>	19/07/02		
<b>Date of departure</b>	25/07/02		
<b>Date</b>	19/07/02		
<b>Signature</b>			

## UNIT 3

### Warming up

4.

- |               |             |             |              |                |          |
|---------------|-------------|-------------|--------------|----------------|----------|
| 1. frost      | 2. Hail     | 3. windless | 4. evaporate | 5. thunder     | 6. damp  |
| 7. atmosphere | 8. humidity | 9. rainfall | 10. fog      | 11. blistering | 12. mild |
| 13. lightning | 14. gale    | 15. shower  |              |                |          |

## Reading 1

1. C    2. I    3. A    4. D    5. G    6. B    7. E

1.

**refer** — to talk about a person or thing without giving very many details;

**condition** — something that you must do first, before something else can be done;

**include** — to make someone or something part of a large group or set;

**extreme** — something that is very different from what is normal or usual;

**occasional** — happening sometimes but not very often;

**variety** — a lot of different kinds of things;

**support** — to help and encourage someone;

**affect** — to make something or someone differ-

ent or change in some way;

**impact** — the effect something or someone has;

**delay** — a period of time when you have to wait for something to happen;

**supply** — to provide people with something that they need;

**forecast** — to say what is likely to happen;

**indicate** — to show that something is likely;

**relay** — to pass a message from one place to another;

**determine** — to find out the exact details or facts about something;

**precipitation** — the amount of rain, snow etc that falls;

**occur** — to happen without being planned.

1. e    2. b    3. j    4. f    5. o    6. a    7. m    8. p    9. k    10. g    11. q    12. i    13. c  
14. l    15. n    16. h    17. d

2.

1. extremely

2. various

3. indicative

4. occurrence

5. supplement

6. precipitous

7. reference

8. occasions

9. determination

3.

1. affect

2. delay

3. relayed

4. condition

5. forecast

6. include

7. impact

8. support

4.

1. mist

2. chilly

3. breeze

4. shower

5. overcast

6. freezing

7. blizzard

8. hail

9. snow

10. sleet

## Listening

Region	Type of weather
North	freezingly cold, snowstorms
South	sunny spells, bright
East	dry, thundering showers, dull, overcast
West	misty, clear, showers, hail

## Grammar section

1.

1. John said he would be back in a moment.

2. The teacher told Jack that he had behaved very badly the previous day.

3. John asked Peter if he spoke English.

4. The boys say they did not have supper.

5. Tom begged Mary not to go there.

6. Jane said she had not seen him before.

7. Father asks Tom if he has missed him.

8. Mother asked her daughter if she had cried that night.
9. Beth says when she came Lucy was speaking over the phone.
10. The policeman asked Jack what he had been doing there.

2.

1. "I'll help you," he said to Jane.
2. "You are very helpful," she said to Mike.
3. "I said this yesterday," Liz said to Mark.
4. "I'll be glad to meet Jane," he said.
5. "Will you come tomorrow, George?" she asked.
6. "Tell us the truth, Tim," they asked.
7. "Don't open the door, Liz," I asked.
8. "What are you going to do, Betty?" I asked.
9. "I've already been to Paris," he said to Jack.
10. "Don't go abroad, Betty," Lucy asked.

3.

1. He wanted to know where the nearest bank was.
2. She said she knew everything he was saying.
3. Colin asked Rosa why she hadn't bought vanilla ice cream.
4. He asked Bella what she was doing there.
5. He said he would come again.
6. I told Ron I would ring him up the next day.
7. She asked him where he was going to spend his weekend.
8. She said she had been to Dallas five years before.
9. Rod asked Jessie where they would go.
10. She asked Tim what he had said.

## Reading 2

1. T    2. DK    3. F    4. F    5. T    6. DK    7. F    8. F

## UNIT 4

### Warming up

4.

- meat dishes:** pork, beef, liver, meatballs, lamb;  
**fruit:** banana, oranges, lemons, pears, peaches;  
**dishes taken for breakfast:** boiled eggs, porridge, cornflakes, eggs and bacon, hot dogs, bread and butter;  
**desserts:** gâteau, chocolate sponge, ice cream, cheese;  
**beverages:** hot chocolate, lemonade, soda water, sparkling mineral water;  
**starters:** prawn cocktail, caviar, aspic, pate, Russian salad;  
**sweet dishes:** biscuits, mints, cakes, wafers, pastry.

5.

- cream:** whip;  
**eggs:** beat, crack, poach, scramble, shell, whisk;  
**fish:** bone, poach, steam;  
**meat:** baste, bone, braise, carve, chop, dice, mince, stew;  
**pastry:** knead, roll;  
**vegetables:** chop, dice, grate, peel, shred, stew.

## Reading 1

C1, H2, E3, A4, G5, F6, B7, D8

1.

**covering** — something that covers something else;

**kernel** — the centre part of a nut or seed, usually the part you can eat;

**spread** — to put a layer of something over a surface so that the surface is covered;

**originate** — to start to exist in a particular place or at a particular time;

**layer** — an amount of a substance that covers all of a surface;

**cloth** — material;

**moisture** — small amounts of water in the air, on the surface etc.

**portable** — light and able to be carried or moved easily;

**reason** — a fact that makes it sensible or fair for you to do something or think something;

**roast** — to cook food such as meat or vegetables in an oven;

**handle** — the part of something that you hold when you use it or open it;

**apply** — to use something such as a method, idea or law in a particular situation, activity or process;

**commonly** — often;

**chunk** — a piece of something solid;

**skewer** — to make a hole through a piece of food, an object etc with a skewer or with something similar;

**slice** — to cut meat, bread etc into thin pieces;

**crushed** — pressed or squeezed with a force that destroys or deforms;

**topping** — food that you put on top of other food;

**scoop** — a round deep spoon for holding or serving food such as corn, flour or ice cream.

1. c    2. f    3. h    4. l    5. o    6. b    7. q    8. j    9. e    10. m  
11. g    12. s    13. a    14. n    15. r    16. d    17. p    18. i    19. k

2.

1. originality

2. coverage

3. clothed

4. moisten

5. reasoning

6. applicable

7. commonplace

8. skewered

9. crush

3.

1. spread

2. kernels

3. layer

4. portable

5. roast

6. handle

7. chunk

8. topping

9. scoops

4.

1. steaming

2. braising

3. stewing

4. simmering

5. frying

6. baking

7. roasting

8. boiling

5.

<b>food</b>	bite, chew, eat, crunch, gobble, munch, nibble, lick
<b>drink</b>	drink, sip
<b>both</b>	swallow

## Listening 1

1. Prawn cocktail

2. £ 2.75

3. rump steak

4. £ 6.35

5. Italian Salad

6. £ 4.60

7. £ 3.90

8. Cheddar

9. £ 2.80

10. They will pay £ 42.40

## Listening 2

A 2, B 6, C 4, D 7, E 1, F 5, G 8, H 3

- |                 |                        |          |           |
|-----------------|------------------------|----------|-----------|
| 1. fill, leave; | 2. Bring, put, Remove; | 3. Skin; | 4. Break; |
| 5. Roll;        | 6. Heat;               | 7. cook; | 8. serve  |

## Grammar section

- 1.
- |                   |                  |             |          |           |
|-------------------|------------------|-------------|----------|-----------|
| 1. playing, doing | 2. making, to do | 3. to make  | 4. Lying | 5. to eat |
| 6. to accept      | 7. being         | 8. spending | 9. earn  | 10. go    |
- 2.
- |             |            |             |            |            |
|-------------|------------|-------------|------------|------------|
| 1. Being    | 2. coming  | 3. think    | 4. say     | 5. asking  |
| 6. studying | 7. to take | 8. laughing | 9. playing | 10. to buy |
- 3.
1. Here is the letter to be mailed as soon as possible.
  2. I heard him mention his name.
  3. I would rather listen to music.
  4. Julia avoids meeting John.
  5. I felt my heart jump.
  6. Don't miss an opportunity to see this film.
  7. They heard Minni play the piano.
  8. You'd better call the doctor.
  9. Please excuse me disturbing you.
  10. I saw him fall.

## Reading 2

- 1.
- |              |              |             |              |                 |                |
|--------------|--------------|-------------|--------------|-----------------|----------------|
| 1. barbecue  | 2. croissant | 3. dish     | 4. fresh     | 5. Health foods |                |
| 6. junk food | 7. nut       | 8. pot luck | 9. processed | 10. sour cream  | 11. TV dinners |
- 2.
- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1. C | 2. D | 3. B | 4. A | 5. C | 6. D | 7. B | 8. B |
|------|------|------|------|------|------|------|------|

## Writing 1

### *Sample answer*

#### *Starters*

Chilled orange or tomato juice  
Egg Roll  
Prawn Cocktail  
Garlic Bread  
Fresh Mushrooms

#### *Vegetarian*

Vegetable Kiev with Fresh Chips and Salad or Peas  
Homemade Vegetable Curry and Rice  
Fresh Mushrooms cooked in Garlic Butter with Fresh Granary Bread and Salad

#### *Main Courses*

Luxury Chicken Kiev  
Beef with Broccoli  
Sliced Pork with Spring Onions  
Scampi  
Haggis  
Fillet of Plaice

#### *Sandwiches*

Mozarella  
Smoked Turkey  
Tuna Salad  
Grilled Cheese  
Cheese and Salami



*Chef's Specialties*

House Special Duck  
Orange Flavour Beef  
Tuna Mayonnaise

*Side Orders*

Hot Peas in Vinegar  
Garden Peas  
Pickled Onions  
Gherkin

*Desserts*

White Chocolate Mousse Cake  
Vanilla Cheesecake  
Sweet Bars  
Beverages  
Coca Cola, Diet Coke, Fanta, Irn Bru  
Coffee  
Decaffeinated Coffee  
Tea  
Sparkling Spring Water

## UNIT 5

## Warming up

4.

1. f    2. i    3. d    4. g    5. b    6. c    7. a    8. h    9. e

5.

1. j    2. g    3. a    4. k    5. c    6. f    7. d    8. b    9. i    10. e    11. h

## Reading 1

1. I    2. F    3. A    4. G    5. E    6. H    7. C

1.

**merchandise** — goods that are in order to be sold, especially goods that are shown in a shop for people to buy;

**summon** — to officially order someone to come to a place;

**vibrant** — full of excitement and energy;

**treasure** — a very valuable and important object;

**glittering** — giving off many small flashes of light;

**gem** — a beautiful stone that has been cut into a special shape; something that is very special or beautiful;

**luminous** — able to shine in the dark;

**exclusively** — only;

**innovative** — using clever new ideas and methods;

**retailer** — a person or company who sells things to people in shops;

**avid** — liking something a lot, or doing a lot of something;

**literally** — according to the basic or first meaning of a word;

**landmark** — an event, idea, or discovery that marks an important part of someone's life, of the development of knowledge etc;

**sparkling** — shining brightly with points of flashing lights;

**premises** — the building and lands that a shop or company uses;

**exaggerate** — to say that something is better, larger, worse etc than it really is.

1. e    2. g    3. k    4. h    5. b    6. p    7. f    8. i    9. d    10. l    11. o    12. a  
13. h    14. m    15. j    16. c

2.

- |               |              |             |                 |
|---------------|--------------|-------------|-----------------|
| 1. merchant   | 2. vibrating | 3. glitter  | 4. excludes     |
| 5. innovation | 6. Retail    | 7. sparkled | 8. exaggeration |

3.

- |             |             |              |              |
|-------------|-------------|--------------|--------------|
| 1. luminous | 2. summoned | 3. premises  | 4. treasures |
| 5. landmark | 6. gem      | 7. literally | 8. avid      |

4.

5.

- |               |                 |               |                |
|---------------|-----------------|---------------|----------------|
| 1. precious   | 2. extortionate | 3. superior   | 4. for nothing |
| 5. exorbitant | 6. free         | 7. bargain    | 8. valuable    |
| 9. economical | 10. cheap       | 11. priceless | 12. invaluable |

**baker's** — sugar and tea, bread, buns and rolls;**butcher's** — meat;**fishmonger's** — fish and herring;**greengrocery** — fruit and vegetables;**florist's** — flowers and plants;**confectionery's** — sweets and chocolate;**sports shop** — balls, rackets;**DIY shop** — plugs, rakes;**shoe shop** — shoes, sandals;**chemist's** — vitamins, medicines, shampoo, soaps;**music shop** — cassettes;**electrical shop** — batteries, light bulbs, hairdryers**pet shop** — dogs, cats, hamsters;**newsagent's** — newspaper;**antique shop** — very old furniture.

## Listening

Name of the market	Items to buy
<b>Portobello Road</b>	food, clothes, ethnic goods, works of art, crafts
<b>Bayswater Road</b>	works of art
<b>Berwick Street</b>	food, household goods, fabrics
<b>Kensington</b>	clothes, hats, jewellery, wigs, bags, shoes
<b>Covent Garden</b>	jewellery, works of art, crafts

## Grammar Section

1.

- |          |          |            |         |            |
|----------|----------|------------|---------|------------|
| 1. forms | 2. is    | 3. belongs | 4. are  | 5. are     |
| 6. is    | 7. don't | 8. wasn't  | 9. want | 10. aren't |

2.

1. The bags are made of leather.
2. They are fond of playing badminton.
3. They have bought new furniture.
4. This woman is very beautiful.
5. He/she bought new pants for mountaineering.
6. We met a lot of/some Swiss in the museum.
7. This means of transport is the cheapest.
8. The book has some appendices.
9. Some passers-by help her to find a required address.
10. There are some merry-go-rounds in the garden.

3.

1. We'd better fix those holes in the wall or mice might get in during the winter.
2. Natural phenomena such as hurricanes are dangerous for agriculture.
3. We can't tell you the results until we have looked at all the data.
4. He found a lot of advice in the book on baby care.
5. Dentists must take great care in sterilising their equipment.
6. Playing billiards is his favourite pastime.
7. They have fallen ill with the flue.
8. There are a lot of women doctors in this area.
9. He has made great progress in English and French.
10. These writing tables were made of oak.

## Reading 2

1. C    2. F    3. B    4. A    5. E    6. I    7. C    8. G    9. B    10. D    11. A    12. J  
 13. H    14. J    15. A

## Writing 1

Catalogue No	Quantity	Description	Selling price
535/8166	1	Panasonic E-180 HMO Tape 5 Pack	£8.99
535/8348	2	TDK D-90 Audio Cassette 5 Pack	£12.40
535/6728	1	Tape and CD Care Kit	£11.99
385/4646	1	stationery desk	£13.99
841/861	6	tablemats	£13.86

**Total £61.23**

**Name** — George Michael Nelson  
**Full postal address** — 499 Avebury Avenue, London, L9 NL  
**Telephone number** — 181 3455718  
**Method of payment** — cash  
**Expected delivery date** — 07/08/2003  
**Date** — 23/07/2003  
**Receipt number** — 8741

## UNIT 6

## Warming up

4.

**channel** — a particular set of programmes that is broadcast by one television company;

**chat show** — a programme in which famous people talk about themselves and answer questions about their lives, opinions etc;

**quiz show** — a programme in which people or teams compete against each other by answering questions;

**game show** — a programme on television in which people play games and answer questions in order to win prizes;

**cartoon** — a film, especially a story for children, that is made by photographing a series of drawings of people, animals etc, so that they seem to move;

**sitcom** — an amusing programme in which there is a different story each week about the same group of people;

**breakfast show** — a programme that is broadcast early in the morning, which includes news and regularly tells you what time it is; there are also usually songs and jokes and conversations with famous people;

**soap opera** — a television story about a group of people and their lives, which is broadcast regularly for many years;

**the news** — a programme that is broadcast several times each day, which tells you about all the important events that are happening in the world;

**the weather forecast** — a short programme that tells you what the weather will be like;

**documentary** — a programme that gives you facts and information about a serious subject, such as history, science, or social problems;

**serial** — a story that is broadcast in several separate parts;

**host** — someone who introduces the people on a TV show, especially a game show or a quiz show;

**guest** — a famous person who is invited to appear on a show for just one programme;

**viewer** — someone who watches television; used especially by people in the television business.

## Reading 1

1. B    2. A    3. D    4. I    5. A    6. C    7. E    8. G    9. H    10. G    11. F    12. G  
13. I    14. H    15. F

1.

**encourage** — to say or do something that helps someone have the courage or confidence to do something;

**raise** — to collect money, support etc so that you can use it to help people;

**compete** — to take part in a competition or sporting event;

**proceed** — to continue to do something that has already been started;

**contestant** — someone who competes in a contest;

**score** — the number of points that each team or player has won in a game or a competition;

**omnibus** — a radio or TV programme made of several programmes that have previously been broadcast separately;

**community** — the people who live in the same area, town etc;

**passionate** — having or expressing a very strong feeling, especially belief in an idea or a principle;

**dominant** — stronger, more powerful, or more noticeable than other people or things;

**violent** — involving actions that are intended to injure or kill people, by hitting them, shooting them etc;

**feature** — to show a particular person or thing in a film, magazine, show etc;

**formula** — a method or set of principles that you use to solve a problem or to make sure that something is successful;

**publicity** — the attention that someone or something gets from newspapers, television etc;

**controversial** — causing a lot of disagreement because many people have strong opinions about the subject being discussed;

**sentimental** — deals with emotions such as love and sadness in a way that seems insincere;

**date** — an occasion when you arrange to meet someone that you like in a romantic way;

**innocence** — the state of not having much experience in life or knowledge about evil in the world, especially so that you are easily deceived.

1. d    2. h    3. l    4. b    5. n    6. r    7. i    8. f    9. q    10. k  
 11. a    12. p    13. e    14. m    15. o    16. g    17. j    18. c

**2.**

1. violation    2. controversy    3. courage    4. publicise    5. competition  
 6. dominate    7. featureless    8. passion    9. proceedings

**3.**

1. formula    2. innocence    3. sentimental    4. raising    5. date  
 6. score    7. community    8. contestant    9. omnibus

**4.**

1. quiz game;    2. sports programme;    3. music programme;  
 4. detective film;    5. soap opera;    6. breakfast show;  
 7. feature film;    8. children's programme;    9. tourist commercial;  
 10. wildlife programme.

**Listening**

1. couples    2. teams    3. issues    4. paying    5. taxes  
 6. current    7. affairs    8. documentary    9. England    10. moving

**Grammar section****1.**

1. the, —, the    2. The, the, the    3. The, the    4. a, —, the    5. —, the, the  
 6. —, the, —    7. —    8. a, —    9. the, an    10. —

**2.**

1. b    2. c    3. b    4. a    5. a    6. b    7. b    8. c    9. a    10. c

**3.**

1. Have I shown you the watch I bought in Switzerland?
2. He lived in Greenwich Village.
3. Gold is a precious metal.
4. The scientist was awarded the Nobel Prize.
5. They went to the Alps last year.
6. Amsterdam is the capital of the Netherlands.
7. There is a magazine on the table.
8. Let us take a Broadway bus.
9. Tom is going to insure the car.
10. The Volga is the longest river in Europe.

**Reading 2**

D. 1    F. 2    B. 3    H. 4    A. 5    C. 6    G. 7    E. 8

## Writing 1

*Sample answer*

**Age** — 17

**Education** — secondary

**Occupation** — student

**Marital status** — single

**How many hours a week do you spend watching TV?** — less than 5

**What sort of programmes do you like watching?** — the news, quiz shows, pop music programmes

**Are there any sorts of programmes you don't like?** — soap operas, classical music programmes, chat shows

**What's your favourite TV channel?** — MTV

**What's your favourite programme?** — News Block Weekly

## UNIT 7

### Warming up

4.

**boss** — a person who employs you or who is in charge of you at work;

**director** — one of the committee of top managers who control a company;

**manager** — someone whose job is to manage part or all of a company or other organisation;

**executive** — someone who has an important job as a manager in a company or business;

**administrator** — someone whose job is connected with the management and organisation of a company, institution etc;

**secretary** — someone who works in an office typing letters, keeping records, arranging meetings etc;

**clerk** — someone who keeps records or accounts in an office;

**labourer** — someone who works outdoors;

**receptionist** — someone whose job is to welcome and deal with people arriving in a hotel or office building, visiting a doctor etc;

**public relations officer** — someone whose work is to explain to the public what an organisation does, so that they will understand it and approve of it;

tion does, so that they will understand it and approve of it;

**economist** — someone who studies the way in which money and goods are produced and used and the systems of business and trade;

**shop assistant** — someone whose job is to help customers in a shop;

**lawyer** — someone whose job is to advise people about laws, write formal agreements, or represent people in court;

**vet** — someone who is trained to give medical care and treatment to sick animals;

**child-minder** — someone who is paid to look after young children while their parents are at work;

**accountant** — someone whose job is to keep and check financial accounts;

**chef** — a skilled cook, especially the chief cook in a hotel or restaurant;

**designer** — someone whose job is to make plans or patterns for clothes, furniture, equipment etc.

### Reading 1

C. 1 F. 2 D. 3 A. 4 E. 5 B. 6

1.

**pattern** — the regular way in which something happens, develops, or is done;

**current** — happening or existing now but not expected to last for a long time;

**emergency** — an unexpected and dangerous situation that must be dealt with immediately;

**qualified** — having suitable knowledge, experience or qualifications, especially for a particular job;

**mental** — concerned with illnesses of the mind, or with treating illnesses of the mind;

**attitude** — the opinions and feelings that you usually have about something;

**benefit** — something that gives you advantages or improves your life in some way;

**staff** — the people who work for an organisation;

**negotiate** — to discuss something in order to reach an agreement, especially in business or politics;

**sympathetic** — willing to try to understand someone else's problems and give them any help they need;

**workplace** — the room, building etc where you work;

**priority** — the thing that you think is most important and that needs attention before anything else;

**eventually** — after a long time, especially after a long delay or a lot of problems;

**conventional** — of a type that has been used or available for a long time and is considered the usual type;

**rota** — a list that shows when each person in a group must do a particular job;

**enable** — to give someone the ability or opportunity to do something.

1. e    2. j    3. b    4. n    5. p    6. d    7. h    8. k    9. a    10. o  
11. m    12. f    13. l    14. i    15. c    16. g

2.

1. negotiations

2. benevolent

3. prior

4. currently

5. workings

6. qualifications

7. emerged

3.

1. rota

2. staff

3. enabled

4. attitude

5. eventually

6. pattern

7. conventional

8. Mental

9. sympathetic

4.

**employer** — a person, company, or organisation that employs people;

**employee** — someone who is paid to work for someone else;

**win** — to get something as a prize for winning in a competition or game;

**earn** — to receive a particular amount of money for the work that you do;

**salary** — money that you receive as payment from the organisation you work for, usually paid to you every month;

**wage** — money you earn that is paid according to the number of hours, days or weeks that you work;

**unemployed** — without a job;

**on a pension** — receiving an amount of money

paid regularly by a government or company to someone who is officially considered to be too old or too ill to earn money by working;

**to be sacked** — to be dismissed from one's job;

**to be made redundant** — if you are made redundant your employer no longer has a job for you;

**perk** — something that you get legally from your work in addition to your wages such as goods, meals, or a car;

**bonus** — money added to someone's wages, especially as a reward for good work;

**retire** — to stop work at the end of your working life;

**resign** — to officially and permanently leave your job or position because you want to.

## Listening

### Message 1

**From** — Sharon Grant

**To** — Mr Smith

**Message** — Ring back tomorrow morning, telephone number 061 4808242.

### Message 2

**From** — David Castleford

**To** — Dr Rencher

**Message** — Will ring back in 15 minutes about the last order because of some sort of problem.

### Message 3

**From** — Ms Silverstone

**To** — Ms Elizabeth Nixon

**Message** — To call Ms Silverstone back as soon as possible. It's quite important.

## Grammar section

1.

- |          |            |           |              |               |
|----------|------------|-----------|--------------|---------------|
| 1. No    | 2. Neither | 3. every  | 4. Everybody | 5. Everything |
| 6. every | 7. every   | 8. Either | 9. None      | 10. each      |

2.

- |                       |            |          |         |            |
|-----------------------|------------|----------|---------|------------|
| 1. Everybody/Everyone | 2. All     | 3. Each  | 4. none | 5. Nothing |
| 6. Both / All         | 7. Neither | 8. every | 9. none | 10. either |

3.

- |                       |           |               |            |         |
|-----------------------|-----------|---------------|------------|---------|
| 1. Everybody/Everyone | 2. Nobody | 3. Everything | 4. Neither | 5. each |
| 6. all                | 7. No one | 8. both       | 9. either  | 10. no  |

## Reading 2

1. F 2. K 3. E 4. A 5. B 6. J 7. H 8. D 9. I 10. L 11. G

## Writing 1

*Sample answer*

**Surname** — Black  
**First name(s)** — Elizabeth Anna  
**Address** — 21 Green Street, Manchester M5 4GB  
**Telephone** — No 480 7856453  
**Age last birthday** — 16  
**Qualifications** — none  
**Date of leaving school** — end of summer term  
**Employment since leaving school** — none  
**Preferred type of employment** — none (office work etc)  
**Interviews with employers** — ABC Ltd unsuccessful (no experience)

## UNIT 8

## Warming up

4.

- ointment** — a thick substance, usually medical, containing oil or fat, to be rubbed on the skin;
- liniment** — a liquid containing oil to be rubbed on the skin, especially to help soreness and stiffness of the joints;
- lotion** — any kind of liquid, usually medicinal, for rubbing on the skin or hair or placing on the eyes;
- drops** — medical liquid to be applied in single drops to the eye, ear, nose etc;
- antiseptic** — chemical substance able to prevent flesh, blood etc from going bad, especially by killing germs;
- antibiotic** — a medical substance produced by living things and able to stop the growth of, or destroy, harmful bacteria that have entered the body;
- penicillin** — a widely-used antibiotic that stops germs from multiplying;
- analgesic** — a drug which lessens pain;
- pain-killer** — an analgesic;
- aspirin** — a kind of medicine that lessens pain and fever;
- sedative** — a medicine or drug which calms the nerves, reduces tension and/or helps the person to sleep;
- tranquilliser** — a sedative;
- laxative** — a medicine which helps relieve constipation;
- smelling salts** — a medical preparation for smelling in cases of feeling faint, headaches and nausea.



## Reading 1

1. F 2. T 3. T 4. DK 5. F 6. F 7. F 8. T 9. T 10. DK

1.

**treatment** — a method that is intended to cure an injury or illness;

**slight** — not serious or not important;

**symptom** — physical condition which shows that you have a particular illness;

**suffer** — to experience physical or mental pain;

**miserable** — extremely unhappy, for example because you feel lonely, cold, or badly treated;

**faint** — to suddenly become unconscious for a short time;

**stick** — to push into or through something;

**doubt** — to think that something may not be true;

**consult** — to ask for information or advice from someone because it is their job to know about it;

**complain** — to say that you are annoyed, dissatisfied, or unhappy about something or someone;

**common** — ordinary and not special in any way;  
**prescription** — a piece of paper on which a doctor writes what medicine a sick person should have, so that they can get it from a pharmacist;

**fold** — to bend a piece of paper, cloth etc by laying or pressing one part over another;

**annoy** — to make someone feel slightly angry and unhappy about something;

**deny** — to say that something someone has said about you is not true;

**oblige** — to make it necessary for someone to do something;

**avoid** — to do something to prevent something bad from happening;

**relieved** — feeling happy because you are no longer worried about something;

**incident** — something that happens, especially something that is unusual.

1. d 2. h 3. l 4. q 5. b 6. g 7. o 8. e 9. k 10. s 11. i 12. a  
13. n 14. r 15. p 16. m 17. j 18. c 19. f

2.

1. annoyance

2. complaints

3. slightly

4. obligation

5. sticky

6. prescribe

7. doubtless

8. symptomatic

9. consultation

3.

1. deny

2. incident

3. folded

4. treatment

5. relieved

6. fainted

7. avoid

8. miserable

9. common

10. suffer

4.

**hospital** — a place where people who are seriously ill or injured are treated and nursed;

**infirmary** — (in school or other institution) a room used for people who are sick or injured;

**clinic** — a group of people, especially doctors who give medical treatment, or their place of work;

**ward** — a separate usually large room in a hospital, where several patients are kept in bed;

**operating theatre** — the room where operations are performed in a hospital;

**casualty** — the place in a hospital where people hurt in an accident are taken for treatment;

**outpatients** — the place in a hospital where peo-

ple attend for medical examination;

**surgery** — the place where one or more doctors see patients;

**consulting room** — the room in a surgery where a doctor sees a patient;

**waiting room** — the room in a surgery where patients wait to see a doctor;

**sickbay** — a place for sick people, on a ship, in a boarding school etc;

**sickroom** — the room in a house where a person is lying ill;

**sickbed** — the bed of a sick person;

**ambulance** — a vehicle for carrying sick or injured people to hospital.

## Listening

<b>Food which contains protein</b>	meat, fish, cheese, eggs, nuts, pulses
<b>Food which provides you roughage</b>	fruit and green vegetables, wholemeal bread
<b>Food which contains vitamin C</b>	citrus fruits, green vegetables
<b>Food which contains calcium</b>	milk, cream and cheese
<b>Food which contains vitamin B</b>	wholemeal bread
<b>The foods to avoid</b>	white bread, cakes, sweets, biscuits, jams, fizzy drinks

## Grammar section

1.

1. well            2. intense            3. brightly            4. fluent            5. fluently  
6. smooth        7. accurately        8. bitter            9. soon            10. fast

2.

1. as soon            2. more important        3. as well            4. more expensive        5. as hot  
6. more talented    7. more colourful        8. happier            9. worse            10. faster

3.

1. She spoke kindly and shyly.
2. She always travels light.
3. They were dancing prettily.
4. It was 12 o'clock sharp.
5. The door was badly painted.
6. They will be out shortly.
7. I read an amazing article in *The Guardian*.
8. The plane flew high.
9. John is doing fine.
10. She came back late.

## Reading 2

<b>The health authorities are responsible for</b>	1. securing hospital and community health services 2. arranging the provision of primary health services
<b>Emphasis is being given to</b>	1. the promotion of good health 2. the extension of preventive measures
<b>Recent capital expenditure</b>	£119 million
<b>Number of staff employed in Health Service</b>	53,100
<b>Number of beds provided</b>	16,800
<b>Reduction % in deaths from lung cancer for women by 2010</b>	21%
<b>Reduction in deaths from breast cancer for women</b>	30%
<b>Reduction in deaths from strokes for people aged under 65</b>	20%

## Writing 1

Sample answer

STANDARD HEALTH EXAMINATION RECORD		
Date	05/04/02	
Name	Green	John
	last	first
Age	18	
Sex	M	
Address	27 Norton Road, London	
MEDICAL HISTORY		
Have you had any problems with (check ✓)		
Frequent colds	✓	
Frequent sore throats	✓	
Allergies		
Operations		
Stomach upsets		
Convulsions		
Diabetes		
High blood pressure		
Bad headaches	✓	
Chicken pox	✓	
Measles		
Mumps	✓	
Other		
List of medications you are now taking	painkillers, drops for running nose, gargle	
Allergies to medications	none	

## UNIT 9

## Warming up

4.

- game** — an occasion for playing a sport;  
**match** — a game or sport event where teams or people compete;  
**competition** — a test of strength, skill, ability etc;  
**contest** — a competition, especially one judged by a group of specially chosen judges;  
**tournament** — a competition in a sport or game in which each player or team plays a series of games until one person or team wins;  
**challenge** — an invitation to compete in a fight or competition;  
**championship** — a competition held to find the champion.

## Reading 1

1. H 2. B 3. E 4. I 5. A 6. G 7. D 8. C

1.

**rivalry** — continuous competition;  
**commercial** — related to business and the buying and selling of goods and services;  
**inextricably** — things which are closely connected and cannot be separated;  
**be intertwined** — be closely connected with each other;  
**generate** — to produce or create something;  
**sponsorship** — support, usually financial support for an activity or event;  
**soar** — to increase quickly to a high level;  
**coverage** — the way in which a subject or event is reported on television or radio, or in newspapers;  
**invest** — to give money to a company, business or bank, in order to get a profit;

**renew** — to replace something that is old or broken with something new;  
**scheme** — an official plan that is intended to help people in some way, for example by providing education or training;  
**élite** — highly trained and able;  
**reduce** — to make something smaller or less in size, amount, or price;  
**trophy** — a prize for winning a race or other competition;  
**status** — the legal position or condition of a person, group, country etc;  
**distribute** — to give something such as food, medicine, books etc to a large group of people, especially in a planned way;  
**bid** — an offer to pay a certain price at a sale.

1. e    2. m    3. g    4. q    5. b    6. k    7. p    8. c    9. o    10. j    11. f    12. a  
 13. h    14. n    15. l    16. d    17. i

2.

1. reduction                      2. investment                      3. bidding                              4. rival  
 5. distributor                      6. generation                      7. commercialised                      8. renewable

3.

1. coverage                      2. status                              3. inextricably                      4. soar  
 5. are, intertwined                      6. sponsorship                      7. scheme                              8. Trophy                      9. élite

4.

**field** — a large area of ground, usually covered in grass, where team sports are played;  
**pitch** — a sports field;  
**court** — an area specially prepared and marked for various ball games such as tennis;  
**leisure centre** — a building where you can do various sports;  
**gym** — a large room where there are machines that you can use to do exercises and make the body stronger;  
**swimming pool** — a place where you can swim, consisting of a large hole in the ground that has been built and filled with water, either outdoors or inside a building;  
**stadium** — a large sports field with seats around it, where people go to watch team sports;  
**ground** — a piece of land used for a particular purpose, often games and sports;  
**track** — an area in which people, animals, vehicles etc can race;  
**ring** — the closed-in central place where certain sports take place;  
**rink** — a specially prepared surface of ice, for skating;  
**arena** — an enclosed area used for sports, public shows, amusements etc.

## Listening

Teams	Score
the Cubs — the San Francisco Giants	4:3
San Diego — Pittsburgh	6:0
the Dodgers — the St Louis Cardinals	5:2
Cincinnati — Philadelphia	3:2

Teams	Score
Atlanta — the Mets	1+0
Montreal — Houston	4+0
California — Boston	3+2
the White Sox — Cleveland	1+0
Kansas City — Baltimore	10+3
Milwaukee — Seattle	9+7
the Yankees — Minnesota	6+4
Texas — the Tigers	2+1
the Blue Jays — Oakland	5+1

### Grammar section

#### 1.

1. many      2. little      3. much      4. few      5. little  
 6. many      7. few      8. little      9. few      10. much/little

#### 2.

1. little      2. a little      3. much      4. a few      5. much  
 6. much      7. many      8. much      9. A few      10. much

#### 3.

1. much      2. few      3. much      4. a little      5. many  
 6. much      7. many      8. much      9. much      10. few

### Reading 2

1. F    2. T    3. T    4. DK    5. F    6. F    7. T    8. DK

### Writing 1

#### *Sample answer*

**Name** — Bella Ross  
**Age** — 17  
**Sex** — F  
**Occupation** — student  
**Address** — 96 Brompton Road Oxford  
**Name of class** — Jazz dance  
**Day of the week** — Monday, Thursday  
**Time** — 6 p. m.  
**Level** — Beginner  
**Price per class** — £3.50

## UNIT 10

### Warming up

4.

**The greenhouse effect** is caused by harmful gases known as greenhouse gases. These gases are produced when we burn fuels, especially when coal is burned in power stations to make electricity. These gases go up into the Earth's atmosphere and stop heat from leaving the earth.

**Global warming** may cause the ice at the North Pole and South Pole to melt and sea levels to rise, leading to serious flooding in many parts of the world. In other places, temperatures will rise and there will be less rain, turning more of the land into desert.

**Holes in the ozone layer.** The ozone layer is a layer of gases that protects us from ultraviolet light from the sun, which can have a harmful effect on animals, and can cause skin cancer in humans. When holes appear in the ozone layer, harmful light from the sun reaches the Earth.

**Acid rain** is rain that is harmful to the environment because it contains acid from factory smoke. Acid rain causes damage to trees, rivers and buildings.

**The destruction of habitats.** All over the world, wildlife is being threatened because habitats and woodlands are being destroyed. Rainforests are being cut down so that people can use the land to grow crops. Many species of animals have become extinct, and many more are endangered.

### Reading 1

#### *Sample answers*

1. They want to have clean air, clear water and green forests; they want to save the environment for future generations.

2. The focus of the policy is to match production and consumption matters.

3. The EU promotes partnership and shares responsibility to prevent and reserve environmental degradation.

4. The challenge is to control agricultural pollution, to be brought back into balance as quickly as possible, to dispose of billions of waste produced by the consumer society.

5. The main threats are global warming, the release into the atmosphere of greenhouse gases, acid rain, the destruction of tropical forests, the extinction of many species of animal and plant life, the quality of water etc.

6. To change consumption patterns, to improve the environment in the EU by adopting all countries who are going to become members of the existing body of EU environmental regulations etc.

1.

**deplete** — to reduce the amount of something that is available;

**by-product** — something additional that is produced during a natural or industrial process;

**cope** — to succeed in dealing with a difficult problem or situation;

**interrelated** — things that are connected and have an effect on each other;

**ensuing** — happening after a particular action or event especially as a result of it;

**release** — the act of letting a chemical, gas etc flow out of its usual container;

**consequence** — something that happens as a result of a particular action or set of conditions;

**mutually** — done or experienced equally by two people;

**sustainable** — an action or process that can continue or last for a long time;

**consumption** — the amount of oil, electricity etc that is used;

**corrective** — intended to make a fault or mistake right again;

**integrated** — showing a mixture of qualities, groups, ideas etc;

**reverse** — opposite to the usual or former, especially in position or direction;  
**coalition** — a group of people who join together to achieve a particular purpose, usually a political one;  
**commitment** — a promise to do something or to behave in a particular way;

**dispose** — to get rid of something, especially something that is difficult to get rid of;  
**engage in** — to take part or become involved in an activity;  
**prosperity** — a condition of having money and everything that is needed for a good life.

1. g    2. e    3. m    4. q    5. o    6. c    7. k    8. a    9. i    10. n    11. f  
 12. p    13. d    14. l    15. r    16. j    17. h    18. b

2.

1. ensue                      2. commit                      3. consequently                      4. sustain  
 5. deplorable                      6. integration                      7. prosperous                      8. disposed

3.

1. cope                      2. mutually                      3. consumption                      4. release                      5. interpretation  
 6. correlative    7. reverse                      8. engaged                      9. by-products                      10. interrelated

4.

#### Sample answers

Public transport is more environmentally friendly because buses and trains can carry large numbers of people at the same time. Car pools are another way of reducing the number of cars on the roads. Even cleaner solutions are electric cars and bicycles.

Renewable energy resources such as wind power, wave power, and solar power do not pollute the environment. They are much cleaner than oil and coal.

We can help the environment by choosing to buy green products. Examples of green products are recycled paper, wood from sustainable sources, and organic fruit and vegetables.

Recycling is when you use something again instead of throwing it away. Glass, cans, paper, and plastic can all be recycled.

Many people try to protect the environment by joining environmental groups that inform people about green issues, and try to persuade governments to take more care of the environment, especially by organising protests.

## Listening

<b>The name of TV series</b>	<b>Muck and Magic</b>
<b>The rating of the TV programme</b>	the fifth most popular one
<b>The number of members of the association</b>	26,000
<b>The number of research scientists</b>	35
<b>The organisation they are doing major research into vegetable-growing for</b>	the Ministry of Agriculture, Fisheries and Food
<b>The number of trees grown in Africa</b>	20 million
<b>They advise on</b>	how best to grow crops between trees
<b>The percentage that the British organic food market grows per year</b>	30

## Grammar section

1.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1. 'll stay, is shopping             | 2. wouldn't have gone, had known |
| 3. wouldn't have bought, didn't love | 4. were, would go                |
| 5. were not, would enjoy             | 6. drive, 'll have               |
| 7. cleaned, would look               | 8. hadn't been, would have left  |
| 9. knew, would write                 | 10. meet, introduce              |

2.

*Sample answers*

1. .... I could travel around the world.
2. .... he could have helped me.
3. .... I'll tell her everything.
4. .... I would sing in the Met.
5. .... they can't reach an agreement?
6. .... the accident wouldn't have happened.
7. .... I would probably be a sheep farmer.
8. .... you'll feel a lot better.
9. .... I would have gone to her party yesterday.
10. .... I would help them.

3.

- |  |                                 |
|--|---------------------------------|
| 1. I wish I could ...                  | 2. I wish I had ...             |
| 3. She wishes her parents approved ... | 4. I wish I were ...            |
| 5. I wish you liked ...                | 6. I wish I hadn't done ...     |
| 7. I wish you typed ...                | 8. I wish he had come ...       |
| 9. I wish he did not practice ...      | 10. I wish you hadn't eaten ... |

4.

- |  |   |
|--|---|
| 1. I wish I were rich.                         | 2. I wish you'd hurry up.                       |
| 3. I wish I knew his opinion.                  | 4. I wish you were not going.                   |
| 5. I wish you would stop making so much noise. | 6. I wish I were not so busy today.             |
| 7. I wish I had gone to the movies last night. | 8. I wish he hadn't come yesterday.             |
| 9. I wish I hadn't mentioned this subject.     | 10. I wish we didn't have to postpone our trip. |

5.

1. If it hadn't rained last night, we would have visited our friends.
2. If you had taken the medicine, you'd be well now.
3. If I were rich I'd buy a diamond ring.
4. If you hadn't called Jim everything would be OK now.
5. If the streets had been clearly marked it wouldn't have taken us so long to come here.
6. If I get a pay rise next year, I'll buy a new house.
7. If I had had a car last summer I would have gone to the beach every weekend.
8. If she were more outgoing she'd have lots of friends.
9. If the theatre were not so far we could walk there.
10. If I were you I wouldn't drink it.

## Reading 2

1. F    2. C    3. H    4. B    5. E    6. G    7. A



## Writing 1

### Sample answer

**First name** — Gregory  
**Last name** — Nelson  
**Age** — 18  
**Sex** — M  
**Country** — the UK  
**City** — Oxford  
**Postal code** — OX2 6DP  
**Address** — 35 Kings Road  
**Telephone** — No 183 5346417  
**E-mail** — Nels@mail.ru  
**Reasons for entering** — concern about the effects of industry on environment  
**Work you can do for the organisation** — help the animals survive in polluted environments

## UNIT 11

### Warming up

4.

**letters page** — a page in a newspaper where letters from members of the public are printed;

**obituary** — a death notice printed in a newspaper;

**reviews** — a page of a newspaper that contains critical articles;

**business** — a page in a newspaper that tells you about business;

**listings** — lists of films, plays, and other events, with details of the times, dates, and places where they will happen;

**TV listings** — lists of programmes that are on

television and the times that they are on;

**features** — a special page in a newspaper that contains articles about an interesting subject, place or person;

**appointments** — a page in a newspaper where jobs are advertised;

**leisure** — a page in a newspaper that contains horoscopes, crossword puzzles etc;

**comments and analysis** — a page that contains comments and analysis of the burning political issues;

**overseas news** — news from abroad.

### Reading 1

1. F 2. T 3. F 4. F 5. DK 6. DK 7. T 8. T

1.

**loyal** — always supporting your friends, principles, countries etc;

**divide** — to separate something such as an area, group, or object into two or more parts;

**extensive** — covering a large area;

**overseas** — coming from or happening abroad;

**additional** — more than what was agreed or expected;

**profile** — a short description that gives important details about a person, a group of people, or a place;

**abundant** — existing or available in large quantities so that there is more than enough;

**newsworthy** — important or interesting enough to be reported as news;

**unbiased** — able to make a fair judgement, especially because you are not influenced by your own or other people's opinions;

**incline** — to think that a particular belief or opinion is most likely to be right;

**acquire** — to become well-known because of your abilities;

**outsell** — to be sold in larger quantities than something else;

**sophisticated** — very cleverly designed and very advanced and often working in a complicated way;

**resemble** — to look like, or be similar to, someone or something.

1. f    2. k    3. c    4. i    5. m    6. l    7. a    8. e    9. g    10. b    11. h  
 12. n    13. d    14. j

## 2.

1. inclination                      2. resemblance                      3. loyalty  
 4. exclude                              5. abundance                      6. addition

## 3.

1. acquired                              2. sophisticated                      3. divide                              4. outsells                              5. overseas  
 6. newsworthy                              7. extensive                              8. unbiased                              9. profile

## 4.

**article** — a piece of writing in a newspaper or magazine about a particular subject;

**story** — a report in a newspaper about a recent event;

**feature** — a special report in a newspaper or magazine about an interesting subject, place or person;

**scoop** — an important or exciting news story that is printed in one newspaper before any of the others know about it;

**editorial** — a piece of writing in a newspaper that gives the personal opinion of the editor about something that is in the news;

**exclusive** — a news story that is printed by one newspaper before any of the others know about it;

**coverage** — when something is reported in newspapers or magazines, or on television or radio, and the way in which it is reported;

**reporter** — someone whose job is to find out about news stories and write about them;

**journalist** — someone who writes for a newspaper or magazine, or who appears on news programmes on television or radio;

**correspondent** — someone who writes about or talks about a particular subject, especially a serious one, for a newspaper or a news programme;

**political/foreign/education etc correspondent** — someone who reports news stories about politics, what is happening in other countries, education etc;

**editor** — the person in charge of a newspaper or magazine, whose job is to describe what should be written;

**fashion/sports/political etc editor** — the person who is in charge of a particular part of a newspaper or magazine, and who decides what should be written about fashion, sport, politics etc;

**hack** — a news reporter or journalist who does a lot of poor quality work, especially writing stories or newspaper articles.

## Listening

Why is it important for Hong to learn foreign languages?	to become a broadcasting journalist
The city she chose	Cardiff
The company she's started contact with	Monaco-based broadcasting company
The event she reported for programmes broadcast to Asia	Formula I Grand Prix
The VIPs she interviewed	the King and the Prince of Spain
Where did she interview them?	Barcelona
Why does she want to become a sports journalist?	This is about facts — things that actually happen.

## Grammar section

1.

- |          |            |          |                      |              |
|----------|------------|----------|----------------------|--------------|
| 1. tuned | 2. to sing | 3. call  | 4. to have travelled | 5. to be     |
| 6. eat   | 7. painted | 8. leave | 9. to come           | 10. finished |

2.

- |            |            |              |            |                |
|------------|------------|--------------|------------|----------------|
| 1. turn    | 2. jump    | 3. mentioned | 4. burning | 5. to visit    |
| 6. to come | 7. removed | 8. call      | 9. to hear | 10. to disturb |

3.

1. I like to hear her sing.
2. She heard her name called.
3. They are sure to reach the city in the morning.
4. I was kept waiting in the hall for an hour.
5. They were seen crossing the street.
6. He hated people to argue about anything.
7. I don't want any of you to visit her place.
8. I must have my hair cut.
9. He was not expected to answer but he did.
10. They made him do it.

## Reading 2

1. F    2. C    3. A    4. G    5. D    6. H    7. B

## Writing 1

*Sample answer*

QUESTIONNAIRE				
YOUR DETAILS				
Name — Lorna Brown				
Town — York				
Country — UK				
Occupation — student				
Male	<input type="checkbox"/>	Female	<input checked="" type="checkbox"/>	
Age	16 or under	<input checked="" type="checkbox"/>	17-20	<input type="checkbox"/>
			21-35	<input type="checkbox"/>
			36-50	<input type="checkbox"/>
PUBLICATION				
1. Title — Cool				
2. Language — English				
3. How informative did you find the publication?				
<input type="checkbox"/>	Very informative			
<input checked="" type="checkbox"/>	Informative			

Not very informative

**4. What did you particularly like/dislike?**

Photographs / illustrations  liked  disliked

Text  liked  disliked

General look  liked  disliked

other comments — none

**5. Did you find the information easy or difficult to understand?**

Easy to understand

Difficult to understand

About right

**6. If this publication was available in another language which language would be most useful to you?**

Please specify — French

**7. Where did you obtain this publication? — the newsagent's**

**8. How many other people will see this copy of the copy of the publication? — 7**

**9. Would you recommend this publication to other people?**

yes  no

If no why not?

## UNIT 12

### Warming up

4

**arsonist** sets fire to property;

**assassin** kills for political reasons or reward;

**deserter** is a soldier who leaves the armed forces without permission;

**embezzler** steals from his own company;

**forgery** makes false money or documents;

**fraud** pretends or claims to be what he is not;

**hooligan** causes damage in public places,

**mugger** attacks and robs people especially in public places;

**pickpocket** steals things from people's pockets, especially in a crowd;

**poacher** hunts illegally on somebody else's land;

**racketeer** makes money by dishonest methods, for example by threatening people or selling them goods which are useless or illegal;

**robber** takes the property of a person or organisation illegally, especially using violence, threats etc;

**shoplifter** takes goods from a shop without paying;

**smuggler** brings goods into one country from another illegally;

**terrorist** tries to enforce his political demands by carrying out or threatening acts of violence.

5.

- |             |                  |               |               |                |
|-------------|------------------|---------------|---------------|----------------|
| 1. a thief  | 2. a blackmailer | 3. a hijacker | 4. a murderer | 5. a burglar   |
| 6. a robber | 7. a kidnapper   | 8. a spy      | 9. a vandal   | 10. a bigamist |

## Reading 1

1. E 2. H 3. A 4. G 5. I 6. D 7. F 8. B

1.

**property** — a thing or things that someone owns;  
**mug** — to attack someone and rob them in a public place;

**secure** — locked or guarded so that people cannot get in or out, or steal anything;

**hitch-hike** — to travel by asking drivers of passing cars for free rides;

**scare off** — to make someone uncertain or worried so that they do not do something they were going to do;

**grab** — to take hold of someone or something with a sudden or violent movement;

**bully** — someone who uses their strength or power to frighten or hurt someone who is weaker;

**scream** — to make a loud high noise with your voice because you are hurt, frightened, excited etc;

**casual** — employment that a company uses or offers only for a short period of time;

**prevent** — to stop something from happening, or stop someone from doing something;

**pickpocket** — someone who steals things from people's pockets, especially in a crowd;

**bump** — to hit or knock against something;

**cash** — money in the form of coins or notes rather than cheques, credit cards etc;

**straightaway** — at once, immediately;

**handy** — useful and simple to use.

- |       |       |       |       |      |      |      |      |      |       |       |
|-------|-------|-------|-------|------|------|------|------|------|-------|-------|
| 1. d  | 2. i  | 3. l  | 4. b  | 5. o | 6. j | 7. f | 8. n | 9. e | 10. a | 11. h |
| 12. k | 13. m | 14. c | 15. g |      |      |      |      |      |       |       |

2.

- |                 |             |              |               |
|-----------------|-------------|--------------|---------------|
| 1. casualties   | 2. handle   | 3. muggings  | 4. preventive |
| 5. hitch-hiking | 6. security | 7. screaming |               |

3.

- |                |             |                 |                |
|----------------|-------------|-----------------|----------------|
| 1. bumped      | 2. Bullies  | 3. straightaway | 4. scaring off |
| 5. pickpockets | 6. property | 7. grabbed      | 8. cash        |

4.

suspected, interrogated, accused, arrested, charged, tried, convicted, sent to prison, paroled

## Listening

- |               |              |              |                 |
|---------------|--------------|--------------|-----------------|
| 1. importance | 2. restraint | 3. the Hague | 4. organisation |
| 5. universal  | 6. relations | 7. thick     | 8. major        |

## Grammar section

1.

1. g 2. i 3. e 4. a 5. h 6. j 7. d 8. c 9. b 10. f

2.

1. will you?    2. isn't it?    3. was he?    4. did they?    5. are you?  
6. did he?    7. does he?    8. shall we?    9. will you?    10. will there?

3.

1. ... will you?    2. ... aren't I?    3. ... do you?    4. ... isn't it?    5. ... have you?  
6. ... will you?    7. ... weren't they?    8. ... had he?    9. ... isn't it?    10. ... doesn't he?

## Reading 2

1. H    2. B    3. E    4. G    5. D    6. F    7. A

1.

1. c    2. f    3. h    4. e    5. i    6. b    7. a    8. g    9. j    10. d

## Writing 1

*Sample answer*

**Statement of Mrs Rosa Booster**

**Where taken:** 16, Brompton Road, London

**Date:** 17<sup>th</sup> November, 2002

**Date of birth:** 17/03/1962

**Occupation:** shop assistant

**Home address:** as above

**Business/Holiday address:** 156 Oxford Street, London

**Telephone numbers:**

**Home** 181 3754653

**Business** 171 6758970

.....  
I was quietly going about my business when suddenly some men appeared, dragging a 13-year-old girl. She fought and screamed, crying for help as the men forced her into a car. No one did anything, some of the pedestrians did not stop walking. When the car finally sped away, I was so shocked that I even did not take down the licence number.

## UNIT 13

### Warming up

4.

**horror movie** — a film that is intended to make you feel frightened, for example, one in which people get attacked by strange creatures, or in which dead people come to life;

**comedy** — a film that is intended to make you laugh;

**science fiction movie** — a film about life in the future, often with people or creatures who live in other parts of the universe;

**thriller** — a film that tells an exciting story about murder or crime;

**Western** — a film about life in the 19th century in the American West;

**war more** — a film about people fighting a war;

**action movie** — a film that has a lot of exciting events in it, for example people fighting or chasing each other in the cars;

**road movie** — a film about people who are on a long journey in a car, and the adventures they have while they are travelling;

**romantic comedy** — a film that is intended to make you laugh, about two people who meet and have a romantic relationship;

**cartoon** — a film made by using photographs of models or drawings, which are put together to look as if they are moving.

## Reading 1

1. D 2. H 3. C 4. A 5. C 6. B 7. E 8. F 9. D 10. H 11. I 12. C  
13. F 14. D 15. I

1.

**touching** — making you feel pity, sympathy, sadness etc;

**triumphant** — having gained a victory or success;

**nominate** — to officially suggest someone for an important position, duty or prize;

**mischievous** — liking to have fun, especially by playing tricks on people or doing things to annoy or embarrass them;

**carefree** — having no worries or problems;

**hilarious** — extremely funny;

**precise** — exact;

**disapproving** — showing that you think someone or something is bad or unsuitable;

**dazzling** — very impressive and attractive;

**milestone** — a very important event in the development of something;

**seclusion** — the state of being private and away from other people;

**rumour** — information that is passed from one person to another and which may not be true, especially about someone's personal life or about an official decision;

**disdain** — a complete lack of respect that you show for someone or something because you think they are not at all worth paying attention to;

**torment** — severe mental or physical suffering often lasting a long time;

**spellbinding** — extremely interesting and holding your attention completely;

**gripping** — very exciting and interesting;

**unruly** — behaving in an uncontrolled or violent way;

**acclaim** — strong expressions of approval and praise.

1. f 2. q 3. h 4. c 5. k 6. n 7. e 8. p 9. a 10. l 11. j  
12. g 13. r 14. o 15. b 16. m 17. i 18. d

2.

1. disapproves

2. acclaimed

3. precisely

4. grip

5. touched

6. secluded

7. nominations

8. dazzled

9. triumph

3.

1. disdain

2. unruly

3. rumours

4. spellbinding

5. hilarious

6. torment

7. mischievous

8. milestone

9. carefree

4.

**actor** — someone whose job is to act in films;

**movie star** — a very famous actor, especially in films;

**director** — the person who is in charge of making a film, and who tells the actors what to do;

**producer** — the person who is in charge of organising and making arrangements for a film, and who controls the money;

**cameraman** — someone who operates a camera for films or television;

**composer** — someone who writes music;

**lead** — the most important actor in a film;

**film crew** — all the people who work to make a film, except the actors and actresses;

**stuntman** — a man who is employed to take the place of an actor when something dangerous has to be done in a film.

## Listening

1. F 2. F 3. T 4. F 5. T 6. F 7. T

## Grammar section

1.

- |                       |                      |                                      |
|-----------------------|----------------------|--------------------------------------|
| 1. may have forgotten | 2. can't have moved  | 3. Can ... be                        |
| 4. might have brought | 5. must have studied | 6. can't have written/can be writing |
| 7. may have arrived   | 8. must have rained  | 9. may be                            |
| 10. must              |                      |                                      |

2.

1. (D) He must have forgotten to put the film in.
2. (A) He can't have heard it.
3. (F) She must have left the taps on.
4. (C) He must have failed.
5. (B) They can't have mended it properly.
6. (G) It can't have been her.
7. (E) It must have been him.
8. (J) She can't have looked properly.
9. (I) She must have used the wrong bottle.
10. (H) She can't have closed the door properly.

3.

- |                        |                   |                    |
|------------------------|-------------------|--------------------|
| 1. must have forgotten | 2. may have slept | 3. could have lost |
| 4. must have made      | 5. might have had | 6. Could I speak   |
| 7. must not            | 8. may not smoke  | 9. Could/Can       |
| 10. may have           |                   |                    |

## Reading 2

1. G 2. C 3. I 4. A 5. D 6. F 7. B 8. E

## Writing 1

*Sample answer*

**First name** — John  
**Last name** — Brown  
**Date of birth** — 07/08/1972  
**Place of birth** — Edinburgh, UK  
**Sex** — M  
**Marital status** — single  
**Address** — 37 Baker Street, London  
**Telephone** — No 171 3264378  
**Colour of eyes** — hazel  
**Colour of hair** — brown  
**Height** — 192 cm  
**Complexion** — fair  
**Artistic skills** — singing, playing the guitar  
**Interests, hobbies** — reading whodunits



## UNIT 14

## Warming up

4.

**Classical music.** There is a tendency to use classical music with particular reference to the music of the past, up to and including the 19<sup>th</sup> century. However, the term also includes music being written now, and we may speak of modern classical music. Classical here refers to genre, not period.

**Light classical** is used of short classical works which are easy to listen to, because the composer's aim was simply to entertain.

**Serious music.** It is sometimes used as a synonym of classical music. Serious music is a wider concept than classical music. It includes classical music, folk music and jazz.

**Light music.** It includes light classical music, popular tunes and songs from different sources, both traditional and new, dance music, film music and so on.

**Jazz.** Popular music first played by Negro groups in the Southern USA in the early 20<sup>th</sup> century characterised by improvisation and strong rhythms, called traditional jazz; similar music played by large bands for dancing, a later variation much influenced by the blues to produce an unhurried emotive style called modern jazz.

**Pop music** is modern music of an uncomplicated character, played mainly on electric guitars and drums often with a singer.

**Dance music** is music used for dancing including jazz and pop music.

**Background music** is any music played softly as a background for conversation etc. Some people put on records or CDs as background music when friends come to see them and such music is increasingly heard in public places in Britain: hotel lobbies, airports, supermarkets etc.

**Chamber music** is orchestral, written for a chamber orchestra, but the category also includes works for smaller groups of instrumentalists or vocalists or soloists.

**World music** is music from places such as South America, Africa, the Middle East and the Far East.

**Rock music** is a type of popular modern music with electric guitars and a strong loud beat.

## Reading 1

A. 8 B. 4 C. 1 D. 5 E. 3 F. 7 G. 9 H. 2 I. 6

1.

**capacity** — someone's job, position, or duty;

**invigorate** — to give a feeling of freshness and healthy strength;

**extravagance** — unrestrained excess, as of action and opinions;

**undertake** — to accept that you are responsible for a piece of work, and start to do it;

**overwhelming** — very large;

**stabbing** — sharp and sudden;

**manipulate** — to make someone think and behave exactly as you want them to, by skillfully deceiving them or influencing them;

**wring** — to succeed in getting money, information, an agreement etc from someone, but only after a lot of effort;

**confidence** — the feeling that you can trust someone or something to be good, work well,

or produce good results;

**bypass** — to avoid obeying a rule, system, or someone in an official position;

**apprenticeship** — the job of being an apprentice, or the period of time in which you are an apprentice;

**nascent** — coming into existence or starting to develop;

**stature** — the degree to which someone is admitted or regarded as important;

**blunder** — to make a mistake especially because you have been careless or stupid;

**refer** — to send someone or something to another place or person for information, advice or decision;

**diverse** — very different from each other;

**apparent** — easily noticed or understood.



3.

1. towards    2. on    3. by    4. between    5. down  
6. away    7. in    8. on    9. by    10. round/around

## Reading 2

1. B    2. G    3. C    4. A    5. H    6. F

## Writing 1

Sample answer

Date	Time	Number of tickets	Price per ticket	Total £
19/07	20.15	2	£16.50	£33
21/07	20.15	2	£14.80	£29.60

Name — Boris Brown  
 Address — 87 Rose Terrace, London  
 Post code — SE 19 LN 81  
 Date — 14/05/02  
 Telephone number (daytime) — 171 1916854 (evening) — 181 6549716  
 Please charge my — Visa/Mastercard/American Express card No

9	7	8	5	6	3	1	0	0	5	4	9	7	1	0	3
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Expiry date — 10/04  
 I have enclose a cheque for — £65

## UNIT 15

### Warming up

4.

**anthology** — a set of stories, poems, songs etc by different people collected together in one book;

**atlas** — a book of maps;

**autobiography** — literature that is concerned with people writing about their own lives;

**cookery book** — a book that tells you how to prepare and cook food;

**dictionary** — a book that gives a list of words in alphabetical order and explains their meanings in the same or another language;

**encyclopaedia** — a book or set of books containing facts about many different subjects, or about one particular subject;

**gazetteer** — a list of names of places, printed as a dictionary or as a list at the end of a book of maps;

**guidebook** — a special book about a city, area etc that gives details about the place and its history;

**manual** — a book that gives instructions how to use a machine;

**memoirs** — an account written by someone, especially a famous person, about their life and experiences;

**reference book** — a book such as a dictionary or encyclopaedia that you look through to find information;

**textbook** — a book that contains information about a subject that people study;  
**thriller** — a book that tells an exciting story about murder or crime;

**whodunit** — a book about a murder case, in which you do not find out who did the murder until the end.

## Reading 1

1. D 2. H 3. E 4. A 5. F 6. I 7. A 8. B 9. J 10. G 11. K 12. D 13. B  
 14. C 15. J

1.

**description** — a piece of writing that says what someone or something is like;

**escape** — to get away from a place when someone is trying to catch you or stop you from leaving;

**terrifying** — extremely frightening;

**tiny** — extremely small;

**remain** — to continue to be in the same state or condition;

**account** — a written or spoken description which gives details of an event;

**injured** — having an injury;

**nightmare** — a very frightening dream;

**edge** — the part of an object that is furthest from its centre;

**plea** — an urgent, serious or emotional request;

**concealed** — hidden carefully;

**identity** — someone's name;

**abduction** — kidnapping;

**fraud** — a method of illegally getting money from someone, often by using clever and complicated methods;

**sinister** — making you feel that something evil, wrong, or illegal is happening or will happen;

**divorce** — to end one's marriage legally;

**lead** — to have a particular kind of life;

**rival** — a person, group, or organisation that you compete with in sport, business, a fight etc;

**shy** — nervous and embarrassed about talking to other people, especially people you do not know.

1. e 2. k 3. b 4. n 5. q 6. i 7. p 8. d 9. m 10. s 11. f 12. a  
 13. h 14. r 15. o 16. j 17. l 18. c 19. g

2.

1. divorced 2. shyness 3. identify 4. rivalry 5. describe  
 6. injurious 7. abducted 8. remainder 9. terrified

3.

1. sinister 2. plea 3. lead 4. escape 5. fraud  
 6. tiny 7. concealed 8. accounts 9. edge 10. nightmares

4.

1. preface 2. illustrations 3. blurb 4. glossary 5. appendix 6. title  
 7. chapter 8. cover 9. index 10. jacket 11. bibliography  
 12. foreword 13. contents 14. instalment 15. page

## Listening

1800 — the Library of the Congress was founded;

April 24, 1814 — the British set fire to the Capitol;

1897 — Thomas Jefferson building was opened;

1455 — The *Gutenberg Bible* was printed;

1870 — a copyright law was passed;

1898 — the Library ceased to be the sole province of members of the Congress.

**Grammar section**

1. b   2. c   3. b   4. b   5. a   6. b   7. c   8. c   9. b   10. a   11. b   12. c  
13. b   14. a   15. b   16. a   17. c   18. b   19. b   20. a   21. b   22. b   23. a   24. c  
25. a   26. b   27. b   28. b   29. b   30. a   31. c   32. a   33. c   34. b   35. c   36. c  
37. b   38. a   39. c   40. c   41. b   42. b   43. c   44. a   45. c

**Reading 2**

1. F   2. I   3. H   4. B   5. G   6. C   7. A   8. D

**Writing 1***Sample answer*

**First name** — John  
**Last name** — White  
**Date of birth** — 07/08/1981  
**Place of birth** — Birmingham, UK  
**Education** — higher  
**Occupation** — lawyer  
**Place of work** — Lloyds  
**Day telephone number** — 071 3978115  
**Evening telephone number** — 081 6548956  
**ID number** — 091 465081  
**Home address** — 36 Park Road, Wimbledon, London  
**Home telephone number** — 081 6548956  
**Interests/Hobbies** — gardening, playing cards

---

# TAPESCRIPTS

## T1

We are proud to welcome you to London. London is one of the most exciting cities in the world. It's alive with people, things to do and entertainment of all kinds. A whole range of stores from the great and luxurious to the small and exclusive will provide for all your shopping wishes.

There are famous sights to see and quiet places to explore. Acres of parkland and grand houses are waiting for your visit. And from the great river Thames the whole history of London will unravel before you.

Take a break in London, a city that lets you do whatever you want to do. A city where high fashion, new restaurants, superb theatres and entertainment are served up with lashings of history and pageantry.

London is one of the great artistic and cultural centres of the world. It produces top-class symphony orchestras, great opera and cool jazz. The songs of the 'swinging Sixties' have led the way through punk to Britpop.

The city boasts a wealth of theatres, museums and collections — as much culture as your feet can bear. New restaurants are opening everywhere... So if you have been to the city many times before, there's always something new to view and somewhere different to go in the city full of surprises.

It's up to you to decide whether you want to steep yourself in the past, step into the future, learn about the living world or indulge a passion for film and theatre.

There's something for everyone here — art lovers, culture vultures, thrill-seekers and anyone with a passion for history.

Although it offers 2,000 years of living history, London is an ever-changing city. Day or night you can be part of London.

## T2

Welcome to Radisson Hotel, Fairfield. For the business traveller our hotel is perfectly located only minutes from New York City and bustling Newark Airport. For the leisure traveller, entertainment and sightseeing opportunities are abound with the Meadow-

lands Complex a few miles east and all of the excitement of Manhattan. Here you will discover a first class hotel that offers elegant rooms and suites, fine dining and personalised service.

With 140 luxurious guest rooms, 60 executive suites and four Presidential Suites, Radisson's accommodation will suit you perfectly. Tastefully appointed, each room features an Executive desk with task lighting, voice mail, 2-line speaker telephones, satellite TV, coffee maker, iron, complementary newspaper and hair dryer.

The Presidential Suites boast spacious living, kitchen and dining areas.

Throughout your stay you will soothe yourself with a morning work-out and sauna in the health club. At the end of the day, our tropical pool is the perfect place to relax.

With over 15,000 square ft. of beautiful meeting space, the Radisson accommodates affairs of six to 600. From an elegant reception in the Garden Terrace with its unique waterfall, to an annual corporate conference in the Grand Ballroom every event has the attention of our professional planners and dedicated staff.

At Radisson, we strive to achieve 100% guest satisfaction, one guest at a time.

## T3

Good evening ladies and gentlemen. Here is the weather forecast for tomorrow.

The north of the country will be freezing cold in the morning. There may be snowstorms in the first half of the day. They can be more to the north-west during the afternoon with strong winds and even blizzards.

The vast of the country will be mostly dry with isolated thundering showers in some places. The afternoon will be mostly dull and overcast. In the south there will be a bright clear day with lots of sunny spells. The weather will be gorgeous in the south-west. The south-east will start dry with some sunshine but in the afternoon some showers are possible.

In the west it may be misty during the morning, but the afternoon will be clear. Late in the evening showers with hail are possible.

**T4**

*M:* Here is your drink. What would you like for dinner?

*J:* Frankly, I don't know. I usually start with a shrimp cocktail. But it's too expensive here, £ 3. 55.

*M:* Never mind. We'll take two shrimp cocktails and two mushroom soups, £ 2.75 each. What do you prefer for the main course?

*J:* If we go Dutch I'll take a rump steak. But it is £ 7.85.

*M:* I prefer Scampi with vegetables. Let's take two Scampi. It'll be £ 12.70.

*J:* OK. And what about Italian salad? It's cheap, only £ 4.60.

*M:* I'd better take Mexican Corn Salad. The price is just the same. And for dessert we'll take two Fruit Salads. It's just £ 3.90 each.

*J:* And don't forget to order cheese. All cheeses are £ 2.80.

*M:* Which one would you like? I'd like Cheddar.

*J:* Me too.

**T5**

To cook Scotch eggs (for four people) you will need oil for deep frying, five eggs, four sausages and two tablespoons crisp bread crumbs.

First fill half a saucepan with cooking oil. Fit a frying basket into the pan and put leave aside. Second bring a pan of water to boil, put in four eggs, bring back to a boil and boil for ten minutes. Don't forget to remove them and then plunge them into cold water before removing the shells.

Then skin the sausages and cover each egg with the meat from one sausage, being careful to leave no cracks.

Break one egg into a deep plate and mix the yolk and white with a fork. Into a second deep plate put about two tablespoons crisp bread crumbs.

After that roll the eggs covered with sausage meat, first in the egg, then in the bread crumbs, until completely covered.

Now heat the oil in the saucepan, still with the frying basket in place, until a square of bread thrown into it browns and rises to the top. Put the four eggs into the basket and lower it into the fat. Cook until golden brown about (two-three minutes).

Finally remove, cut each Scotch egg in two and serve hot with mashed potato and peas, or cold with salad.

**T6**

Made up of a number of different markets, Portobello Road offers everything from food to cut-price fashion. The market near Notting Hill is the largest antiques market in the world with over 15,000 traders. There are bargains to be had but you must arrive early. You'll find fruit, vegetables and cut-price fashion in the centre of the market. The flea market offers more of a mix of stalls — young clothing designers, ethnic goods, modern arts and crafts can all be found. To add to the fun there are street performers, buskers and mime artists around.

If every picture tells a story then you could be here for years, as Bayswater Road is the longest open-air art show in the world. Over 250 artists and craftspeople line the pavement with their paintings and original works. Some have more talent than others, but it's definitely worth a visit if you're a budding collector or fancy spotting the next Picasso. With Hyde Park and Kensington Gardens near you can rest your eyes from the canvas and relax in picturesque surroundings under the summer sun.

The market, stretching through the heart of Soho, dates back to the 1840s. There are about 40 stalls to explore, offering plenty of choice. You'll find cheese, herbs and spices, household goods and fabrics around. Berwick Street specialises in fruit and vegetables and was the first market in London to sell the more exotic varieties. As you'd expect, being in trendy Soho, the market is surrounded by local silk shops, cafés and bars. Berwick Street is at its busiest around lunchtime, so take an early lunch if you want to find the real bargains. Don't be late!

The indoor market in Kensington High Street with shops and stalls, Kensington Market is a gem among some of the best names in fashion. Catering for the trendset-

ters of London, clothes, hats, jewellery, wigs, bags and shoes can all be found. You'll also find hair salons, tattooists and body piercing. So you could come out with a bag full of bargains and that belly ring you've always promised yourself!

This used to be the site of London's wholesale fruit and vegetables market, now transformed into a tourist mecca and fashionable meeting place. Situated under the glass roof of the central market building, Covent Garden Market is open all week, with stalls selling jewellery and arts and crafts. Many of the stalls are manned by the crafts people themselves. Although not the best place for the serious bargain hunter, the market is well worth a visit to soak up the atmosphere. You'll find buskers, street performers and comedians all adding to the entertainment. When you're all shopped out, take a seat in one of the many cafés and watch the world go by. But be warned: audience participation is big in Covent Garden, so don't stand still for too long.

## T7

Here is the evening programme for today. At 6.30 p.m. is *Come Dancing* in which couples and teams will compete in a ballroom dancing competition. It will be followed by *Home Truths* at 7 p.m., a programme in which John Snow will host a studio discussion on the issues raised in the last Parliament debates.

At 7.30 it's time for Derek Rodney Trotter's new ideas on how to make money without getting jobs or paying tax. It is time for *Only Fools and Horses*.

*Panorama* is on at 8. Politics, current affairs, and especially matters which cause disagreement, will be discussed by our reporters and commentators.

*The Nine O'clock News* is at 9 p.m. as usual each weekday. At 9.15 is time for travelling to the most famous places in Britain. The documentary *Robin Hood Country* will invite you to the leafy heart of peaceful England, with its rolling green fields and charming villages. We'll discover the forgotten secrets of Sherwood Forest, visit Nottingham Castle and explore the ancient market town of Newark. We'll see Nottinghamshire lace-makers, traditional craftsmen and, of course, meet Robin Hood on our fascinating journey through one of England's historic shrines.

At 10.15 it's time for the movies. The newest attorney at the world's most powerful law firm has never lost a case. But he's about to lose his soul. You'll see Al Pacino and Keanu Reeves in the legendary movie *Devil's Advocate*. Don't lose your chance to admire this moving modern gothic fable.

We'll finish our broadcast at 0.25 with the hottest pop and rock groups playing their latest music and you won't be disappointed. So don't forget to switch on your TV and stay with us.

## T8

### Conversation 1

S — secretary; C — caller

S: Shuster & Sons Ltd, good morning.

C: Good morning.

S: Good morning, madam. Can I help you?

C: Yes. This is Sharon Grant of High Line in Manchester speaking. I'd like to speak to Mr Smith, please.

S: I'm sorry, but he's not here at the moment. Can I take a message?

C: Erm ... when will he be back?

S: I'm afraid he won't be in at all today.

C: In that case, can you ask him to ring me back tomorrow morning?

S: Certainly, madam.

C: Right. My number is 061 4808242.

S: Sorry. I didn't quite get that. Would you mind repeating it, please?

C: OK. It is 061 4808242.

S: 061 4808242. Good. OK. I've got that.

C: Thank you very much. Goodbye.

S: Goodbye, Mrs Grant.

### Conversation 2

S: Shuster & Sons Ltd. Good afternoon.

C: Oh, good afternoon. David Castleford here, I'm ringing from Edinburgh. Can I speak to Dr Rencher, please?

S: Yes, of course, sir. Would you mind repeating your name, please?

C: Castleford, David Castleford of McDonald and Company.

S: Thank you, Mr Castleford. Just one moment, please, I'll put you through ... Mr Castleford?

C: Hallo, yes?

S: I'm sorry, Mr Castleford, but Dr Rencher is speaking on the other line at the moment. Will you hold on, or can I take a message?



C: No, I'll ring back. Will you tell him I'll ring back in a quarter of an hour. It's about our last order. There seems to be some sort of problem here.

S: Yes, of course, sir. Would you mind spelling your name, please?

C: Oh, certainly. It's Castleford, C — A — S — T — L — E — F — O — R — D. Got that?

S: Yes, thank you, Mr Castleford. I'll tell Dr Rencher to expect your call.

C: Thank you very much. Goodbye.

S: Good bye.

### Conversation 3

S: Shuster & Sons Ltd. Good afternoon.

C: Er, yes. Ms Silverstone, please.

S: Sorry, who's calling, please?

C: Oh, sorry. I'm Elizabeth Nixon. I'm ringing from Sarah Jane Fashions in London.

S: Hold the line, please, Mrs Nixon, and I'll put you through . . . I'm sorry, Mrs Nixon, the line is engaged. Do you want to hold on?

C: No, it would cost too much. Would you give her a message, please? Will you ask her to call me back as soon as possible. It's quite important.

S: Yes, I'll tell her that, Mrs Nixon.

C: Thank you. She has my number. I'll be in my office for another hour.

S: OK, Mrs Nixon. Goodbye.

C: Bye.

### T 9

Mention diet and most people think of slimming. However, the word "diet" really means "a way of eating" and a normal diet means a way of eating which gives your body all the ingredients it needs to keep it in tip-top condition.

Meat, fish, cheese, eggs, nuts and pulses (that is various peas and beans) are full of protein which gives you energy.

Fruit and green vegetables provide you with the materials that makes your digestion work efficiently. Vitamin C, found in citrus fruits and green vegetables, is essential if you want glowing, healthy skin. As this vitamin cannot be stored in the body, you use a good supply every day.

Milk, cream and cheese supply you with calcium for your teeth, bones and nails. Milk

and yoghurt also supply you with vitamins A and D — the vitamin which you also get from sunshine. These are also good for your skin and for your hair.

Wholemeal bread also provides roughage and is a valuable source of vitamin B.

The foods to avoid, if you want to stay slim and healthy, are the ones that are fattening without being nutritious.

These are white bread, cakes, sweets, biscuits, jams, fizzy drinks — everything in fact, which contains lots of starch and sugar. Sugary foods are also very bad for the teeth.

If you are overweight you are eating more food than you need. Eating less doesn't mean skipping meals and starving yourself; what it does mean is eating less of the wrong foods and more of the right ones. So concentrate on proteins, vegetables and fruits, and cut out the sugar and the starches.

### T 10

Let me run down last night's scores in case you missed any. Out west the Cubs beat the San Francisco Giants 4:3. San Diego shut out Pittsburgh 6 to nothing. It was the Dodgers 5 and the St Louis Cardinals 2. Cincinnati edged Philadelphia 3:2. Atlanta shut out the Melts 1 to nothing. Over in the American League: California beat Boston 3:2. The White Sox blanked Cleveland 1 to nothing, behind Tom Feaver. It was Kansas City 10 Baltimore 3. Milwaukee outscored Seattle 9 to 7. The Yankees slipped past Minnesota 6:4. Texas edged the Tigers again 2:1. And here in Toronto we watched the Blue Jays, behind Jimmy Kee, beat Oakland by a score of 5 to 1.

### T 11

It is quite clear that the British want organically grown food. One of Britain's leading food retailers, Waitrose, recently told its contractors that in the future it will only supply organically grown fresh food and vegetables to its millions of customers. Once seen as the indulgence of cranks, organic farming is now widely understood to, be a sensible, environmentally sound way of growing wholesome food.

Several years ago, we did a television series, *Muck and Magic*, for Channel 4, which proved to be the network's fifth most popular programme. At the time we had set up a showcase organic garden open to the public. Today, we have three gardens and 26,000 members, including growers, consumers and other interested parties. More and more people come to us for information and advice about organic gardening.

We conduct a great deal of research and have 35 research scientists. Currently, we are doing some major research into vegetable-growing for the Ministry of Agriculture, Fisheries and Food.

We also do a lot of work with developing countries. For example, we have set up one of the largest seed banks of *prosopis* trees in the world and have provided seeds to grow about 20 million trees in Africa alone. These trees are tough and versatile and are used for shade, firewood and soil improvement. We have developed a database of information which supports our advice to people in developing countries about which type of tree will suit their land. We also advise on how best to grow crops between trees, while learning from local people about various traditional approaches.

By 2005, we estimate that the British organic food market, which is growing by 30 per cent a year, may account for 10 per cent of retail sales. As demand grows, more and more British farmers will want to enter this market.

## T 12

This is a good place to study and a very good course, a one-year Master's degree in Journalism. It is also very important for me to learn good English in order to become a broadcasting journalist. My mother and my twin sister in Beijing are both broadcasting journalists and this is certainly what I want to do. When I looked into it, I was offered Bristol or Cardiff, and I chose Cardiff. I'm glad. The professors are very kind and helpful, and the gardens and buildings in the university are lovely. Afterwards, I want to study French to build my skills.

I've also started on a four-year contract with a Monaco-based broadcasting company. I did a screen-test last year and won the job. It's exciting work and a great experi-

ence which I have been able to enjoy at the same time as the course. I've been reporting on Formula I Grand Prix for programmes broadcast to Asia. I've even interviewed the King and the Prince of Spain in Barcelona, and I've just got back from the Grand Prix in Paris. So during one year of study at Cardiff, I've seen quite a bit of Europe.

I want to become a sports journalist because this is about facts — things that are immediate, that actually happen. My mother is a political journalist, my sister an economics journalist. Their subjects are not about what actually happens in the same way that mine is — whether you work in Britain, China, or anywhere. Soon, I will finish my course here but will then have three years with a broadcasting company — it's an exciting time.

## T 13

The past century — and the past 50 years in particular — has been of extraordinary importance for the development of international law. At the beginning of the century, the principle was accepted that the waging of war was not without restraint. There were accepted notions of 'protected persons' and of 'combatants' and 'non-combatants.' The Permanent Court of Arbitration was set up: then the Permanent International Court of Justice, both in the Hague. Later came the League of Nations, the first generalised international organisation dedicated to peace and stability. This, with the Permanent Court, was the guarantor of departure for contemporary human rights.

In turn, the United Nations became a truly universal international organisation and its Charter and State have allowed great flexibility in what it does and how it is done. As international relations developed and new technologies arrived, the subject matter of international law became almost infinite. No longer was it just about the use of force, the law of the seas, territorial title and minority rights. It came to include trade, human rights in general, the environment, outer space...

The International Court of Justice sits as successor to the old Permanent Court of International Justice and deals with disputes

on all these topics, involving nations around the world.

Whatever the 21<sup>st</sup> century brings, it is likely that British international lawyers will be in the thick of things. They have played a major part in developments throughout the century: as practitioners and judges in myriad international tribunals; as teachers and mentors; as officers of international organisations; and as advisors to government.

### T 14

Over the last 10 years, S4C has made many animated films with universal appeal. We have provided a platform for talented animators, and creators behind productions such as Oscar-nominated *Famous Fred*, and the award-winning *Gogs*. *Shakespeare The Animated Tales* and *Testament* are enjoyed around the world. The Oscar-nominated *The Canterbury Tales*, animated in Welsh, English and Middle English, was also a big hit, winning a BAFTA Award for best animation. Recently we completed *Moby Dick*, animated in Moscow and produced in Wales. Two further features, based on the iconic Welsh and Hindi epics, *The Mabinogi* and *The Mahabharata*, are in production.

Our biggest film to date is the truly millennial *The Miracle-Maker*, a 90-minute feature on the life of Christ, made in Wales and Russia over four years and directed by Derek Hayes. This has blockbuster potential.

We are embarking on a fascinating 'global' project called *Animated Tales of the World*. This involves 26 countries, industrialised and developing, each putting forward tales from their culture, which we in Wales help to develop, sometimes bringing together directors from one country with writers and producers from another.

All these films use the language of animation to reflect qualities of different cultures. They are underpinned by a concern about a loss of cultural diversity and memory. This is appropriate given the source of the inspiration, a Welsh language television channel that, 20 years ago, had to fight for linguistic and cultural recognition.

### T 15

#### Don't Look Back in Anger

Slip inside the eye of your mind  
 Don't you know you might find  
 A better place to play  
 You said that you'd never been  
 But all the things that you've seen  
 Will slowly fade away.  
 So I start a revolution from my bed  
 Cos you said the brains I had went to my  
 head  
 Step outside, summertime's in bloom  
 Stand up beside the fireplace  
 Take that look from off your face  
 You ain't ever gonna burn my heart out.  
 And so Sally can wait  
 She knows it's too late  
 As we're walking on by  
 Her soul slides away  
 But don't look back in anger  
 I heard you say.  
 Take me to the place where you go  
 Where nobody knows  
 If it's night or day  
 Please don't put your life in the hands  
 Of a rock'n'roll band  
 Who'll throw it all away.

by Oasis

album: *(What't the Story) Morning Glory?*

### T 16

The Library of Congress is the largest and most important library in the world. The congressional bill that provided for the capital to be moved to Washington in 1800 also called for the establishment of a congressional library. A case of maps and 750 books were purchased and installed in the capitol. These volumes were burned when the British set fire to the Capitol August 24, 1814.

Within a month after the fire, Thomas Jefferson, who was living in retirement at Montebello, offered to sell his personal library to the nation. Acquired during a period of fifty years, it was considered the finest library in the United States. The library remained in the rebuilt capitol until 1897, when the Thomas Jefferson Building was opened across the Capitol Plaza.

On display in the great hall, near the entrance to the main reading room, are two of the library's rarest treasures: the *Gutenberg Bible* (1455), the first important book printed from movable metal type in the western world and the only perfect copy on vellum (that is a fine parchment made of animal skin) in the United States, and the *Giant Bible of Mainz*, an illuminated manuscript of 1452-1453 also on vellum.

A copyright law passed in 1870 requires that two copies of every copyrighted book, pamphlet, song be placed in the Library. Also carefully preserved here are a draft of the Declaration of Independence, bearing the hand-written changes made by Thomas

Jefferson; Abraham Lincoln's first drafts of his Gettysburg Address; the papers of 23 presidents, from George Washington to Calvin Coolidge; and the manuscripts of musical compositions by Ludwig von Beethoven, Johannes Brahms, Joseph Haydn, and Wolfgang Amadeus Mozart.

From the visitor's gallery, one sees the main reading room, the heart of the library. Forty-five thousand reference books are housed here. Since the library ceased to be the sole province of members of Congress in 1898, the resources of the library are now available to all scholars and students over high school age. It is a research and reference library, however, not a lending library.

# Содержание

Unit 1.	ON THE MOVE .....	3
Unit 2.	IT'S ALL IN THE STARS .....	16
Unit 3.	WHATEVER THE WEATHER.....	29
Unit 4.	EAT OUR WORDS.....	39
Unit 5.	SHOP TILL YOU DROP .....	50
Unit 6.	TV OR NOT TV .....	63
Unit 7.	SITUATIONS VACANT.....	75
Unit 8.	DOCTOR, DOCTOR.....	86
Unit 9.	A QUESTION OF SPORT .....	96
Unit 10.	SAVE THE EARTH.....	106
Unit 11.	THE MIRROR OF EVENTS .....	116
Unit 12.	CRIME AND PUNISHMENT.....	127
Unit 13.	THE MOST POPULAR ART .....	137
Unit 14.	FACE THE MUSIC.....	148
Unit 15.	THE READING HABITS .....	158
	GRAMMAR REFERENCE SECTION .....	170
	KEYS .....	191
	TAPESCRIPTS.....	229

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