

English Vocabulary in Use

elementary

**Michael McCarthy
Felicity O'Dell**

60 units of vocabulary reference and practice

self-study and classroom use

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We would like to thank Gillian Lazar, Geraldine Mark and Stuart Redman for their invaluable reports on the initial manuscript. We are also grateful to the students and staff at various institutions who assisted in piloting the material in different parts of the world: Hülya Akgün, Özel Gökdil Lisesi, Istanbul, Turkey; Monika Barczyk, Sosnowiec, Poland; Anna Cerna, The Bell School, Prague, Czech Republic; Leigh Fergus, Paris, France; Sharon Hartle, Verona, Italy; Gary Hicks and David Parry, Embassy Language and Training Centre, Hove, England; Grazyna Kanska, Warsaw, Poland; Stephanie Lott, St. John's-Bell Language Centre, Bangkok, Thailand; Elena Marinina, Moscow State University, Moscow, Russia; Dr Mirosława Modrzewska, Gdansk, Poland; Dr Ramzy Radwan, Cairo, Egypt; M G Rogers, English One, Seville, Spain; Margot Teschendorf, Melbourne, Australia.

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Michael McCarthy

Felicity O'Dell

Cambridge, January 1998

Introduction

To the student

This book has been written to help you learn new vocabulary. You already know hundreds of English words, but to speak and write English in normal situations you need at least 1–2,000 words. In this book, there are around 1,250 new words and phrases for you to learn. You will find them on the left-hand page of each unit. Every new word or phrase is used in a sentence, or in a conversation, or has a picture with it, or has some explanation of what it means. On the right-hand page there are exercises and other activities to help you practise using the words and to help you to remember them. The book has been written so that you can use it yourself, without a teacher. You can do the units in any order you like, but we believe it is a good idea if you do Units 1 and 2 first, as they will help you to work with the rest of the book in the best possible way.

The key at the end of the book is for you to check your answers to the exercises after you do them. The key sometimes has more than one answer. This is because often there is not just one correct way of saying something. The key also has possible answers for most of the exercises which are open-ended, or where you are asked to talk about yourself.

The index at the end of the book has all the important words and phrases from the left-hand pages. The index also tells you how to pronounce words. There is a table of phonetic symbols to help you understand the pronunciation on page 157.

You should also have a dictionary with you when you use the book. This is because sometimes you may want to check the meaning of something, or find a word in your own language to help you remember the English word. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so.

To learn a lot of vocabulary, you have to do two things:

- 1 Study each unit of the book carefully and do all the exercises. Check your answers in the key. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten. Repeating work is very important.
- 2 Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Here is an interesting example:

ready: (man at the door of a theatre, to all the people waiting) 'Have your tickets ready please!' = have your ticket in your hand.

Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

We hope you like this book. When you have finished it, you can go to the next book in the series, *English Vocabulary in Use: pre-intermediate and intermediate*, and after that, to the higher level, *English Vocabulary in Use: upper-intermediate and advanced*.

To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from a very basic level of vocabulary to a level where they can use around 2,000 words and phrases. The vocabulary has been chosen for its usefulness in everyday situations, and the authors consulted a written and spoken corpus of present-day English to help them decide on the words and phrases to be included. The new vocabulary (on average 20–25 items per unit) is presented with illustrations and explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is a key and an index with pronunciation for all the key vocabulary.

The book focuses not just on single words, but on useful phrases and collocations. For example, difficult teaching points such as the difference between **do** and **make**, are dealt with through collocation (we **do** our homework, but we **make** mistakes), and useful phrases (e.g. **come along**, in the unit on **come**) are presented.

The book is organised around everyday topics, but also has units devoted to core verbs such as **get** and **bring/take**, as well as units concerned with ways of learning vocabulary. Typical errors are indicated where appropriate, and the most typical meanings and uses are focused on for each key item. The units in the book can be used in any order you like, but we would advise doing the initial units on learning vocabulary (Units 1 and 2) first, as these lay the foundations for the rest of the book.

The right-hand pages offer a variety of different types of activities, some traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can be easily adapted for pair-work, group-work or whole-class activities in the usual way. The key sometimes gives alternative answers to the exercises, and also usually gives possible model answers for the more personalised ones.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that a learner needs five to seven exposures to a word or phrase before they can really know it, and no single book can do enough to ensure that words are always learnt first time.

When your students have finished all the units in this book, they will be ready to move on to the two higher level books in this series: *English Vocabulary in Use: pre-intermediate and intermediate*, by Stuart Redman, and after that, to the higher level, *English Vocabulary in Use: upper-intermediate and advanced*, by the same authors as this book.

We hope you enjoy using the book.

Talking about language

A Language words

This book uses some grammar words in English.

<i>grammar word</i>	<i>meaning</i>	<i>example</i>	<i>in your language</i>
noun	a person or thing	book, girl, pen	
verb	something we do	do, read, write	
adjective	describes a person or thing	good, bad, happy, long	
adverb	describes a verb	slowly, badly	
preposition	a little word used before a noun or pronoun	in, on, by, at	
singular	just one	book, house	
plural	more than one	books, houses	
phrase	a group of words (<i>not</i> a complete sentence)	in a house, at home, an old man	
sentence	a complete idea in writing, beginning with a capital letter and ending with a full stop	The man went into the room and closed the door.	
paragraph	a short part of a text (one or more sentences) beginning on a new line	This book has 60 units. Each unit has 2 pages.	
dialogue	a conversation between two people	Ann: How's Jo? Bill: OK, thanks.	
question	a set of words that begin with a capital letter and end with a question mark	Are you English? Do you like school?	
answer	reply to a question	Yes, I am. No, I don't.	

B The language of the exercises in this book

Here are some of the instructions which we often use for the exercises.

- 1 Match the words on the left with the words on the right. Draw lines.

orange — ice-cream
chocolate — juice

- 2 Fill the gaps in the sentence.

Jack is ... at ... home today.

- 3 Correct the mistakes in the sentences.

Jack is ~~in~~ home today. *Jack is at home today.*

- 4 Complete the sentence for yourself.

I go to work by ... bus ...

- 5 Add another example.

cat, dog, horse ... cow ...

Exercises

- 1.1** Write the grammar words in A opposite in your own language.
- 1.2** Look at B opposite. Write the exercise instructions in your own language.
- 1.3** Write these words in the correct column.

book	speak	good	word	house	have
write	new	man	right	blue	say

noun

verb

adjective

book

- 1.4** Think of four examples of prepositions.
-

- 1.5** Are these phrases, sentences or questions?

- 1 in the park *phrase*
- 2 Do you speak English?
- 3 a black cat
- 4 She's writing a book.
- 5 What's your name?
- 6 I like English.

- 1.6** Answer these questions.

- 1 What is the plural of **book**?
- 2 What is the singular of **men**?
- 3 Is **from** a verb?
- 4 Is **cat** an adjective?
- 5 Is 'Jane loves Hari.' a phrase?
- 6 Is **bad** an adverb?

- 1.7** Follow these instructions.

- 1 Fill the gap in the question. What*is*..... your name?
- 2 Add another example of a colour. black, green, blue ...
- 3 Correct these words. speak, *english*
- 4 Answer **this** question. Is there a river in your town?
- 5 Match the verbs on the left with the nouns on the right. Draw lines.
make homework
do a shower
have a mistake

2 Learning vocabulary

Tip: Keep a vocabulary notebook. Write the words you learn from this book in it. Use a good dictionary. Ask your teacher to recommend one. You will need it for some exercises in this book.

Here are some ways of writing down words you want to learn.

A Write down words that go together (collocations)

You **do the exercises** in this book. Sometimes, you may **make mistakes** in your English. In your vocabulary book, write down: **do an exercise** and **make a mistake**.

When words are used together like this, we call it a **collocation**.

You go **by train**, but **on foot** (= walking)

preposition + noun

Some people are **good at** languages [NOT good in]

adjective + preposition

I saw a very **tall man** [NOT high man]

adjective + noun

Tip: Always write down collocations when you learn a new word.

B Learn words in families

word family *some words in the family*

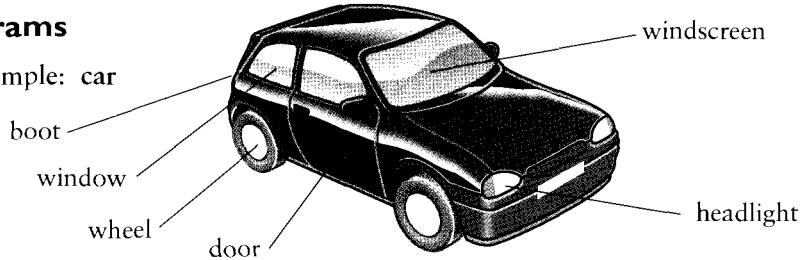
temperature hot, warm, cool, cold

travel ticket, passport, suitcase

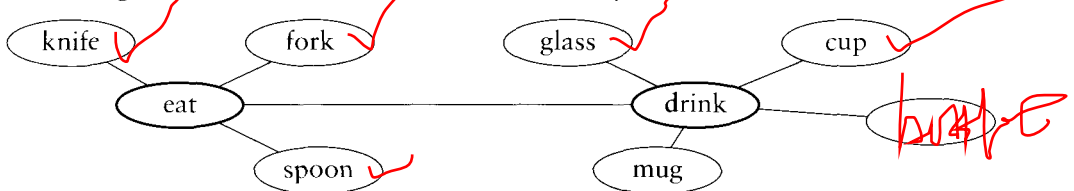
Tip: Make a page for every different word family in your vocabulary notebook.

C Pictures and diagrams

Draw pictures. For example: car



Draw diagrams like this one. Put more words in as you learn them.



Tip: When you can, use pictures and diagrams.

One more tip: Look at the words you have written down again and again and again!

Exercises

2.1 Look at Unit 3 of this book. How many more collocations for *have* could you write in your vocabulary notebook?
 have a party, a shower

2.2 Which words can go with *weather*? Use a dictionary.

wet high big dry warm happy cool rainy dark



2.3 There are two word families here. What are they? Put them in the table. Use a dictionary.

school rain sun teacher cloud exam snow ice student

name of family

words in family

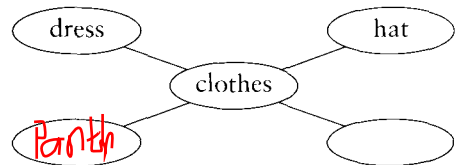
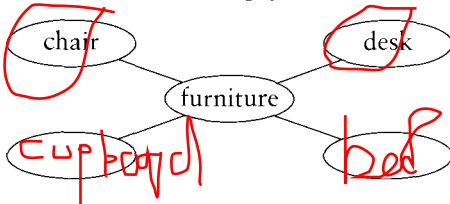
2.4 Draw simple pictures to help you remember these words, as in the example.

Example: to cry



- 1 a plane lands
- 2 sunny weather
- 3 under the table

2.5 Put words in the empty circles.



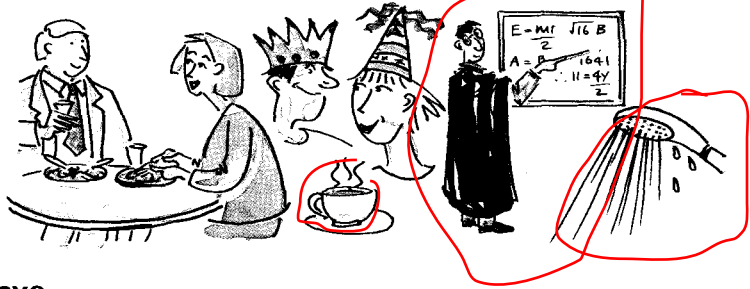
Tip: Now make sure you have started a vocabulary notebook before you do the other units in this book.

3 Have/had/had

A What can you have?

You can ...

- 1 have lunch ✓
- 2 have a party ✓
- 3 have a lesson ✓
- 4 have a cup of tea/coffee
- 5 have a shower



B Other things you can have

example

other things

- | | | | | | |
|---|------------|-----------|---------------|-----------------------------------|------------------|
| 1 | lunch | dinner | breakfast | a meal | something to eat |
| 2 | a party | a meeting | a competition | a game (of football/chess/cards) | |
| 3 | a lesson | an exam | homework | an appointment (with the dentist) | |
| 4 | tea/coffee | a drink | a sandwich | an ice-cream | some cheese |
| 5 | a shower | a bath | a swim | a sauna | |

C Expressions with have

Is that your camera? Can I have a look?
(= look at it)

Is that your bicycle? Can I have a go? (= ride it)

Goodbye! Have a good journey! (= somebody is going away)

Do you have a moment? (= have some time) Can I have a word with you? (= speak to you)

We always have a good time in our English lessons (= fun; we enjoy them)

I'm going to have my hair cut. See you later. Can you meet me at the hairdresser's?

I want to learn to ski but I don't have the time.



D Have + got (speaking/informal) = have (writing/formal)

I've got three sisters. Have you got any brothers and sisters?

My house is big. It's got five bedrooms and three bathrooms.

We've got ten minutes before the train goes.

Have you got a pen?

(In a shop) A: Do you sell postcards? B: Yes, but we haven't got any at the moment.

I've got a problem. Can I have a word with you?

I've got a cold / a headache.

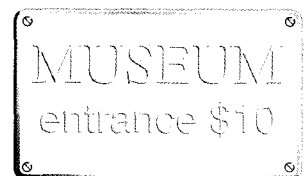
E Have to

We use **have to** when the situation means you **must** do something.

The museum's not free. You **have to** pay \$10 to go in.

All students **have to** do the exam.

I haven't got a car, so I **have to** walk to school every day.



Exercises

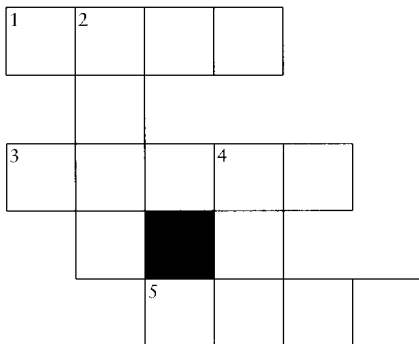
3.1 Fill the gaps in the sentences. Use words from A and B opposite.

- 1 I always have (and) for breakfast.
- 2 I have an with the dentist at 3 o'clock.
- 3 Do you want to have a game of
- 4 Jane's having a on Saturday. Are you going?
- 5 Do you want to have a? The bathroom's just here.
- 6 I have an tomorrow, so I have to study tonight.
- 7 We must have a to talk about these problems.
- 8 I'm going to the cafeteria to have a Do you want to come?
- 9 The hotel has a swimming pool, so we can have a every day.
- 10 We can have before the film, or we can eat after it.

3.2 Answer the questions about yourself.

- 1 Have you got any brothers or sisters?
- 2 What time do you have English lessons?
- 3 What do you have for lunch?
- 4 Do you have to go to lessons every day?
- 5 How many pens have you got with you now?
- 6 Do you always have a party on your birthday?
- 7 What do you usually have when you go to a restaurant?

3.3 Do the crossword.



Across

- 1 You have it in a restaurant.
- 3 People often have one on their birthday.
- 5 Do you want to have a of tennis?

Down

- 2 You have it at school or university.
- 4 If you don't like coffee, you can have

3.4 What do you say?

- 1 (*Someone is thirsty*) Why don't you have
- 2 (*Someone is going away*) Bye! Have a
- 3 (*Someone sneezes [Atchoo!] and has a red nose*) Oh! have you got a
- 4 (*Someone has a new camera*) Is that new? Can I have

4 Go/went/gone

A Go

Go means to move from one place to another.

I **go** to work by bike. My brother **goes** by car.

We **went** to Paris last summer.

Shall we **go** to the swimming pool today?

You can go to a place on foot or in some kind of transport.

To make it clear that we are going on foot we can say:

We're **walking** to work this morning.



Is this train **going** to Granada?

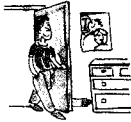


Where does this road go?



B Go + prepositions

Kim **went in(to)** his room and shut the door.



Yuko **went out of** the house and **into** the garden.



Rani was tired. He **went up** the stairs slowly.



The phone was ringing. She **went down** the stairs quickly.



Go away.



I'm **going back** home this evening.
(See Unit 7.)



C Go + -ing for activities

Go is often used with **-ing** for different activities.



I hate **going shopping**.



I usually **go swimming** in the morning.



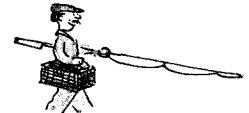
Let's **go dancing**.



Do you like **going sightseeing** when you are on holiday?



Hans **goes skiing** every winter.



Bob is **going fishing** today.

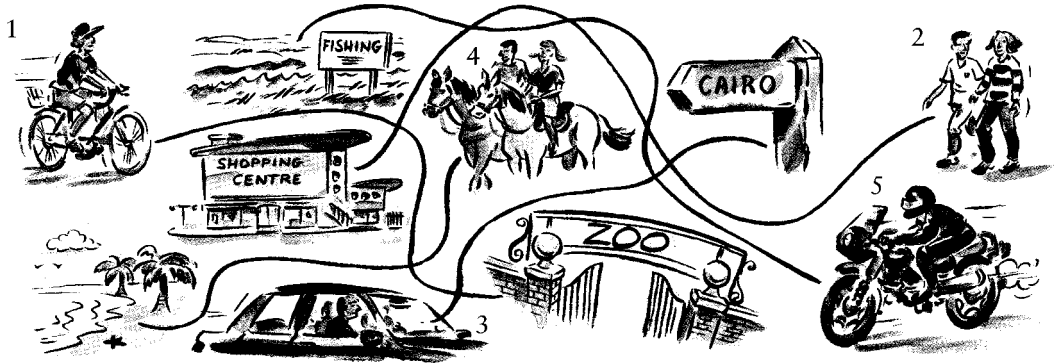
D Future plans

be going to is often used for plans for the future:

On Saturday Jan is **going to visit** his aunt. On Sunday we're **going to stay** at home. On Monday I'm **going to meet** Sam at the restaurant.

Exercises

4.1 Where are these people going? Follow the lines.



- 1 Pablo ... *is going to the zoo.*
- 2 Soraya and Mehmet
- 3 Imran
- 4 The Patels
- 5 Natasha

4.2 Correct the mistakes in these sentences.

- 1 Please, go ~~in~~ I'm tired. *away*
- 2 We're going sightsee today.
- 3 Jo went down to the top of the hill.
- 4 Let's go to fish today.
- 5 She went out off the shop.

4.3 Look at the activities in C opposite. Which do you do on holiday? Write sentences.

I usually go shopping on holiday.

4.4 Write about Alison's plans for next week.

Monday play tennis with Rose	Thursday have a tennis lesson
Tuesday write to Juan	Friday go to the cinema
Wednesday watch the world cup on TV	

- 1 On Monday *Alison is going to play tennis with Rose.*
- 2 On Tuesday
- 3 On Wednesday
- 4 On Thursday
- 5 On Friday

4.5 Write about where trains, buses and roads go to from your town.

From Cambridge, trains go to London and to Norwich.

4.6 Look in a book in English. What examples of go can you find?

5 Do/did/done

A Do as auxiliary

questions
short answers

Do you like tennis?
Yes, I do.
So does Sinjit.

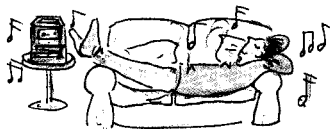
Did they like the film?
Yes, they did.
So did I.
Jo didn't see it.

negatives

He doesn't play well.

B What are you doing?

Do as a general verb



What do you do to relax?
I listen to music.

Don't do that, Tommy.



What are the people in the picture doing?
They're dancing.



C What do you do?

What do you do? (= What is your job?)

I'm a student. *or* I'm a teacher. *or* I'm an engineer.

What does your wife do? (= What's your wife's job?)

She's a doctor. *or* She's a secretary. *or* She's a mechanic.

D Do + task

do the housework
do the gardening
do the washing
do the washing-up
do your homework
do some exercises
do business with
do your best



Did you do the washing this morning?

No, I'm going to do it later.

Our company does a lot of business with the USA.

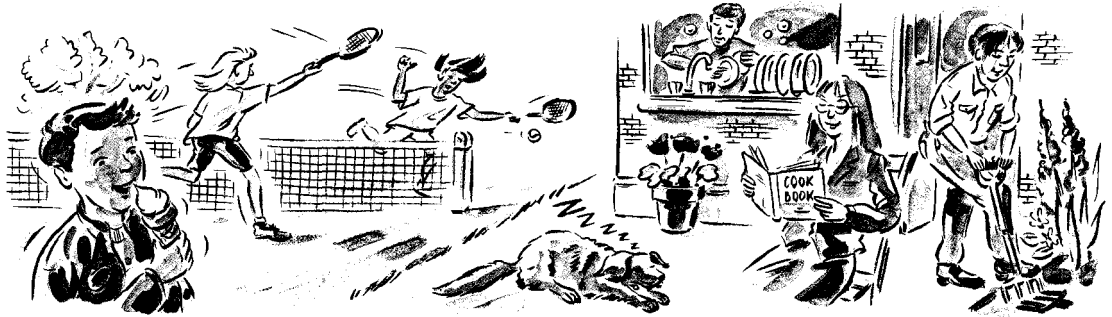
The homework exercise is very difficult – just do your best.

Tip: Make a note of any expressions with do that you find when you are reading in English.

See Unit 6 for the contrast between do and make.

Exercises

5.1 Write questions and answers about the people in the picture.



- 1 (the boy) *What is the boy doing? He's eating an ice-cream.*
- 2 (the woman)
- 3 (the girls)
- 4 (the man in the house)
- 5 (the dog)
- 6 (the man in the garden)

5.2 Write questions and answers about the jobs of the people in the pictures.

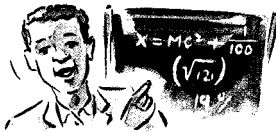
1 Lee Atkins

2 Lara Brown

3 Sophie Hicks

4 Jo

Ted



- 1 *What does Lee Atkins do? He's a teacher.*
- 2
- 3
- 4

5.3 Write questions about what the people in exercise 5.2 did this morning. Answer the questions using the phrases in the box.

talk to five patients ~~teach 3 lessons~~ write an essay go to a meeting

- 1 *What did Lee Atkins do? He taught three lessons.*
- 2
- 3
- 4

5.4 Look at the *do* expressions in D. Write sentences about you or your family and these activities.

I do a lot of housework but I never do the gardening.

5.5 Correct the mistakes in this dialogue.

- ANNA: Where did you went on your holidays? To London?
 PAVEL: No, we don't go to London this year. We went to Scotland.
 ANNA: Do your grandmother lives in Scotland?
 PAVEL: No, she don't but my uncle do.

6 Make/made/made

A Make ...

To make coffee.



To make dinner.



I'll make some tea/hot chocolate.

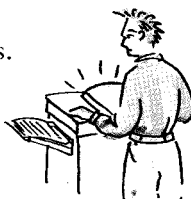
I make breakfast/lunch/supper every day. (supper = a meal just before bed)

B Make a ...

The teacher's making a photocopy.

He's making a film/video of the class.

The children are making a noise.



C Don't make mistakes with make!

Can I say ...?

yes/no

Correction

I made a mistake in the exercise.

✓

I have to make my homework.

✗

I have to do my homework.

I have to make an exam next week.

✗

I have to take/do an exam next week.

When I get up I make my bed.

✓

I want to make an appointment with the doctor.

✓

(= fix a time to see him/her)

I'd like to make a photo of you.

✗

I'd like to take a photo of you.

After dinner, I'll help you make the dishes.

✗

After dinner I'll help you do the dishes.

D It makes me (feel) ...

Going by train always makes me (feel) tired.

My friend called me stupid. It made me (feel) angry.

That film made me (feel) sad.



Exercises

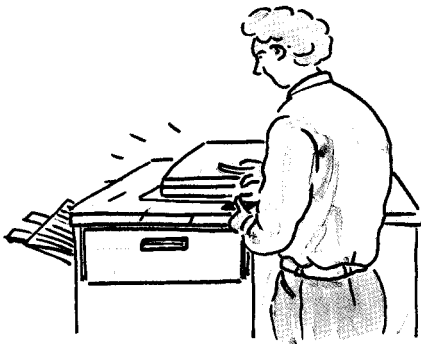
6.1 Fill the gaps with *make* or *do*.

- 1 I always a lot of mistakes when I speak English.
- 2 If I my homework every day, my English will get better.
- 3 Let's go to bed now. We can the dishes in the morning.
- 4 I want to an exam in French. Do you know where I can one?
- 5 We always try not to a noise after ten o'clock at night.

6.2 Complete the sentences with *make(s)/made me feel*.

- 1 That film sad.
- 2 Long lessons always tired.
- 3 She was horrible to me; it angry.

6.3 What are these people doing? Complete the sentences using *make*.



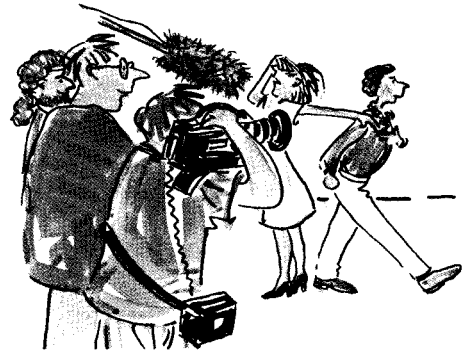
1 He's



3 The children are



2 She's



4 They're

6.4 Correct the mistakes in these sentences. Look at the example.

- 1 I have to ~~make~~ my homework. I have to do my homework.
- 2 Can I make a photo of you?
- 3 He's 25 but he never makes his own washing. He takes his dirty clothes to his mother's.
- 4 What do you think, yes or no? We must do a decision today.
- 5 I have to take an appointment with the doctor. Do you have her phone number?
- 6 I do mistakes when I speak English.
- 7 Are you making an exam tomorrow?

7 Come/came/come

Come and go are different:



A Come in/out

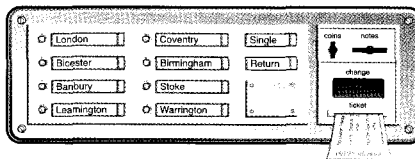
We say 'Come in!' when someone knocks at the door of a room. Then the person who knocked **comes into** the room.



Come out is often the opposite of come in. A woman **came out** of the shop with two big bags. (I was in the street.)



You put your money in and the ticket **comes out** of the machine.



B Come back and come home

Come back means 'return to *this place here*'. She went away for three days. She **came back** yesterday. (She is here again.)

Come back is often used with **from**. They **came back from** Italy yesterday.

Come home is similar; 'home' is 'here' for the person speaking.

MOTHER: What time did you **come home** last night?

ANNE: Oh, about eleven o'clock.

MOTHER: What! Eleven! That's much too late!

C Other important uses of come



A: What country do you **come from**?

B: I'm from Norway. (*or I come from Norway. or I'm Norwegian.*)

We're going to a disco tonight. Do you want to **come along**? (= come with us)

Come and see me some time. (= visit me)

Tip: Write down any prepositions you find with **come** every time you see them.

Exercises

7.1 Fill the gaps in the sentences.

- 1 I put money in, but the ticket didn't come *out of* the machine.
- 2 A: I'm going to Taiwan tomorrow.
B: Oh! When are you coming?
A: Two weeks from now.
- 3 The teacher came the classroom and started the lesson.
- 4 A: Where do you come?
B: I'm Brazilian.
- 5 Come and me at five o'clock; we can talk about it then.
- 6 The children come school at four o'clock.

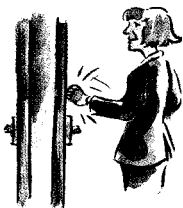
7.2 Answer these questions for yourself.

- 1 What time do you come home every day?
- 2 What country do you come from?
- 3 What do you do when you come into your classroom?

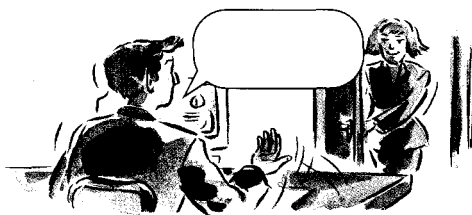
7.3 What do you think these people are saying?



1



3



2

7.4 Fill the gaps using *come* in the correct form.

- 1 Have you for your letters? They're on the table.
- 2 She back yesterday.
- 3 He here every Tuesday.
- 4 you to the school party tonight?

7.5 Look up these verbs in a dictionary. Write the meaning in your vocabulary book. You may find more than one meaning, but just write down *one* meaning for each verb. After a week, cover the verbs, look at your notes and see if you can remember the verbs.

- 1 come round 2 come across 3 come up

8 Take/took/taken

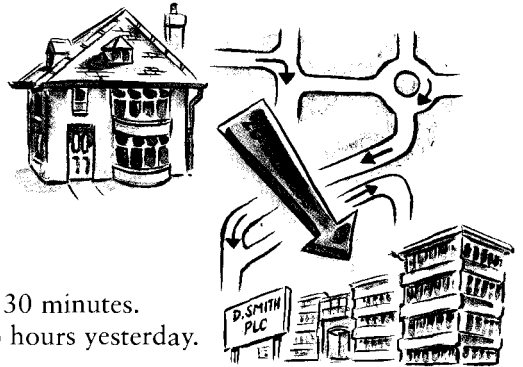
A Take with time (*it + take + person + time*)

It **takes** Alan 20 minutes to get to work.
Alan's house → 20 minutes → Alan's office

It **takes** Miriam 45 minutes to get to work.
Miriam's flat → 45 minutes → Miriam's office

I go to school/university every day. It **takes** me 30 minutes.
I do homework every day. It **took** me two hours yesterday.

How long does it **take** to get to the station? 15 minutes in a taxi.



B Take with courses/exams, etc.

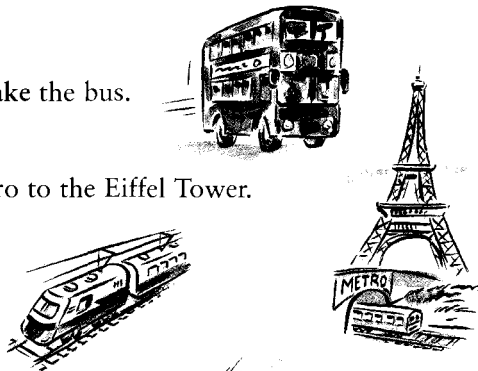
Are you **taking** an English course? Yes.
Do you have to **take** an exam? Yes, at the end of the course.
I want to **take** some Japanese lessons.

C Take with bus, car, etc.

How do you get to work? I **take** the bus.

In Paris you can **take** the metro to the Eiffel Tower.

How does Nik get to work?
He **takes** the train.



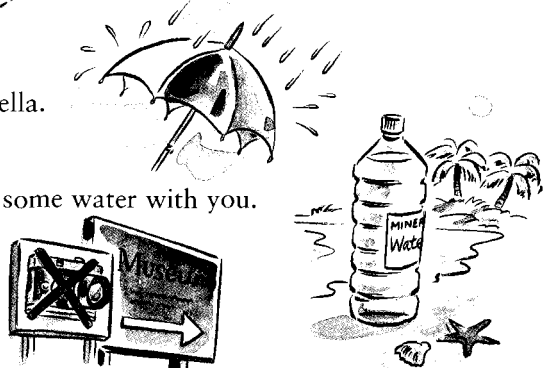
D Take something with you

Are you going out? **Take** an umbrella.
It's raining.

Are you going to the beach? **Take** some water with you.

Sorry, you can't **take** your camera
into the museum.

Useful expression: Can I **take** a photograph here? → Can I **take** a picture of ...?



Tip: Make a page in your notebook for **take** and put in new words that go with it when you see them (e.g. a picture, a look at, a chance).

Exercises

8.1 Fill the gaps for yourself.

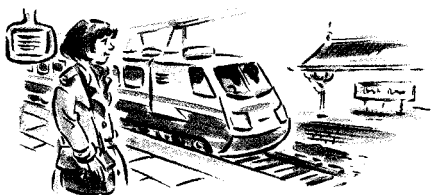
- 1 It me minutes to get to school/university.
- 2 It takes me minutes/hours to go from to
- 3 takes me to do one unit of this book.

8.2 Complete the sentences using *take/took* and an expression from the box.

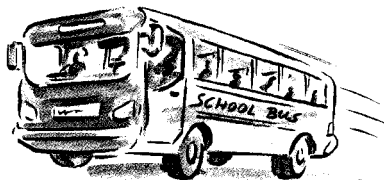
a course your driving test some lessons an exam

- 1 At the end of the course, you have to
- 2 I wanted to speak French, so I
- 3 You want to learn Russian? Why don't you
- 4 In Britain, when you are 17, you can

8.3 Look at the pictures. Answer the questions using *take*.



- 1 How does Lisa go to work?
She



- 3 How does Simon go to school?
He



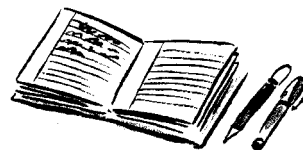
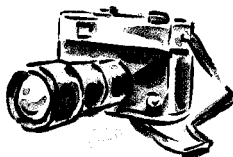
- 2 How can I get to the airport?
You



- 4 How do Paul and Ann get home every day?
They

8.4 What do you take with you when ...

- 1 you want to take photographs?
- 2 it's raining?
- 3 you go to another country?
- 4 you go to your English lessons?



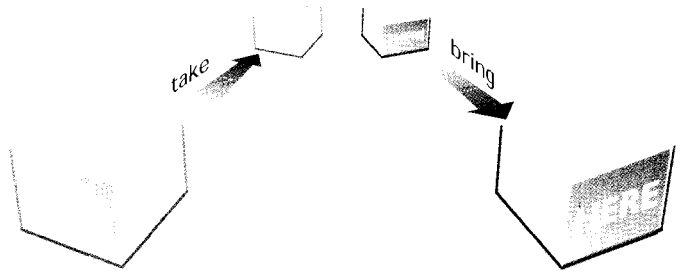
8.5 How long did it take you to do this unit?

9 Bring/brought/brought

A Bring and take

take = from *here* to *there*

bring = from *there* to *here*

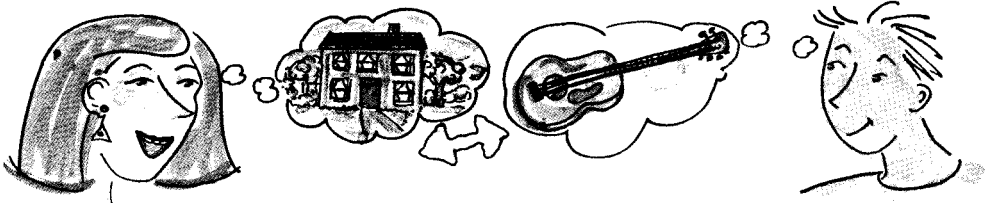


Are you going to school? **Take** your books. (*from here to the school*)

Are you going to the kitchen? Can you **bring** me a glass? (*from the kitchen to here*)

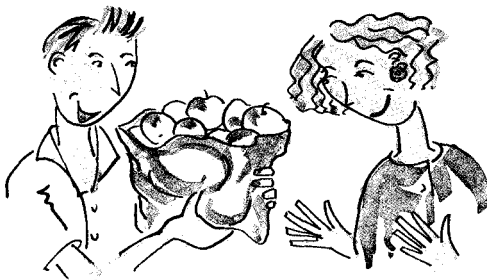


Please **take** this form to the secretary. (*the secretary is there*)



Come to my house tomorrow and **bring** your guitar. (*for me, my house is here*)

B Bring somebody something



A: I've **brought** you some apples from my garden. B: Oh, thank you!



When she visits me, she always **brings** me flowers.

C Bring something back

It's raining. You can **take** my umbrella and **bring it back** tomorrow.

TOM: This book is interesting.

ANN: Please **take** it with you and read it.

TOM: Thanks. I'll **bring it back** on Friday.

ANN: OK. No problem.

Exercises

9.1 Fill the gaps with *take* or *bring*.

- 1 Are you going to the shops? *Take* an umbrella. It's raining.
- 2 'Don't forget to your books tomorrow!' the teacher said to the class.
- 3 Are you going to the kitchen? Can you me some water?
- 4 your camera with you when you go to Bangkok. It's beautiful there.
- 5 Are you going to the secretary's office? Can you these papers, please?
- 6 Shall I you a present from New York?

9.2 Fill the gaps with *take* or *bring back*.

- 1 Can I this book to read tonight? I'll it tomorrow.
- 2 When she went to Belgium, she me some chocolates.
- 3 Please my umbrella. You can it tomorrow.

9.3 Match the words on the left with the words on the right. Draw lines.

- | | |
|--------------------------------|----------------------------------|
| 1 Yesterday he brought me | a these letters, please. |
| 2 You must take | b bring your guitar. |
| 3 Come to my house and | c some flowers. |
| 4 Go to the secretary and take | d food to the party. |
| 5 Everybody is going to bring | e your passport when you travel. |

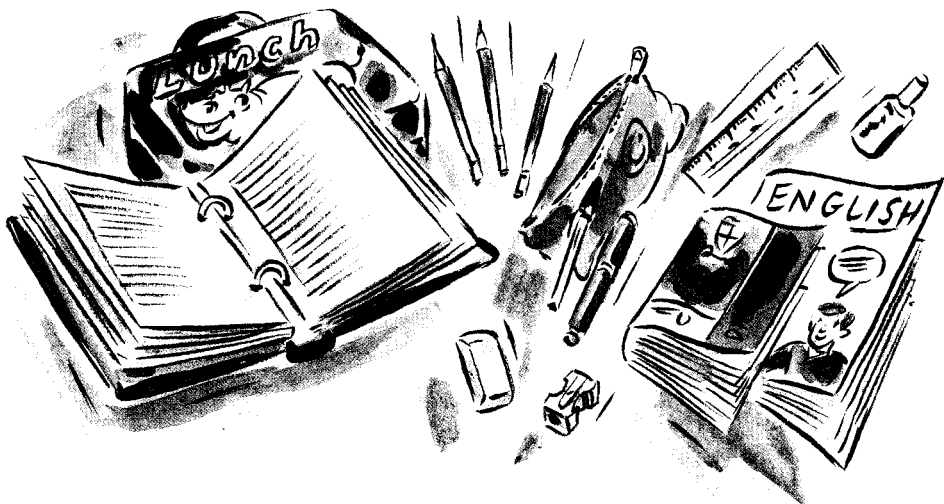
9.4 Fill the gaps with the correct form of *bring* or *take*.

- 1 She always *brings* me presents. Yesterday she me some chocolates.
- 2 Hello, I've you some flowers. I hope you like them!
- 3 I 72 photographs when I was in Rio de Janeiro.
- 4 She has my book, but she's going to it back tomorrow.

9.5 Are you in your English lesson now? If *yes*, look at (a). If *no*, look at (b).

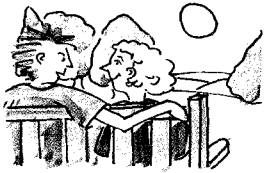
- (a) Name three things you always bring to the lesson.
- (b) Name three things you always take to the lesson.

Name three things someone has brought you recently.

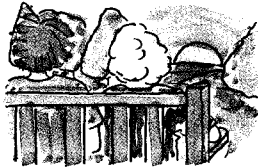


10 Get/got/got

A Get with adjectives: for changes



It's light.



It's getting dark.



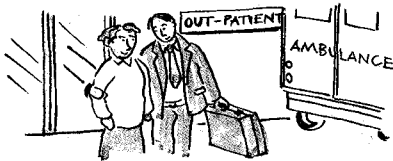
It's dark.



She's ill.



She's getting better.

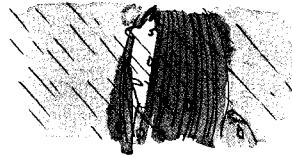


She's better. / She's well.

I'm getting tired. I want to go to bed.



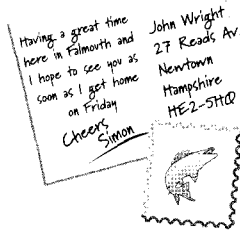
It's raining! I'm getting wet!



B Get with nouns

If you don't have something you can get it.

I want to send a postcard. I have to get a stamp.
 I've finished my studies. Now I want to get a job.
 My friend is ill! Please get a doctor.
 Do you want a drink? I can get some coffee.
 I'm going to the shop to get a newspaper.
 Where can I get a taxi?



C Get to (arrive at / reach a place)

How can I get to the airport? Take the airport bus at the bus station.
 When you get to New York, ring me. OK, give me your number.

D Other phrases with get

Maria and David are getting married in April.
 When you get back from Hong Kong, ring me. (= return / come home)
 (See also get up in Unit 23.)

When I get home, I have my lunch.
 I get there at 6 o'clock, so please ring me at 6.30.

[NOT get to home or get to there.]



Exercises

10.1 Complete these sentences using (a), (b) or (c).

- I studied too much and I got (a) hot (b) tired (c) sick.
- I ate too much and I got (a) hot (b) tired (c) sick.
- I sat in the sun too much and I got (a) hot (b) tired (c) sick.

10.2 Complete these sentences using *get* and a word from the box.

better light dark cold wet

- The sun is going down. It's getting dark.
- When the sun comes up it
- She's in hospital but she
- It's raining! I
- Please close the window. I

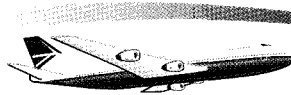
10.3 What/Who do you *get* if ...

- you want to post a letter? *a stamp*
- somebody is ill?
- you want a drink of water?
- you want to write something down?
- you want to read the news?
- you want to go to the airport?
- you want to earn some money?

10.4 Fill the gaps in these sentences.

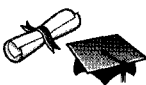


Singapore (dep 0545)



Paris (arr 1230)

- 1 This plane Paris at 1230.



university



(25 minutes)



my house

- 2 The bus from the university my house in 25 minutes.



hotel



airport

- 3 How the airport? Take a taxi. The bus is very slow!

10.5 Answer the questions.

- In your country, how old are people when they get married?
- When do people get married? Which day? Which month(s)?
- What time do you get home every day? How do you get there?
- Fill the gap: Now you can look at the key and the answers!

Phrasal verbs

A What are phrasal verbs?

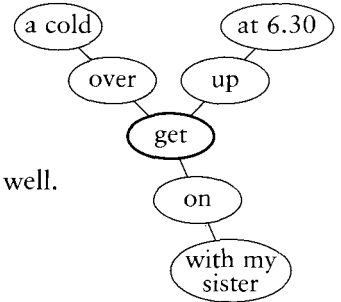
Phrasal verbs have two parts: a verb + a preposition.

get up/on/over

I **got up** at 6.30 this morning. I'm tired now.

I hated my sister when I was young but now we **get on** very well.

He soon **got over** his cold. (= he got better quickly)



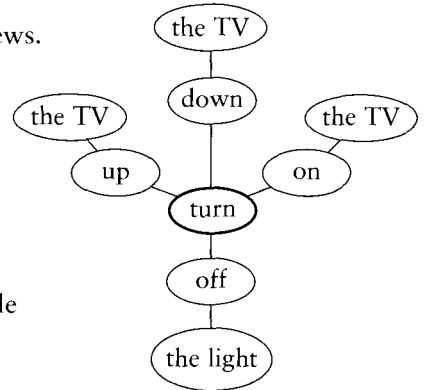
turn on/off/up/down

He always **turns on** the TV at 9 o'clock to watch the news.

It's a sunny day. **Turn** the light **off**.

Turn the TV **up**. I can't hear it.

Turn the TV **down**. It's too loud.



go on/off

Don't stop. **Go on** talking. It's very interesting.

A bomb **went off** in a London station today. Four people are still in hospital.

put something on

It's cold and windy outside. **Put** your coat **on**. *or Put on your coat.*

come on

Come on! We're late.

B One phrasal verb, different meanings

Note that one phrasal verb can often have different meanings.

turn down

She **turned down** the stereo. (= made it not so loud)

She **turned down** the invitation. (= refused it)

do up

She **did up** her coat.



She **did up** her flat.



take off

Our plane **takes off** at 12.30. (= leaves the ground)

She **took off** her shoes. (= removed them from her feet)

Tip: Make a special page in your notebook. Write down any phrasal verbs you see or hear.

Exercises

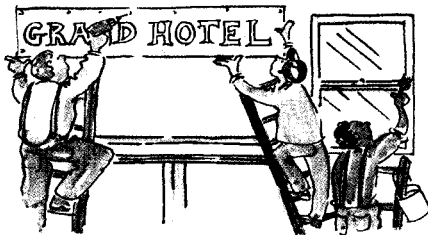
11.1 Match a sentence on the left with a sentence on the right. Draw lines.

- | | |
|------------------------------------|--------------------------------|
| 1 It's getting late. | a Turn it down then. |
| 2 It's very cold today. | b Please turn your music down. |
| 3 That funny programme is on soon. | c It's time to get up. |
| 4 Her boyfriend left her. | d Do up your coat. |
| 5 I'm trying to work. | e Put on your raincoat. |
| 6 The flat is quite old. | f She got over it quickly. |
| 7 It's raining today. | g Turn on the TV. |
| 8 I don't want to accept that job. | h We can do it up nicely. |

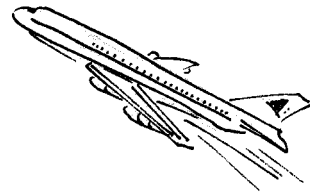
11.2 Put the correct prepositions in these sentences.

- It's dark in here. Turn the lights.
- Our plane takes at 6.25 and lands at 7.50.
- Come! It's time to get
- The children took their school uniforms when they got home.
- It's time to turn the TV and go to bed now.
- That teacher always gets her students.
- The students went working until late at night.
- When they got to the beach, he put his swimming trunks and ran down to the sea.

11.3 What is happening in these pictures? Use one of the phrasal verbs from the opposite page to describe each picture.



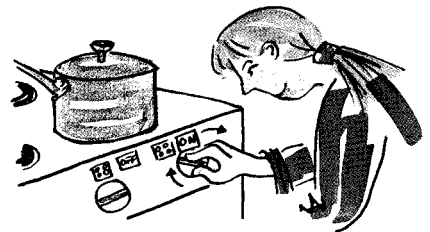
1 They are doing up the hotel.



3



2



4

11.4 Organise the words on the opposite page into groups, in any way that makes sense to you, for example, clothes, movement.

11.5 Replace the underlined words with a phrasal verb from the opposite page.

- | | |
|--------------------------------------|---|
| 1 The plane <u>left</u> at midnight. | 3 She <u>continued</u> writing novels all her life. |
| 2 I <u>removed</u> my hat and coat. | 4 He soon <u>got better from</u> the flu. |

12 Everyday things

A Things we do every day



I wake up



get up



go to the bathroom



have a shower



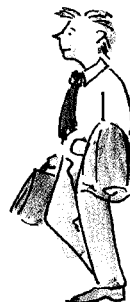
have breakfast



listen to the radio



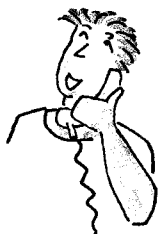
go to work



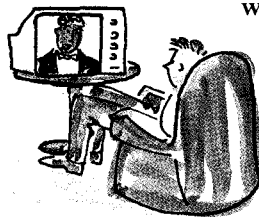
come home



make dinner



phone (or call) a friend



watch TV



go to bed

B Sometimes I ...



wash clothes



clean the house



go for a walk



write letters

C Questions about everyday things

How often do you read the newspaper / watch TV? Three times a week / every day, etc.
 What time do you get up / go to work? Seven o'clock. / Half past eight. etc.
 How do you go to work? By bus/train/car, etc.

D Usually/normally (what I do typically)

We say I **usually/normally** get up at eight o'clock, *but* today I got up at eight-thirty.
 [NOT I used to / I'm used to get up at eight o'clock!]
 (See also Units 3 and 6.)

Exercises

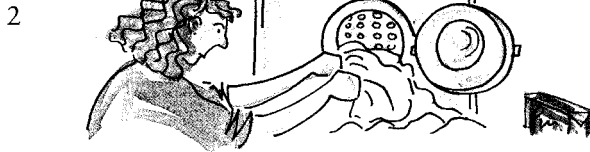
12.1 Write the answers for yourself.

- 1 I usually wake up at
- 2 I go to the bathroom and have
- 3 I usually have for breakfast.
- 4 I go to work by
- 5 I usually have a cup of tea/coffee at o'clock.

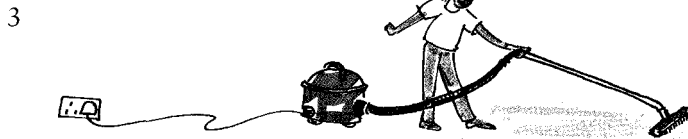


12.2 What do they usually do?

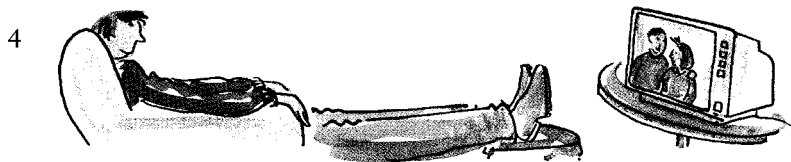
- 1 He ... *listens to the radio every morning*



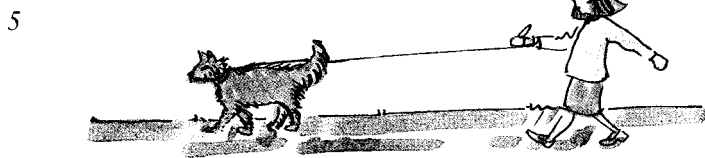
2 She w..... (every Saturday)



3 He c..... (every weekend)



4 He w..... (every evening)



5 She g..... (every Sunday)

12.3 Ask questions.

topic	question	answer
1 get up	What time do you get up?	Seven-thirty, usually.
2 go for a walk	How ...	Every Saturday.
3 go to work	How ...	By train.
4 have dinner	When ...	Between seven and eight o'clock, usually.

13 Talking

A Say (say/said/said)

We use **say** when we report someone's words.
She **said** 'This is horrible!'
He **said that** he wanted a drink.

We use **say** when we ask about language.

A: **How do you say** 'book' in Spanish?

B: 'Libro'.

We **say hello / goodbye / please / thank you / Happy Birthday / Merry Christmas / Happy New Year / Congratulations**

B Tell (tell/told/told)

Tell is usually followed immediately by a person. **Say** is not followed immediately by a person.

He **told me** his name. [NOT He ~~said me~~ his name.]

We use **tell** when we want to know how to get to a place.

Can you **tell me** where the bus station is, please? [NOT Can you ~~say me~~ ...?]

We use **tell** with other **wh-words** too (**when, how, why, where**), e.g. you can **tell someone how** to do something, **where** something is, **why** something happened.

He **told me how** to send a fax. **Tell me when** you want to have dinner.

You can **tell someone the time / a story / a joke / your name / address / telephone number.**

C Ask

Ask is used for questions.

My sister **asked me** where I was going. (or My sister asked (me) 'Where are you going?')

A: Can I **ask you a question**?

B: Yes.

A: What day of the week were you born?

B: Thursday.

You can **ask someone the way / the time / a question.**

Ask somebody to do something and **ask someone for something.**

I **asked him** to turn off his radio. (or I said 'Please turn off your radio.')

She **asked for** the bill. (or She said 'Can I have the bill please?')



D Speak/talk/answer/reply

Do you **speak** Japanese? [NOT Do you ~~talk~~ Japanese?]

I like **talking to** you. (having a conversation with you)

Can you **answer** the telephone / the door, please?

(pick up the phone / open the door to see who it is)

I wrote a letter to him but he did not **reply**.

(for letters/faxes/e-mails) (he did not send me a letter back).



Exercises

13.1 Fill the gaps with the correct form of *say* or *tell*.

- 1 Can you *tell*..... me where the Plaza Hotel is, please?
- 2 She me her name.
- 3 I goodbye to her.
- 4 'Please, me a story,' the little boy
- 5 'Come here!' the police officer
- 6 The teacher that the students were very good.

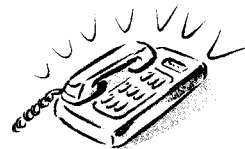
13.2 What do you say?



- 1 You want to know where the railway station is.
Can?
- 2 You want to know the word for 'tree' in German.
How
- 3 You want to know the time.
Excuse me, can you?



- 4 Your course is finished. You want to say goodbye to your teacher.
I just want to
- 5 You want to know when the exam is.
Can you
- 6 The telephone rings. You are in the bathroom.
(To your friend)
Can you?



13.3 Match the verbs on the left with the words on the right. Draw lines.

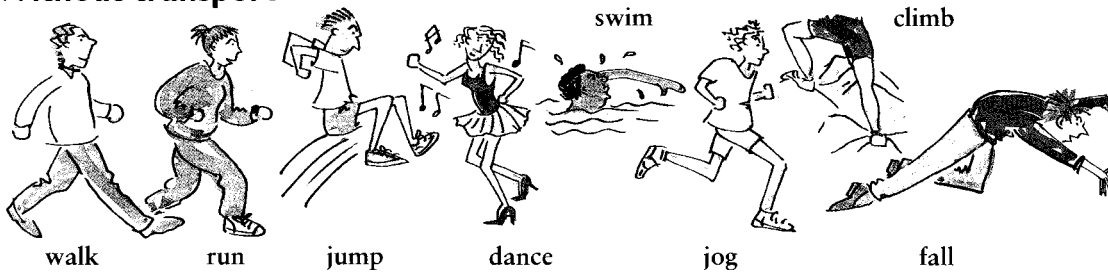
- | | |
|------------|-----------------------|
| 1 Say | a a letter |
| 2 Answer | b someone to help you |
| 3 Ask for | c Happy New Year |
| 4 Reply to | d the door |
| 5 Tell | e a friend |
| 6 Talk to | f someone a joke |
| 7 Ask | g the bill |

13.4 On the left are some things in different languages. Can you match them with the sentences on the right? Draw lines.

- | | |
|-------------------------|---------------------------------------|
| 1 La cuenta, por favor. | a Say Merry Christmas in Swedish. |
| 2 Berapa ini? | b Say thank you in Arabic. |
| 3 God jul! | c Ask for the bill in Spanish. |
| 4 Kon'nichi wa. | d Ask how much something is in Malay. |
| 5 Shukran. | e Say good morning in Japanese. |

14 Moving

A Without transport



B Transport

You go by car / plane / bus / train / bike / motorbike / ship / taxi / underground [NOT by a car].

You take a bus / train / taxi / plane and you take the underground.

You ride a bicycle / bike / motorbike / horse.

You drive a car / bus / train.

The pilot flies a plane.

How did you get to Istanbul? We flew there.

If you catch the bus, train or plane, you arrive in time to get it.
If you miss the bus, train or plane, you arrive too late to get it.

You arrive at or in a place [NOT to a place]. The train arrived in Tokyo on time. The plane arrived late at Heathrow.

Tip: When you are travelling you will probably see a lot of notices in English. Make a note of any new words and expressions you see.

See Unit 41 (Travelling) for more words about transport.

C Moving objects



Exercises

14.1 Fill the gaps with verbs from A opposite. Write them in the correct form.

- 1 Jack likes *jogging* round the park every morning but Betty prefers *walking* round it with her dog.
- 2 Everyone at the party last night.
- 3 Every day Jane ten lengths of the swimming pool before breakfast.
- 4 James can very fast. He has won a lot of races.
- 5 Robert loves hills.
- 6 The old lady on her way home and broke her arm.
- 7 Sandra into the swimming pool and quickly to the other side.
- 8 It is much better for you to to work than to go by car.

14.2 Ride, drive, go by or take? Write the correct word(s) in the phrase.

- 1 Can you a motorbike?
- 2 He works for a railway company. He a train.
- 3 She sometimes the underground to work.
- 4 He goes away from home a lot. He a lorry.
- 5 I prefer to a bus than car.
- 6 Would you like to an elephant.
- 7 You never forget how to a bicycle.
- 8 I usually a taxi when it rains.

14.3 Answer these questions. Use every day, once a week, once a year or never.

- 1 How often do you walk to work or school? *I walk to work every day.*
- 2 Have you got a bike? How often do you ride it?
- 3 How often do you go swimming? Do you go in the sea or in a swimming pool?
- 4 How often do you go jogging?
- 5 How often do you drive a car?
- 6 How often do you go dancing?
- 7 Do you often go climbing?

14.4 What other things do we often ask people to pass at the dinner table?

Write down *Please pass* + a noun six times. *Please pass the sugar.*

14.5 Put these sentences into the past tense with the word yesterday.

- 1 Jim runs a mile every day. *He ran a mile yesterday.*
- 2 Maria often drives her grandmother to the city.
- 3 Bill catches the 9.45 train to London every day.
- 4 I sometimes take a taxi home from the station.
- 5 Jane often falls when she rides her bike.

15 Conjunctions and connecting words

A Basic conjunctions

Conjunctions join two parts of a sentence and help to show the connection between the two parts of the sentence.

<i>conjunction</i>	<i>function</i>	<i>example</i>
and	tells you more	We went home and went straight to bed.
but	makes a contrast	They are rich but they aren't happy.
because	answers the question <i>why?</i>	We went home because we were tired.
so	tells you the result	We went home early, so we missed the end of the concert.
when	answers the question <i>when?</i>	We went home when Jane wanted to.
before, after	answers the question <i>what happened first?</i>	We went home before the concert ended. We went home after Max Jones had sung his first song.
although, though	tells you something surprising	We went home although / though we did not really want to.
if	makes a condition	We will go home if we are tired.

B Other connecting words

The words in this table are useful for making connections between words and phrases.

<i>word</i>	<i>function</i>	<i>example</i>
only	says something is not very big or not very much	He sleeps only 3 hours every night.
even	says something is surprising or unusual	Even their 10-year-old son works in the shop.
like	makes a comparison	She looks like her dad.
than	used after a comparative adjective or adverb	She works harder than he does.
also, too, as well	says something is extra	He works in the shop and she does also / too / as well.

Exercises

15.1 Choose one of the underlined words to complete the sentence.

- 1 Sam liked school because/although/if he had many friends there.
- 2 Sam left school so/but/and he joined the navy.
- 3 He hadn't travelled much but/before/after he joined the navy.
- 4 Sam was seasick when/if/so he left the navy.
- 5 He got a job in a bank because/although/and he had no qualifications.
- 6 He will stay at the bank when/if/though he likes it there.

15.2 Write down ten sentences from the table. Use each of the conjunctions once.

Mary agreed to marry Paul	after	she loves him.
	although	she doesn't love him.
	and	she loved him.
	because	she didn't love him.
	before	they had two sons.
	but	he moves to London.
Mary will marry Paul	if	he moved to London.
	so	he was a pop star.
	though	they decided to set up a business together.
	when	

15.3 Write each of the conjunctions in A in your own language.

15.4 Fill in the gaps with words from the table in B.

I love swimming and my brother loves swimming ⁽¹⁾..... Almost all my family loves swimming. ⁽²⁾..... my grandmother swims every day. She swims ⁽³⁾..... a fish. ⁽⁴⁾..... my father doesn't like it very much. I can swim better ⁽⁵⁾..... my father.

15.5 Think about your family and your habits. Write sentences using *only, even, than, like, also, too* and *as well* about your habits.

I play tennis and my mother plays as well. My mother plays better than I do.

15.6 Complete these sentences for *yourself*.

- 1 I am learning English because
- 2 I'll learn more English if
- 3 I am learning English and
- 4 I am learning English although
- 5 I started learning English when
- 6 I can speak some English, so
- 7 I'll learn more English but

16 Time words (1): days, months and seasons

A Basic time words

There are:

365 days in a year

12 months in a year

52 weeks in a year

7 days in a week

2 weeks in a fortnight

24 hours in a day

60 minutes in an hour. (We say **an** hour.)

60 seconds in a minute

100 years in a century

B Days of the week

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

The names of the days always begin with a capital letter in English.

Saturday + Sunday = the weekend



Monday (before 12 a.m.) = Monday morning

Monday (between 12 a.m. and 6 p.m.) = Monday afternoon

Monday (after 6 p.m.) = Monday evening

We say **on** + days of the week: on Monday, on Saturday, etc. I saw her **on** Friday, on Tuesday evening.

We say **at** + the weekend: I went to the cinema **at** the weekend.

C Months and seasons

Months: January, February, March, April, May, June, July, August, September, October, November, December.

The names of the months always begin with a capital letter in English.

Some countries have four seasons: spring, summer, autumn and winter



We say **in** + months/seasons: in July, in December, in (the) spring, in (the) summer, etc. My birthday is **in** July. [NOT ~~on~~ July] Birds sing **in** (the) spring.

Tip: Write the day and date in English when you do an English exercise.

Exercises

16.1 Complete the sentences with a word from A opposite.

- 1 There are 3,600 seconds in
- 2 There are 1,200 months in
- 3 There are 168 hours in
- 4 There are 8,760 hours in

16.2 Recite (a) the days of the week and (b) the months of the year.

16.3 Complete this British children's song about the number of days in each month.

Thirty days has S.....,
A....., J..... and N.....
All the rest have,
Except for F..... dear
Which has twenty eight days clear
And in each leap year (= every four years).

16.4 These abbreviations are often used for the days of the week and the months. Write the names out in full.

- | | | |
|--------|--------|----------|
| 1 Mon. | 5 Wed. | 9 Feb. |
| 2 Aug. | 6 Jan. | 10 Sept. |
| 3 Oct. | 7 Apr. | 11 Tues. |
| 4 Sat. | 8 Th. | 12 Nov. |

16.5 What are the next few letters in each case? Explain why.

- 1 S M T W ? ? ?
- 2 J F M A M J J ? ? ? ? ?
- 3 S S ? ?

16.6 There are six mistakes in this paragraph. Correct the mistakes.

I'm going to a party on saturday for Jill's birthday. Her birthday is on thursday but she wanted to have the party on a Weekend. She's having a barbecue. I think june is a good month to have a birthday because of the weather. I love going to barbecues on the summer. My birthday is in Winter and it's too cold to eat outside!

16.7 Quiz: How quickly can you answer these questions?

- | | |
|---|---------------------------------|
| 1 How many seconds in quarter of an hour? | 7 What day is it today? |
| 2 What is the third day of the week? | 8 What day will it be tomorrow? |
| 3 What month is your birthday in? | 9 What is the seventh month? |
| 4 What day will it be the day after tomorrow? | 10 What day was it yesterday? |
| 5 What day was it the day before yesterday? | 11 What century is it? |
| 6 How many minutes are there in half an hour? | 12 What month is it? |

Exercises

17.1 Fill the gaps with a preposition from A opposite.

(1)..... the past, Rosa worked in many different countries. Rosa worked in Hong Kong
 (2)..... three years, (3)..... 1993 (4)..... 1996. (5)..... the moment she is working in
 Tokyo. She will stay there (6)..... two more years.

17.2 Draw lines to match the centuries to their time.

- | | |
|--------------------|-------------|
| 1 the 19th century | |
| 2 the 22nd century | the past |
| 3 the 18th century | the present |
| 4 the 21st century | the future |
| 5 the 20th century | |

17.3 Read the sentences and answer the questions.

- Peter will get his exam results very soon.
Do you think Peter will get them next year, next month or tomorrow?
- Harriet and Rupert met for the first time recently.
Do you think they first met last year, six months ago or a week ago?
- I'll help you in a moment.
Do you think I'll help you next week, in two hours or in a few minutes?

17.4 Are these sentences true about *you*? If not, write them out correctly. Use other frequency adverbs from B on the opposite page.

- I always go swimming on Fridays. I *sometimes go swimming on Fridays. I often go swimming on Saturdays.*
- I normally go to school/work by bus.
- I hardly ever play football.
- I occasionally watch TV.
- I rarely drink milk.
- I often wear a hat.
- I rarely eat chocolate.
- I always go to bed at 10.
- I never go to the theatre.

17.5 Look at the table and make sentences using expressions like *once a week, three times a month*, etc.

	<i>play tennis</i>	<i>practise the piano</i>	<i>have a business meeting in Germany</i>
John	Mondays and Thursdays	Saturdays	the first Friday every month
Sally and Amy	Tuesdays, Fridays and Saturdays	every morning and every evening	once in January, March, May, July, August and December every year.

17.6 Write a paragraph about your own life using as many as possible of the words and expressions from the opposite page.

18 Places

A General place words

Come here please. (to me, to where I am)

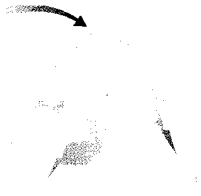
Do you know Lima? I'm going there in April. (not here, another place)

I'm coming **back** from Portugal in May. (to here again, to this place)

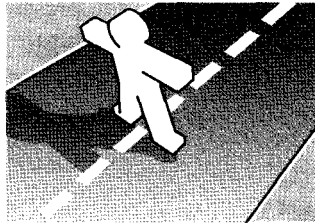
There are books and papers **everywhere** in my room. (in all parts / all places)

(See unit 7.)

B Positions



The **top** of the mountain.



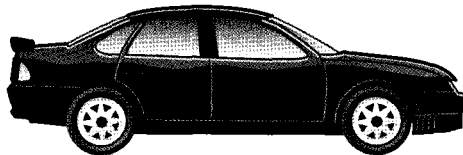
The **middle** of the road.



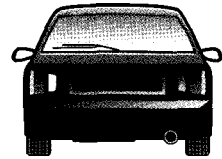
The **bottom** of the glass.



The **front** of the car.

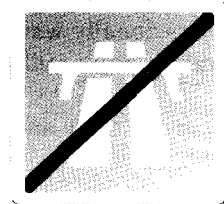
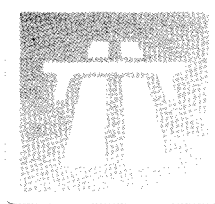


The **side** of the car.



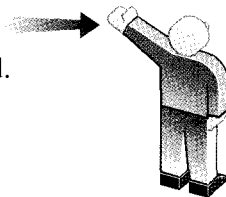
The **back** of the car.

The **beginning** of the motorway.
The **end** of the motorway.

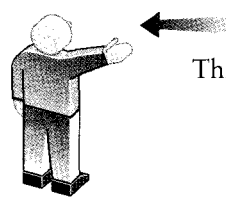


C Left and right

This is his **left** hand.



This is his **right** hand.



In York Street, there is a cinema **on the left** and a restaurant **on the right**.

D Home and away

Is Mary at **home**? (in her house / flat)

No, sorry, she's **out**. (at the shops / at work / at school)

No, sorry, she's **away**. (in another town / city or country)

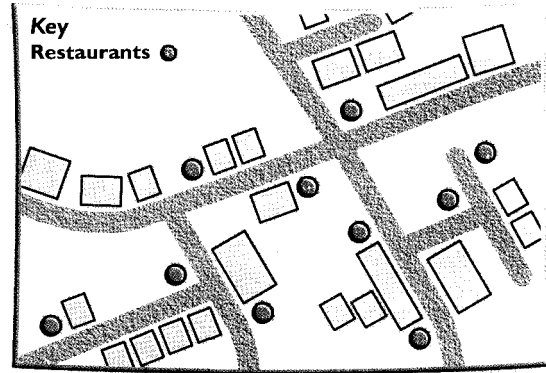
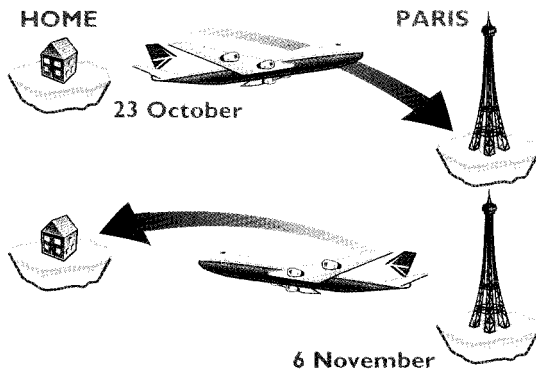
No, sorry, she's **abroad**. (in another country)

Exercises

18.1 Fill the gaps with *here* or *there*.

- 1 Please bring it (See Unit 9 for **bring**.)
- 2 Are you coming next week? (See Unit 7 for **come**.)
- 3 This letter is for a teacher at the university. Can you take it? (See Unit 8 for **take**.)
- 4 I want to leave this letter in Nora's office. Are you going

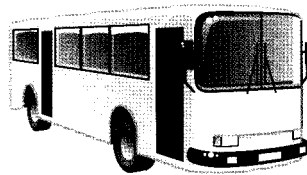
18.2 Complete the sentences.



- 1 What is Mary doing on 6 November?
She's coming
- 2 Is there just one restaurant in Scoffton?
No there are restaurants

18.3 Mark the positions on the tree and on the bus.

- 1 The top of the tree.
- 2 The middle of the tree.
- 3 The bottom of the tree.
- 4 The front of the bus.
- 5 The side of the bus.
- 6 The back of the bus.



18.4 Answer these questions about *yourself* and about this book.

- 1 Are you studying English at home or abroad?
- 2 Are you going away this year?
- 3 What have you got in your left or right hand at the moment?
- 4 What is there at the end of this book?
- 5 Where is the unit on **Have** in this book? (beginning/middle/end?)
- 6 Where is the Unit on **Feelings**? (beginning/middle/end?)

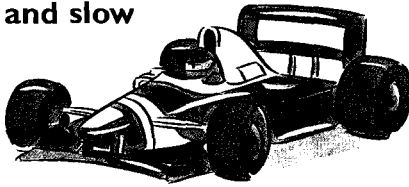
18.5 Fill the gap with *out*, *away* or *abroad*.

- 1 I'd like to work and learn about a new country.
- 2 Is Lily here? No, she's but she'll be back in about five minutes.
- 3 I'm going tomorrow to my sister's. She lives about 50 miles north of here.
- 4 When we go we like to go and see new countries.

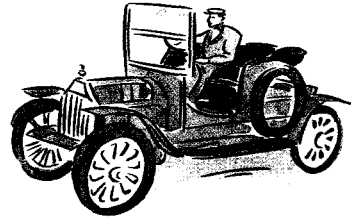
19 Manner

Manner = how we do something

A Fast and slow



This car goes very fast. It's a fast car.



This car goes very slowly. It's a slow car.

B Right and wrong

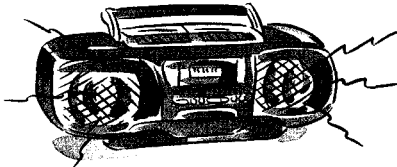
This sentence is right.

I like coffee very much. ✓

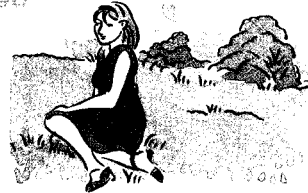
This sentence is wrong.

I like very much coffee. ✗

C Loud and quiet /laud/ and /kwaɪət/



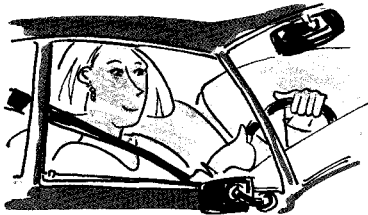
The music is too loud.



It's very quiet here.

The teacher speaks very quietly. We can't hear him.
She sang loudly.

D Well and badly



She's a good driver. She drives well.



He's a bad driver. He drives badly.

E Way

Way means how someone does something.



He's speaking in a friendly way. She's speaking in an unfriendly way.

Exercises

19.1 Complete the sentences.

- 1 This train is **slow**. It goes very ...*slowly*.....
- 2 He is a **bad** singer. He sings very
- 3 She is always **loud**. She speaks very
- 4 He's a **fast** swimmer. He swims very
- 5 This girl is **quiet**. She always speaks
- 6 He's a **good** English-speaker. He speaks English

19.2 Which do you think is better? Use your dictionary if you want to.

- 1 A loud person or a quiet person?
- 2 A fast bus or a slow bus?
- 3 A friendly person or an unfriendly person?
- 4 A right answer or a wrong answer?
- 5 To speak politely or impolitely?
- 6 To speak in a strange way or in a normal way?

19.3 Find words from the left-hand page.

w r o n g o
 e c i (b a d)
 l u b g e z
 l o u d h i
 s e f a s t

19.4 Use a dictionary. Are the definitions right or wrong?

<i>word</i>	<i>definition</i>	<i>right (✓)</i>	<i>wrong (✗)</i>
suddenly	very slowly		✗
sadly	in an unhappy way		
strangely	not in a normal way		
quickly	very slowly		
easily	with no difficulty		

19.5 Make sentences about yourself and your friends/family. Use the new words opposite.

I play tennis well.

20 Irregular verbs

Most verbs in English are regular but some of the most common verbs in English are irregular. The forms here are the infinitive (go, come), the past simple (went, came) and the past participle (gone, come).

A All forms the same

cost cost cost
let let let

cut /kʌt/ cut cut
put /pʊt/ put put

hurt hurt hurt
shut /ʃʌt/ shut shut

B Two different forms

run ran run
keep kept kept
come came come

read /ri:d/ read /red/ read /red/
sleep slept slept
become became become

feel felt felt
leave left left

bring brought brought
fight fought fought

buy bought bought
teach taught taught

catch caught caught
think thought thought

find found found

spend spent spent

learn learnt learnt

pay paid /peɪd/ paid

say said /sed/ said

win won won
sell sold sold

lose lost lost
tell told told

shine shone shone
sit sat sat

meet met met

get got got

shoot shot shot

stand stood stood

understand understood understood

make made made
hear heard heard

have had had
beat beat beaten

do did done

C Three different forms

be was/were been
drink drank drunk

go went gone
sing sang sung

begin began begun
swim swam swum

fly flew flown

know knew known

throw threw thrown

break broke broken

choose chose chosen

speak spoke spoken

steal stole stolen

wake woke woken

take took taken

wear wore worn

drive drove driven

ride rode ridden

rise rose risen

write wrote written

eat ate eaten

give gave given

forget forgot forgotten

fall fell fallen

Tip: When you learn a new irregular verb, add it to one of the groups of verbs on this page.

Exercises

20.1 Do you know what the verbs opposite mean? Write out the infinitive form of each of the verbs with its meaning in your own language beside it. Use a dictionary if you want to.

20.2 Write these words out in their three forms. Then find a verb on the opposite page which has the opposite meaning. Write it out in its three forms.

- | | | |
|--------|-----------------------|------------------|
| 1 open | open, opened, opened; | shut, shut, shut |
| 2 give | 5 walk | 8 rise |
| 3 come | 6 wake | 9 win |
| 4 make | 7 remember | 10 buy |

20.3 Use the pictures and complete this story about Jane yesterday.

Yesterday Jane (1)..... up at 7.00. She (2)..... an apple and she (3)..... a cup of hot chocolate. Then she got in her car and (4)..... to work. At work she (5)..... a newspaper and then she (6)..... some letters. At lunch-time she (7)..... in the park for half an hour and then she (8)..... a sandwich. After lunch she (9)..... at her desk again and (10)..... some telephone calls. In the evening she (11)..... the office at six o'clock and (12)..... some Japanese visitors. They (13)..... to a restaurant together. After a busy day Jane (14)..... very well.



20.4 Choose the best verbs opposite. Complete the sentences with the correct past participle form.

- We have in the sea every day this week.
- Where is my bike? Someone has it!
- I have a long time on this work.
- That boy has very lazy recently.
- I hope Jack has the bus and won't be late home.
- Poor John. He has his leg badly. But he hasn't it.

20.5 Write sentences of your own with verbs from the box. Use the past tense.

bring	choose	fall	feel	fly	keep
pay	speak	teach	tell	think	win

20.6 Read all three parts of all the verbs on the opposite page aloud. Then cover parts two and three. Can you remember what they are?

21 Common uncountable words

A What is countable?



apples



shoes



plates

COUNTABLE (You can count them: 4 apples, 2 shoes)



sugar



money



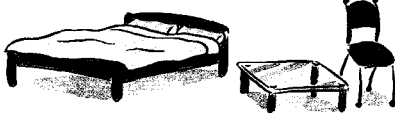
luggage

UNCOUNTABLE (You can't count it: NOT 3 luggages)

Can I have three apples and some sugar, please?

Are these shoes yours? Is this luggage yours?

B Everyday uncountable words



This furniture is modern.



The traffic is bad today.



I'll give you some advice about your future.



He can give you some useful information about Bangkok.



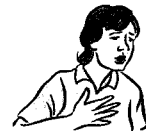
There is some bad news today.



It's terrible weather today.



Accommodation here is expensive.



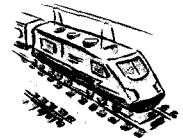
I need some fresh air.



Studying is hard work.



Air travel is faster than rail travel.



C Food

A lot of uncountable nouns are kinds of food and drink.



rice



spaghetti



butter



bread



milk



water



tea



coffee

Note: When we want to say how much we want, we say, three loaves of bread, two litres of milk, a kilo of apples.

Tip: When you learn a new noun, write it down in a phrase which shows if it is countable or uncountable.

Exercises

21.1 Fill the gaps with an uncountable noun opposite.

- 1 I'd like to buy a car but I haven't got enough
- 2 Cows give us and
- 3 If you don't know what to do, ask your parents for some
- 4 The at the seaside is very good for you.
- 5 Rob left school last month and is now looking for
- 6 There is always a lot of in central London.

21.2 Match the words on the right with the words on the left.

- | | |
|----------|-------------|
| 1 heavy | information |
| 2 useful | travel |
| 3 bad | water |
| 4 modern | luggage |
| 5 brown | news |
| 6 cold | furniture |
| 7 space | bread |

21.3 Find an adjective to go with the uncountable nouns in the box.

cold weather, British money

weather	money	sugar	traffic	advice	accommodation	air
work	rice	spaghetti	butter	milk	tea	coffee

21.4 Fill the gaps with the correct form of the verb *be*.

- 1 Accommodation in the city centre expensive.
- 2 Spaghetti with Italian tomato sauce very good.
- 3 The weather in Scotland best in the autumn.
- 4 The news better today than it yesterday.
- 5 Work the most important thing in Sam's life.
- 6 Their furniture very old and very beautiful.

21.5 Correct the mistakes in these sentences.

- 1 The news ~~are~~ not very good today.
The news is not very good today.
- 2 Where can I get some informations about your country?
- 3 Let me give you an advice.
- 4 Cook these spaghetti for ten minutes.
- 5 Can I have a bread, please?
- 6 Mary is looking for a new work.
- 7 We should buy some new furnitures.
- 8 The east of the country usually has a better weather than the west.
- 9 We went on two long travels last year.
- 10 I must find a new accommodation soon.

22 Common adjectives: good and bad things

A (+) 'good' adjectives

A good restaurant.



A better restaurant.



The best restaurant in town.



This restaurant is **better than** that one.

nice (+) lovely (++) wonderful (+++) excellent (++++)

A: That's a nice jacket.

B: Thank you.



A: It's a lovely day today!

B: Yes, it is.



A wonderful view



Mary's a wonderful person.

Everybody loves her.

A: Do you want to go to London on Saturday?

B: That's an excellent (= very good) idea!

When you answer and want to say how you feel:

A: The train arrives at six o'clock; dinner is at seven.

B: Excellent! / Great! / Wonderful! / Lovely! / Perfect!

B (-) 'bad' adjectives

bad (worse / the worst) (-) awful (- -) terrible (- - -) horrible (- - -)

bad weather



My hair is awful!



The weather last year was **worse than** this year.

Tim is a **horrible** person. Nobody likes him. (used about people)

I had a **terrible** day at work today. (used about situations)

The traffic's **terrible** at 5 o'clock on Fridays.

Note: We often say **not bad** when we are speaking:

A: I get \$500 a week in my job.

B: That's **not bad!** (= good!)

You can say these adjectives with **how**:

A: I have to get up at 5.30 tomorrow.

B: Oh, **how awful!** / **horrible!** [~~NOT how bad~~]

Exercises

22.1 Fill the gaps, as in the example.

- 1 My hair's ...*awful*.... I must go to the hairdresser's.
- 2 The weather's I don't want to go out.
- 3 The traffic is in the city centre. Take the train.
- 4 That's a(n) idea! Let's do it!
- 5 How! Three exams on the same day!
- 6 What a house! The sea is only 100 metres away!
- 7 My timetable's not I'm free on Wednesdays and Fridays.

22.2 What can you say? Someone says to you ...

- 1 Do you like my new jacket?
- 2 I have to get up at 4.30 tomorrow morning.
- 3 Shall we go out for dinner tonight?
- 4 (*In your town*) Excuse me. Is there a good restaurant in this town?
- 5 What sort of person is your English teacher?

22.3 What goes together? Match a description from the left with an expression from the right. Draw lines.

- | | |
|-------------------------------------|---------------------------|
| 1 Blue sky, sun 25°. | a Wonderful news. |
| 2 5 stars (*****), very famous. | b Awful weather. |
| 3 Bad person. Nobody likes him/her. | c Lovely weather. |
| 4 90 out of 100 in an exam. | d An excellent idea. |
| 5 Grey sky, wind, rain, 11°. | e The best hotel in town. |
| 6 We can take a taxi. | f A horrible person. |

22.4 Use a dictionary. Put these new words into the *good* or *bad* column.

dreadful ghastly gorgeous marvellous horrendous fine superb brilliant

<i>good (+)</i>	<i>bad (-)</i>
	<p><i>dreadful</i></p>

22.5 Look at the adjectives in 22.4. Think of two nouns to go with each of the adjectives.

dreadful weather/film

23 Common adjectives: people

In this unit, ** = normal, **** = stronger

A Saying positive (+)/good things about people

Nice is the most common word used for people who we like / who are good.
Mary's very **nice**.
Richard's a **nice** man.

If we want to make **nice** stronger, we can use **wonderful**.

nice (**) —————> **wonderful** (****)

Ron is a **wonderful** teacher. All the students love him.
But we don't say 'Mary is ~~very~~ wonderful', we just say 'Mary is wonderful'.

If someone is good to other people, we use **kind**.
She's very **kind**; she helps me with the children.

Other 'good' things about people

My teacher is a lovely man. (= very kind / I like him very much) (****)
My friend Neil is very **easy-going**. (= relaxed, easy to be with)
Maureen's a **happy** person. (≠ an **unhappy** person)
All my friends are more **intelligent** than me. (= clever, good at school subjects, etc.)

B Saying negative (-)/bad things about people

Marcia is **not** very nice.

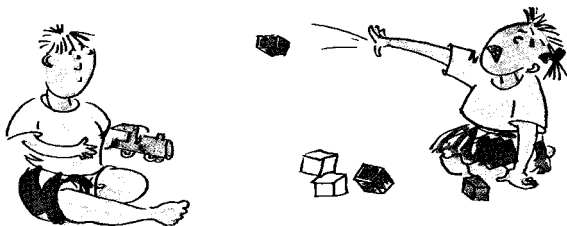
not very nice (**) —————> **horrible** (****)

Margaret is a **horrible** woman; nobody likes her.
My uncle is a **difficult** person. He is never happy.
That waiter is **stupid**. I asked for coffee and he has given me tea! (**stupid** **** is a very strong word)
I don't like **selfish** people. (= people who think only of themselves)

C Little children

We often say that little children are **good** or **well-behaved**. If they are not, we say they are **naughty**.

Tim is very **good** / **well-behaved**, but his little sister is very **naughty**.



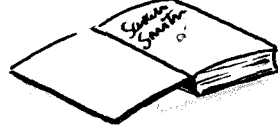
D Prepositions

Jean was nice/kind/wonderful **to** me when I was in hospital.
You were horrible **to** me yesterday!
It was nice/kind **of** you to remember my birthday.

24 Words and prepositions

A Verbs

Some verbs are usually followed by a preposition.
I **listen to** the radio in bed in the morning.
I **waited for** the bus for half an hour yesterday.
I **asked for** a black coffee, not a white one.
Where do I **pay for** our meal?
This book **belongs to** Sarah Smith.



What are you **thinking about**?
Helena **thanked** her mother **for** the present.
Jamie **apologised** **for** being late.

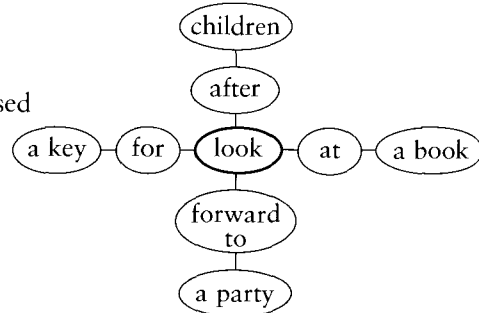


I'm sorry



B Same verb, different preposition

Some verbs have different meanings when they are used with different prepositions, for example, **look**.



I love **looking at** old photographs.
If you want to find something, for example, your key, you must **look for** it.
Parents **look after** their children (= they take care of them).
You **look forward to** something nice in the future, for example, a friend's letter, a holiday.

C Adjectives

Some adjectives are also followed by prepositions.
I'm **good at** geography but **bad at** maths.
I'm **interested in** (hearing) all your news.
He is **afraid of** mice.
John is **proud of** winning a medal and his mother is **proud of** him.

Note: You are **used to** (or **accustomed to**) what you know well; you have to **get used to** / **accustomed to** something new, for example a new school or driving on the other side of the road; you are used to doing something, I'm used to getting up early, I always do.

D Grammar

Prepositions are followed by a noun: Joe is **good at tennis** or the -ing form of the verb: Joe is **good at playing** the piano [NOT good at ~~play~~ the piano].

Tip: Look carefully at prepositions when you read in English. Make a note of any phrases which use prepositions in a new way.

Exercises

24.1 Match a phrase on the left with a phrase on the right, to make seven sentences.

- | | |
|--|------------------------|
| 1 John is waiting | for his mistake. |
| 2 This bicycle belongs | about the holidays. |
| 3 The children thanked their grandmother | for a train to London. |
| 4 Sally is listening | to the hotel. |
| 5 He apologised | for our tickets. |
| 6 Let me pay | to her walkman. |
| 7 Billy is thinking | for the money. |

24.2 Complete these sentences with a preposition and an appropriate noun or pronoun.

- 1 Joanna can't read yet but she likes looking *at books*.....
- 2 A nurse looks
- 3 I can't find my glasses? Could you help me look
- 4 It's my birthday soon. I'm really looking
- 5 Why are you looking in that way? Is my face dirty?
- 6 I don't like my job very much. I'm looking
- 7 Alex is going to France in July. He is looking
- 8 I often look when their parents go out.

24.3 Fill the gaps with a preposition.

Anne has got used ⁽¹⁾..... her new job and is doing well there. She is very good ⁽²⁾..... talking to customers. She always listens ⁽³⁾..... them. She is very interested ⁽⁴⁾..... sport and she belongs ⁽⁵⁾..... a tennis club and a swimming club. Her parents were very proud ⁽⁶⁾..... her when she won a medal for swimming last year.

24.4 Hiroshi is a visitor from Japan. Make sentences about what he found strange, at first, in Britain.

- 1 driving on the left ✓ *Hiroshi was used to driving on the left.*
- 2 speaking English every day ✗ *He wasn't used to speaking English every day.*
- 3 eating British food ✗
- 4 traffic jams ✓
- 5 expensive shops ✓
- 6 British money ✗

24.5 Answer these questions about *yourself*.

- 1 What were you good at at school? What were you bad at?
- 2 What do you usually ask for when you go to a café?
- 3 What are you proud of?
- 4 What are you afraid of?
- 5 What kind of music do you like listening to?
- 6 What are you looking forward to?
- 7 Do you belong to any clubs?
- 8 Are you used to eating different kinds of food?

25 Prefixes

Prefixes (at the beginning of words) can help you to understand what a new word means. Here are some common prefixes.

<i>prefix</i>	<i>meaning</i>	<i>examples</i>
ex (+noun)	was but not now	ex-wife, ex-president
half (+noun or adjective)	50% of something	half-price, half-hour
in, im (+adjective)	not	informal, impossible
non (+adjective or noun)	not	non-smoking
pre	before	pre-school
re (+verb)	again	redo, rewrite
un (+adjective or noun)	not	unhappy, unsafe

An **ex-wife** is a wife who is now divorced.

President Gorbachev is an **ex-President** of Russia.

A **half-hour** journey is a journey of 30 minutes.

Something that cost £10 yesterday and costs £5 today is **half-price**.

Informal clothes are clothes like jeans and trainers. Formal clothes are things like a suit.

If something is **impossible**, you can't do it. It is impossible to read with your eyes closed.

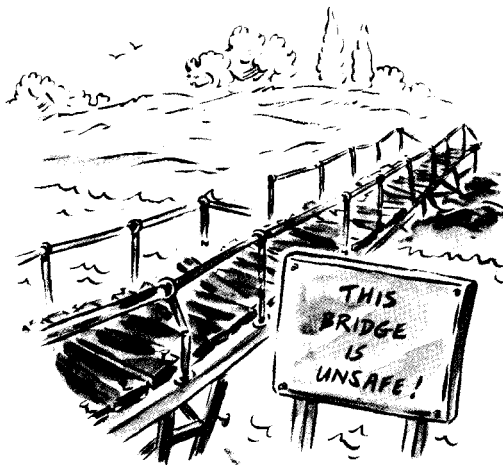
A **non-smoking** room is a room where people may not smoke.

Pre-school children are children who are still too young to go to school.

To redo something is to do it a second time and to **rewrite** something is to write it a second time.

Unhappy means sad, the opposite of happy.

Unsafe means dangerous, the opposite of safe.



Tip: Sometimes words with prefixes have a hyphen (-), e.g. a half-hour programme, and sometimes they don't, e.g. an impossible question. Use a dictionary when you are not sure if there is a hyphen or not.

Exercises

25.1 Choose one of the words from the prefix table to fit in these sentences.

- 1 This part of the restaurant is ~~non-smoking~~.
- 2 I can't read this. Please your homework.
- 3 In English we often say 'Hi'.
- 4 I liked school but my sister was very there.
- 5 I bought two T-shirts because they were in the sale.
- 6 Don't walk on that wall – the notice says it is

25.2 Write your own sentences to show what these words mean.

ex-wife ex-president redo impossible pre-school
--

25.3 What do you think these words and phrases mean? Look at the table on the opposite page to help you.

- 1 an ex-husband *a husband who is now divorced from his wife*
- 2 pre-exam nerves
- 3 an incorrect answer
- 4 an unread book
- 5 to retell a story
- 6 a half-brother
- 7 an unfinished letter
- 8 a non-alcoholic drink
- 9 to reread a book
- 10 to readdress a letter

25.4 Find one more example of a word using the prefixes in the table. Use a dictionary to help you. Write a phrase or sentence using your word.

ex: My ex-boss lives near me.

half: You stop at half-time in a football match.

25.5 Write a paragraph with at least eight of the example words from the table.

25.6 Find the negative forms of these words. Use a dictionary if necessary.

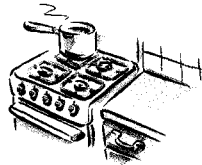
- 1 possible *impossible*
- 2 comfortable
- 3 safe
- 4 formal
- 5 smoking
- 6 happy
- 7 polite
- 8 correct

26 Suffixes

Suffixes come at the end of words. They help you to understand the meaning of a new word. Here are some common suffixes.

<i>suffix</i>	<i>meaning</i>	<i>examples</i>
er, or (noun)	person	worker, swimmer, instructor
er, or (noun)	machine, thing	cooker, word processor
ful (adjective)	full of	useful, beautiful
ology (noun)	subject of study	sociology, psychology
ics (noun, singular)	subject of study	economics, politics
less (adjective)	without	useless, endless
ly	makes an adverb from an adjective	sadly, happily
ness	makes an abstract noun from an adjective	happiness, sadness
y	makes an adjective from a noun	sandy, sunny

He's a hard **worker**. He works 12 hours a day.
 Her tennis is much better now that she has a new **instructor**.
 She's a very good **swimmer**.
 She was in the Olympic team.
 We've got a new gas **cooker**
 so the food should be delicious!



Thanks for the information. It was very **useful**.
 What a **beautiful** photo. I think it will win the competition.

Studying **sociology** teaches you about society.
 Studying **psychology** teaches you about people.

Economics is the study of money and finance.
 Although he is a very good Member of Parliament, he has never studied **politics**.

This book is no help at all – it's **useless**.
 I can't finish this book – it's **endless**.

He was late for work so he went **quickly** to the station.
 The little child danced **happily** across the grass.

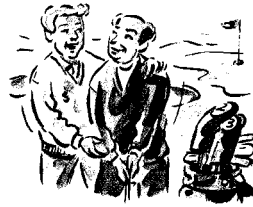
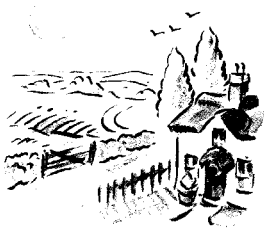
The mother was smiling with **happiness** as she held her baby in her arms.
 They said goodbye with great **sadness** because they
 knew they would probably never meet again.

That beach is very popular with tourists
 because it is long and **sandy**.
 It's a lovely **sunny** day – let's go to the beach.

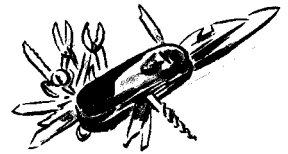
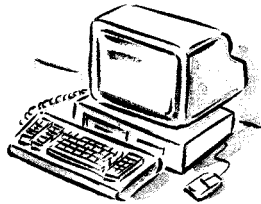


Exercises

26.1 Which of the example words do these pictures illustrate?



1 a sunny day..... 3 a golf i..... 5 a s.....



2 He's smiling h..... 4 a w..... 6 a u..... thing

26.2 Match the adjectives with the nouns in the box. Some adjectives go with more than one noun.

electric cooker / guitar

- | | | | | |
|------------|-------------|---------|-----------|-----------|
| 1 electric | 3 beautiful | 5 sunny | 7 useful | 9 useless |
| 2 fast | 4 sandy | 6 hard | 8 endless | |

worker	cooker	beach	weather	car	idea
book	swimmer	guitar	smile	picture	fun

26.3 Match these books with their subjects – *sociology, psychology, economics* or *politics*.

- 1 The Role of the President in the US Congress
- 2 British Society in the 1950s
- 3 Banking Today
- 4 Why People Smile

26.4 Are there suffixes in your language? Write a translation or an explanation for the suffixes in the table.

26.5 What do you think these words and phrases mean? Use the information about prefixes and suffixes in the table to help you.

- | | |
|---------------------------------------|-----------------|
| 1 zoology <i>the study of animals</i> | 6 painless |
| 2 a traveller | 7 badly |
| 3 slowly | 8 a tin opener |
| 4 hopeful | 9 mathematics |
| 5 rainy | 10 a footballer |

27 Words you may confuse

This unit looks at words which are easy to mix up.

A Similar sounds

quite/quiet

This book is **quite** good. (= not too bad) → quite good → good
My bedroom is very **quiet**. (= silent / no noise)

lose/loose

A: Why do I always **lose** my keys?
B: Here they are.
A: Oh, thank you!



If you **lose** something, you do not know where it is / you can't find it.

These trousers are very **loose**. (= loose means they are not tight, because they are too big)



fell/felt

Fell is from **fall/fell/fallen**.
Yesterday I **fell** and broke my arm.
Felt is from **feel/felt/felt**.
I **felt** ill yesterday, but I feel OK today.



cooker/cook

This **cooker** costs £500. (= the thing you cook on)
He is a very good **cook**. (= the person who cooks)

B Similar or related meanings

lend/borrow

If you **lend** something, you *give* it.
If you **borrow** something, you *get* it.
Sam wants a bicycle:



Do you want to borrow it?

SAM: Will you **lend** me your bicycle? (= you *give* it to me for one day/an hour, etc.)

or Can I **borrow** your bicycle? (= I *get* it from you)

RITA: Yes, take it.

SAM: Thanks.



check/control

The passport officer **checked** my passport. (= looked at it)

The mouse **controls** the computer. (= tells it what to do)

C Other words often mixed up

In English the **afternoon** is from about 12 o'clock till 5 or 6 p.m.

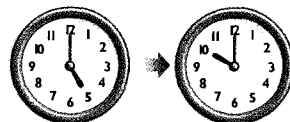
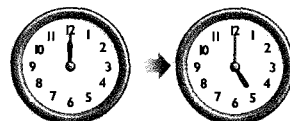
The **evening** is from 5 or 6 p.m. until about 9 or 10 p.m.

After 9 or 10 p.m. it is the **night**.

They're **waiting** for the bus.

I **hope** I pass my exams. (= I really want to pass)

I have not studied; I **expect** I'll fail my exams. (= it's probable)



Exercises

27.1 Fill the gaps with words from A opposite. The first letter is given.

- 1 Please be *quiet*. The baby is sleeping.
- 2 If you l..... your passport you must call the Embassy.
- 3 I f..... tired this morning, but I am OK now.
- 4 We are going to buy a c..... for our new kitchen.
- 5 She f..... and broke her leg. She had to go to hospital.
- 6 It's q..... cold today.
- 7 These shoes are very l..... I need smaller ones.
- 8 My sister is a good c..... I love eating at her house.

27.2 Put a tick in the right box for each word. Look at the example.

<i>word</i>	<i>sounds like?</i>	<i>yes (✓)</i>	<i>sounds like?</i>	<i>yes (✓)</i>
lose	juice		shoes	✓
loose	juice		shoes	
quite	right		higher	
quiet	right		higher	

27.3 Answer these questions.

- 1 What does a mouse do to a computer? It *controls it*.
- 2 What does the passport officer do to your passport? He/She
- 3 If you want to use someone's camera for two hours, what do you say? Can I
- 4 What do you say to someone at 3 p.m.? Good
- 5 What do people do at a bus stop? They
- 6 What do you say to a friend if you need £1 for the phone? Can you
- 7 What do you say if someone makes too much noise? Please be

27.4 Answer these questions for *yourself*.

- 1 Are you expecting any visitors today?
- 2 What do you hope to do with this book?
- 3 Do you borrow things from your friends? What things?
- 4 Would you lend your best friend £200?

You can find other words that are often confused in these units in this book:

Do and make	Units 5 and 6
Take and bring	Units 8 and 9
Say and tell	Unit 13
Speak and talk	Unit 13
Rob and steal	Unit 57

28 Birth, marriage and death

A Birth

Diana had a baby yesterday.
It was born at 1.15 yesterday morning.
It weighed 3 kilograms.



They are going to call him John – after John, his grandfather.
Grandfather John's birthday is June 16th too – but he was born in 1945!
The baby's parents were born in 1974.

B Marriage

If you do not have a partner, you are **single**.
If you have a husband or wife, you are **married**.
If your husband or wife dies, you are **widowed**.
If your marriage breaks up, you are **separated/divorced** (the marriage has legally ended).

The wedding



bride (bride)groom

Bill and Sarah **got married**.
Sarah **got married** to Bill. [~~NOT with~~ Bill]
They (got) **married** in church.
They went on **honeymoon** to Italy.
They **were married** for twenty years.

C Death

Then Bill **became ill**.
He **died** last year.
He **died** of a heart attack.
Bill is **dead**.



The funeral

Exercises

28.1 When and where were you and your family and friends born? Write sentences about five people. *My mother was born in Scotland on July 4th 1947.*

28.2 When were these people born and when did they die? Write sentences.

- 1 Christopher Columbus (1451–1506) *Christopher Columbus was born in 1451 and died in 1506.*
- 2 Elvis Presley (1935–1977)
- 3 Genghis Khan (1162–1227)
- 4 Leonardo da Vinci (1452–1519)
- 5 George Washington (1732–1799)



28.3 Fill in the blanks with *died, dead* or *death*.

- 1 Jill's grandfather last year.
- 2 His was a great shock to her.
- 3 Her grandmother has been for five years now.
- 4 She of a heart attack.
- 5 Now all Jill's grandparents are

28.4 Find a word or phrase opposite which means ...

- 1 the name for a woman on her wedding day. *bride*
- 2 the name for a man on his wedding day.
- 3 what you are if you haven't got a partner.
- 4 to be X kilograms.
- 5 what you are if your marriage has legally ended.
- 6 a religious service for a dead person.
- 7 a holiday after a wedding.
- 8 what you are if your husband or wife dies.

28.5 Fill the gaps with words from the box.

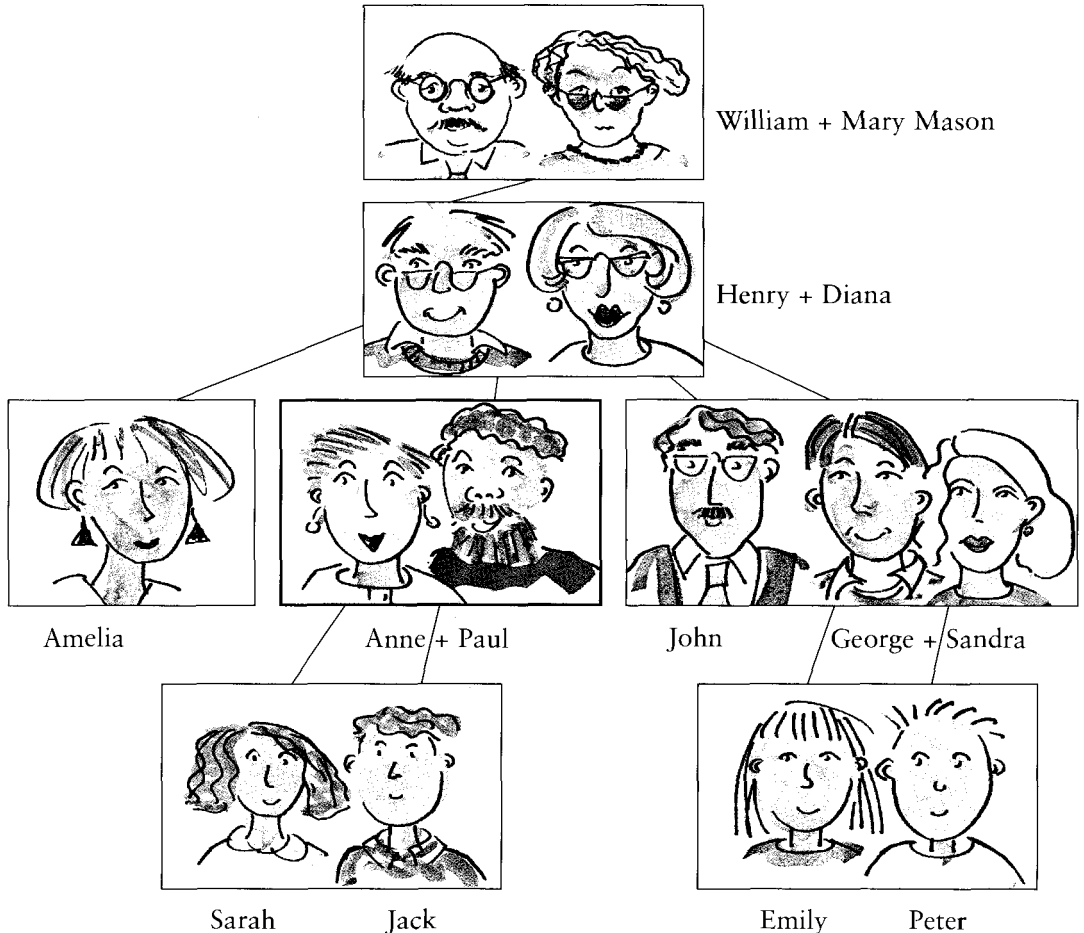
in after of to born on

(1)..... 1993 Anne got married (2)..... Robert Smith. Unfortunately, Robert's grandmother, Rosemary Smith, died (3)..... old age soon after their wedding. Robert and Anne were (4)..... their honeymoon when she died. Anne's baby daughter was (5)..... two years later. They called the baby, Rosemary, (6)..... Robert's grandmother.

28.6 Write about your family. Use words and expressions from the opposite page.

29 The family

A family tree for some of Anne and Paul Mason's relatives *or* relations.



Paul is Anne's **husband** and Sarah and Jack's **father**.
Anne is Paul's **wife** and Sarah and Jack's **mother**.
Anne and Paul are Sarah and Jack's **parents**.
Sarah is Anne and Paul's **daughter**. Jack is their **son**.
Sarah is Jack's **sister**. Jack is Sarah's **brother**.
Henry is Sarah and Jack's **grandfather**. Diana is their **grandmother**.
Henry and Diana are Sarah and Jack's **grandparents**.
Sarah is Henry and Diana's **granddaughter**. Jack is their **grandson**.
John and George are Sarah and Jack's **uncles**.
Amelia and Sandra are Sarah and Jack's **aunts**.
Sarah is Amelia, John, George and Sandra's **niece**. Jack is their **nephew**.
Emily and Peter are Sarah and Jack's **cousins**.

Exercises

29.1 Look at the family tree on the opposite page. Finish the sentences.

- 1 Emily is Peter's*sister*.....
- 2 Peter is Emily's
- 3 Anne is Emily's
- 4 Paul is Peter's
- 5 Diana is Peter's
- 6 Henry is Emily's
- 7 Peter is Paul's
- 8 Emily is Paul's
- 9 Sandra is Emily's
- 10 Sandra is George's
- 11 Sarah is Peter's

29.2 Draw your family tree. Then write sentences. Write about your relations. *Anne is my mother.*

29.3 The Masons have some other relatives. Finish the paragraph about them.

Fiona



Howard



Sandra has a brother, Howard. Howard is Peter's ⁽¹⁾..... Howard's wife is Emily's ⁽²⁾..... They are all very good friends. But Henry has a sister, Fiona. Henry is Fiona's ⁽³⁾..... Fiona does not get on well with William, her ⁽⁴⁾..... but William loves Fiona's three sons who are his ⁽⁵⁾..... Fiona's boys are Paul's ⁽⁶⁾..... but they do not see each other very often. Then there is Anne's mother, Mrs Scott. She is Sarah and Jack's ⁽⁷⁾..... She and Anne, her ⁽⁸⁾....., like to play golf together.

29.4 Ask a friend. Then write sentences about your friend and his or her family. *Chen has one brother and no sisters.*

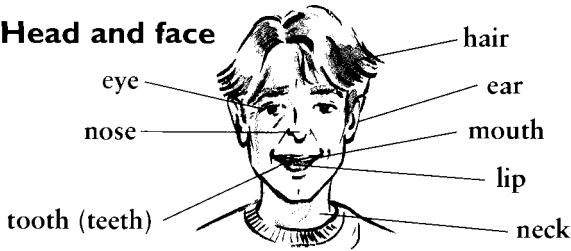
- 1 Have you got any brothers and sisters?
- 2 Have you got any cousins?
- 3 Have you got any nieces or nephews?
- 4 Have you got any grandparents?

29.5 Cover the page opposite. How many family words can you write down in two minutes? Check what you wrote carefully with the book. Did you spell everything correctly? Which words did you forget?

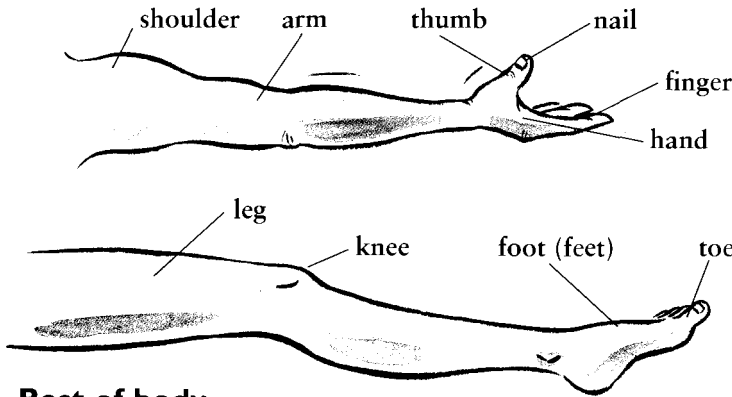
29.6 Write down the names of some people in your family. Then write down their relationship in English to you. Use a dictionary if necessary.

30 Parts of the body

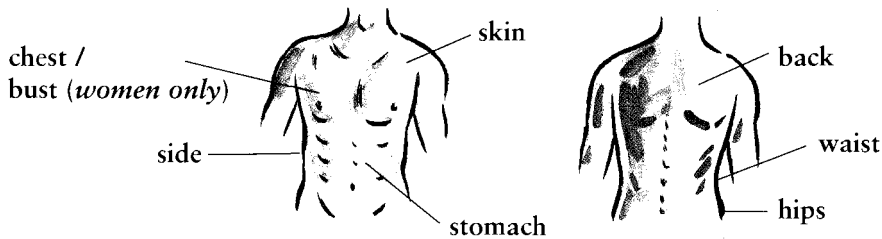
A Head and face



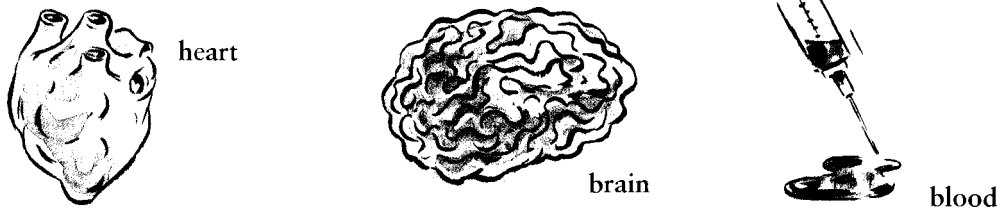
B Arm and leg



C Rest of body



D Inside the body



E Pronunciation problems

eye knee stomach heart
blood foot tooth

F Grammar

Usually we use **my**, **your**, **his**, **her**, etc. with **parts of the body**.
Jane is washing **her** hair. I have a pain in **my** leg.
[NOT Jane is washing ~~the~~ hair. NOT I have a pain in ~~the~~ leg.]

Exercises

30.1 What are these parts of the body?

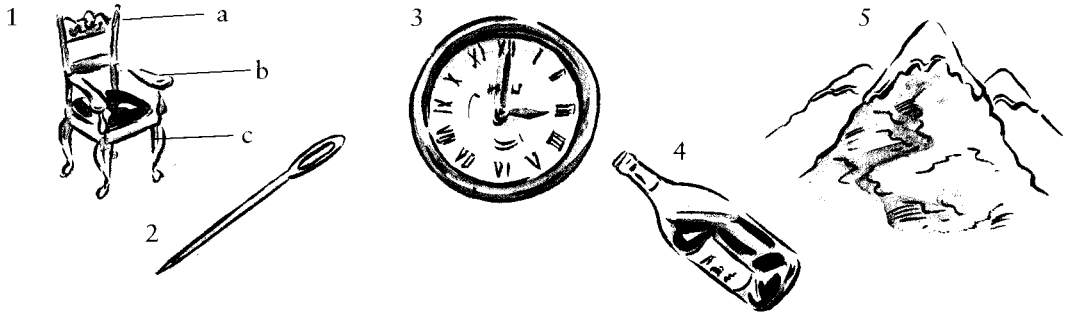
- 1 eken *knee* 3 rathe 5 olderush 7 hotot
 2 osen 4 hamcost 6 are

30.2 Complete these sentences with words from the opposite page.

- 1 A hand has five *fingers* 5 The is a symbol of love.
 2 A foot has five
 3 An adult has 32
 4 You smell with your 6 You hear with your
 7 The child sat on her dad's
 8 Your type can be A, B, AB or O.

30.3 Parts of the body words are used in different contexts too.

- 1 A chair has arms, legs and a back. What do you think they are?
 2 This is a needle. Where is its eye?
 3 This is a clock. Where is its face? Where are its hands?
 4 This is a bottle. Where is its neck?
 5 This is a mountain. Where is its foot?



30.4 Parts of the body are often used in compound nouns too. Complete these nouns with a word from the opposite page.



1 *arm* chair



3 stick



5 scarf



2 ball



4 brush



6 bag

30.5 Write down six of the words from the opposite page together with the same words in your own language. Then write down six different words with a picture of what the word means. Next week, test yourself. Which group of words do you remember best – those which you learnt with a translation or those which you learnt with a picture?

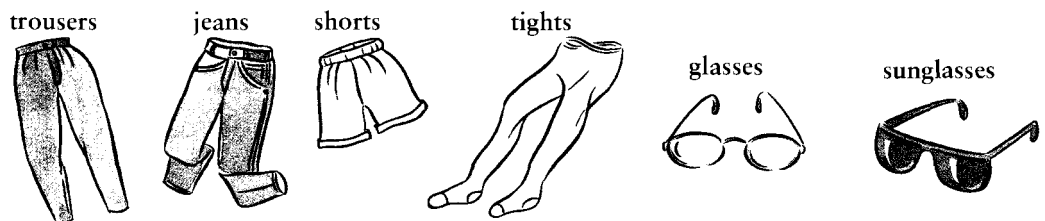
3 | Clothes

A Clothes



B Plural words

These words are always plural in English. They need a plural verb.



My suit is new but these trousers are old. Her shorts/jeans/tights are blue.
Note: You say: a pair of shorts/glasses/trousers, etc.

C Verbs

You wear clothes but you carry things. [NOT you use clothes]

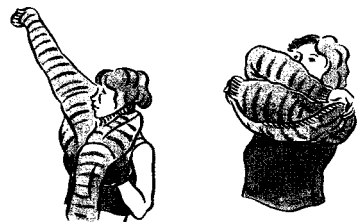
Naomi is wearing a long red coat. She's carrying a suitcase and a small handbag.

You can also say: Naomi has (got) a red coat on.

You carry a briefcase and an umbrella.



In the morning you get dressed or put your clothes on. At night you get undressed or take your clothes off.



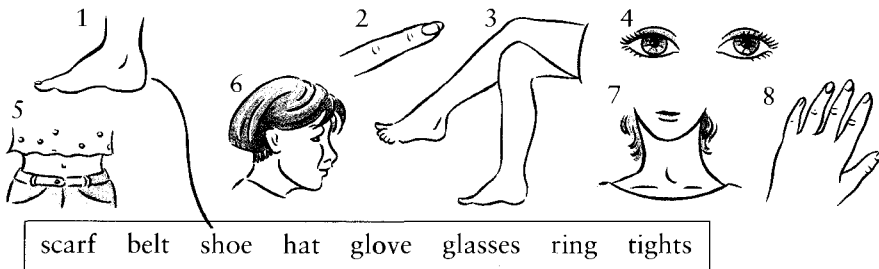
Tip: Can you name all the clothes you usually wear? If not, use a dictionary to help you find the words you need.

Exercises

31.1 Put these words into one or both columns.

	<i>men</i>	<i>women</i>
coat	<i>coat</i>	
jacket		<i>coat</i>
dress		
tie		
belt		
shoes		
watch		
suit		
skirt		
shirt		
ring		
trousers		
sweater		
T-shirt		
handbag		
briefcase		

31.2 Match the part of the body with the item of clothing.



31.3 Choose one of the verbs in the box and put it in the right form.

be wear carry have

- 1 John's jeans *are* blue and his T-shirt red.
- 2 Julia jeans and a T-shirt today.
- 3 Meena got a red coat on and she some flowers. Where is she going?
- 4 Sarah's dress old but her shoes new.
- 5 Last year John's trousers white. Now they grey.
- 6 this a new pair of jeans?

31.4 Look at the picture and write the names next to the numbers.



31.5 Write a paragraph about what you are wearing today.

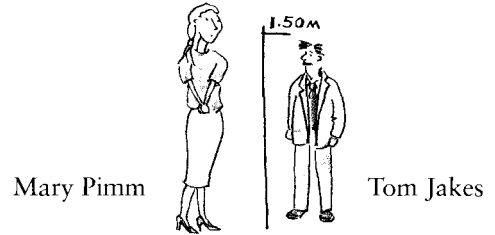
I'm wearing a white T-shirt and a blue jumper. I've got a pair of black trousers on. I'm wearing blue socks and white trainers. I've also got a watch and a pair of glasses on.

32 Describing people

A Height (= how many metres?)

Mary Pimm is a very **tall** woman.
[NOT Mary Pimm is a very **high** woman.]

Tom Jakes is quite **short**.
[NOT Tom Jakes is quite **low**.]



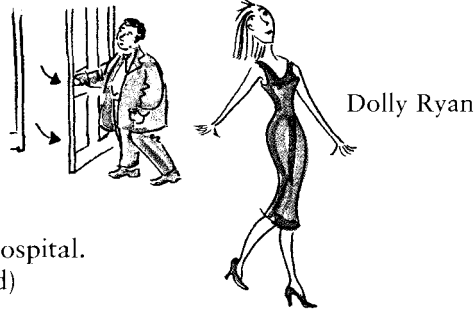
If you aren't tall or short, you are **medium height**.

To ask if someone is tall or short, we say:

How tall is Mary/Tom? She's 1.60 metres tall. / He's 1.48 metres tall.

B Weight (= how many kilos?)

Dolly Ryan is really **slim**.
I was very **thin** when I was in hospital.
(**thin** is a more negative word)



A rather **fat** man opened the door. (**fat** is quite negative)
The doctor said I am **overweight**. (= more kilos than is good for me)
How much do you weigh? I weigh 62 kilos / 74 kilos, etc.

C Face and head

Sally has **dark** hair and **dark** skin.

She has **brown** eyes.

Polly has **blonde** (or **fair**) hair and **fair** skin.

She has **blue** eyes.

Billy has a **beard** and **long** hair.

He has **green** eyes.

Harry has a **moustache** and **short** hair.



You can also use **has got**, for example, Sally **has got** dark hair and dark skin.

D Age

My grandmother is 97. She's very **old**. My sister is 14. She's **young**, but would like to be **older**. My father is 56. He's **middle-aged**, but would like to be **younger**!

This hospital is for **elderly** people. (more polite than **old**)

E Looks: positive (+) and negative (-)

My sister is quite **pretty**. (+++) (usually girls/women only). She's a very **beautiful** girl.

(++++) Jim's a very **handsome** man. (++++) (usually for men only) Bob's a rather **ugly** man. (---)

I'm not ugly or beautiful, I'm just **ordinary-looking**! (+/-)

Exercises

32.1 Fill the gaps in the sentences.

- 1 He's only one metre 52. He's quite ...*short*....
- 2 Very people are often good at basketball.
- 3 Models are usually
- 4 Is her skin dark? No it's
- 5 She's only 12. She's very
- 6 If I eat too much I'll be
- 7 My grandmother is in this hospital. It's a hospital for people. (don't use 'old')

32.2 Ask questions for these answers. Use the words in brackets.

- 1 ...*How tall is your brother?*..... (your brother)
He's about one metre 75.
- 2 Is? (Elena's hair)
No, her hair's dark.
- 3 Is? (Mike's hair)
Yes, it is quite long.
- 4 Are? (your parents)
Not really, they're middle-aged.
- 5 Is? (his sister)
Yes, all the boys want to go out with her.
- 6 Why? (Sara - thin)
She has been very ill.

32.3 Write sentences describing the people in these pictures.



Suzanna



Jeff



Caroline



Dick

- 1 Suzanna's got
- 2 Jeff has
- 3 Caroline's got
- 4 Dick's hair is and he

32.4 Write down the names of three people you know. Then write about:

- their height (tall, short, medium height)
- their hair (colour, long, short, beard)
- their eyes (colour)
- their looks (ordinary, handsome, etc.)

33 Health and illness

A How are you today?

I am very well, thanks. I'm fine, thanks.

I don't feel very well. I must go home and rest. (I'll probably be OK tomorrow.)

I feel ill. Can you get a doctor please. (Perhaps a serious problem.)

That fish was bad. I think I'm going to be sick! (I want to vomit.)

B Everyday problems

Have you got an aspirin? I've got a headache.



I've got toothache. I need to go to the dentist.



I'm going to bed with a hot drink. I've got a cold.



C Problems people have for many years / all their lives

I get hay-fever every summer, from flowers and grass. I sneeze all day.

My little brother has asthma;
sometimes he can't breathe.



D Illnesses in hot/tropical countries



In some countries, mosquitoes can give people malaria.

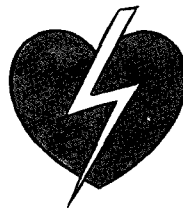
The drinking water was bad, and many children had cholera.

E Serious illnesses

My father had a heart attack.

He is in hospital.

Cancer kills many people who
smoke every year.



F How to keep fit and well

Have a good diet: eat lots of fruit and vegetables.

Get some exercise: swimming, jogging, cycling are good for you.

Don't have too much stress: relax after work, and don't panic about work!

Exercises

33.1 Put these health problems in the three columns. Do you think they are *not serious*, *more serious* or *very serious*?

cancer toothache cholera hay-fever a headache a heart attack a cold asthma

not serious

more serious

very serious

a headache

33.2 Complete the dialogues.

1 A: How are you today?

B:

A: Good!

2 A: Are you OK?

B: No,

A: Would you like to use the bathroom?

B: Yes, thank you.

3 A: I

B: Shall I call a doctor?

A: Yes, I think you should.

4 A:

B: Here's the phone number of the school's dentist.

A: Thanks.

5 A: Your nose is red. Have you got

B: Yes.

A: Have a hot drink and go to bed early.

33.3 Answer these questions for yourself. Use a dictionary if you have to.

1 What do you think is a good diet?

2 What sort of exercise do you like?

3 Do you have a lot of stress in your life?

4 Have you ever been in hospital?

33.4 What illnesses are connected with ...

1 a mosquito bite? *malaria*

2 bad drinking water?

3 pollution, traffic fumes?

4 grass, flowers, etc.?

5 smoking?

34 Feelings

A Love / like / hate



love



like



don't like
(dislike)



hate

I love my family and my best friend.

I like my job.

I don't like horror films. (I dislike (horror films) is less common.)

I hate my boss.

I prefer coffee to tea. (= I like coffee more than I like tea.)

I want (= I would like) a new car. (want + noun)

I want to buy a new car. (want + infinitive)

Note: I want my father to buy a new car. (verb + object + infinitive) [NOT I want that ...]

I hope to do well in my exam. (hope + infinitive)

I hope (that) my friend does well in his exam. (hope + that clause)

B Happy / sad / tired



happy



angry



sad



surprised



hungry



thirsty



upset



tired



ill



warm



well



hot

cold

Exercises

34.1 Do you love, like, not like or hate these things? Write sentences.

- | | |
|----------------|--------------|
| 1 chocolate | 5 football |
| 2 cowboy films | 6 cats |
| 3 aeroplanes | 7 cars |
| 4 tea | 8 jazz music |

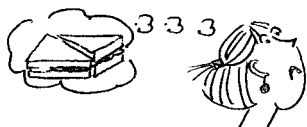
34.2 Which do you prefer – tea or coffee? Write answers as in the example.

- | | |
|---|--------------------------------------|
| 1 tea or coffee? <i>I prefer coffee to tea.</i> | 4 BMWs or Rolls Royces? |
| 2 dogs or cats? | 5 strawberry or chocolate ice-cream? |
| 3 sunbathing or sightseeing? | 6 watching sport or doing sport? |

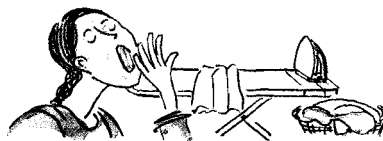
34.3 Answer these questions using *want* or *hope*.

- You're thirsty. What do you want? *I want a cup of tea.*
- The lesson feels very long. What do you hope?
- You're hungry. What do you want?
- Your friend feels ill. What do you hope?
- You're tired. What do you want?
- You're upset. What do you want?
- It is very cold weather. What do you hope?

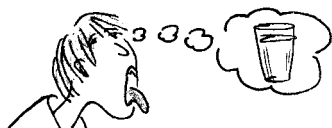
34.4 Look at the pictures. How do they feel? Use one of the words from B opposite.



1 Diana *is hungry.*



5 Mrs Jones



2 Fred



6 Mr Jones



3 The children



7 Fiona



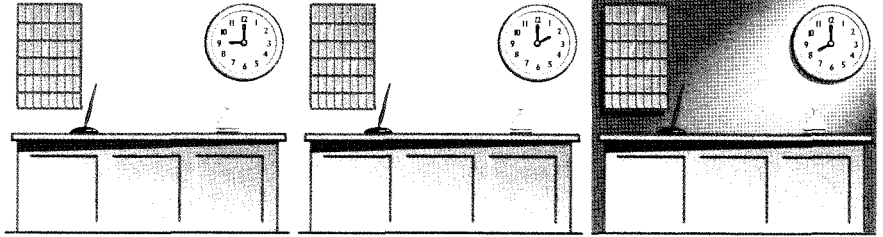
4 William

34.5 When did you last feel ...

- 1 angry? 2 surprised? 3 upset?
I felt angry this morning when I read the newspaper.

35 Greetings and other useful phrases

A Every day good morning good afternoon good evening

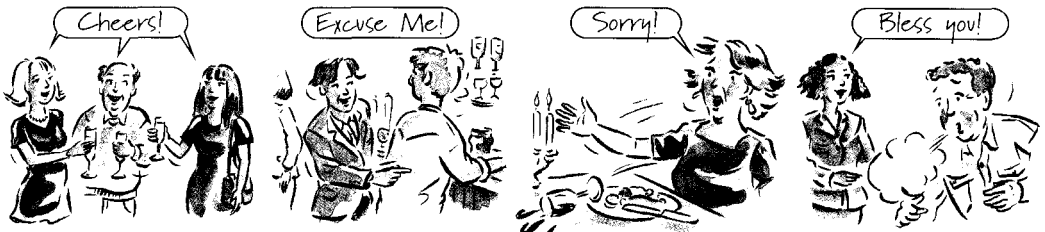


When we leave someone we usually both say **Goodbye** and perhaps, **See you soon!** **See you soon** is quite informal.

When someone goes to bed, we usually say **Goodnight**. We sometimes also say **Sleep well**. Don't say **Goodnight** when you arrive somewhere, only when you leave.

If you ask for something you usually say **Please**.

If someone does something nice for you, you say **Thank you**.



Special days

When it is someone's birthday we say **Happy Birthday** [NOT ~~Congratulations~~].

On (or near to) the 25th December (Christmas Day) we say **Happy** or **Merry Christmas**.

On (or near to) the 1st January (New Year's Day) we say **Happy New Year**.

If someone is going to do something difficult (for example, take an exam or have an interview for a job) we say **Good luck!**

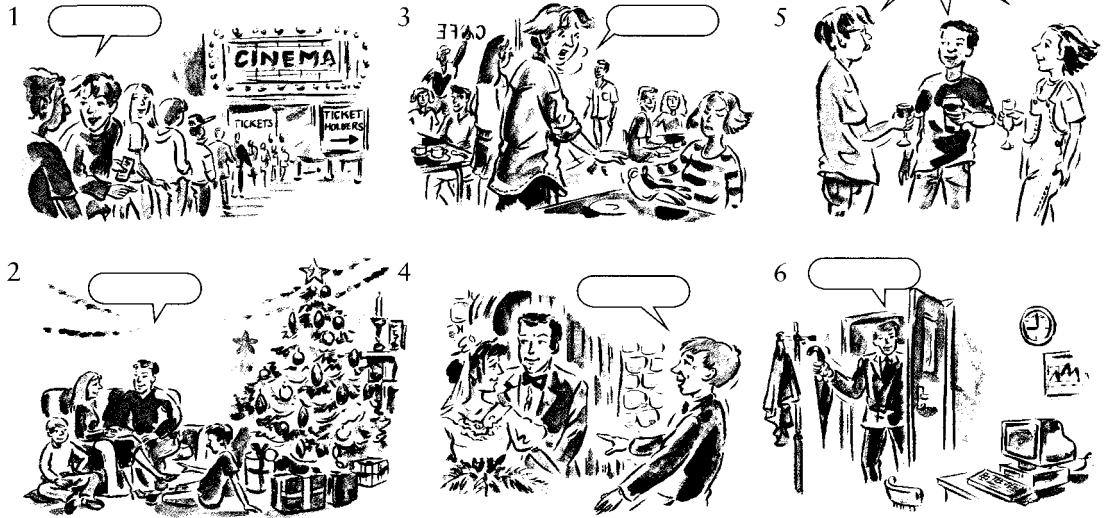
If someone has done something special (for example, done well in an exam, got a new job, had a baby) we say **Congratulations!** or **Well done!**

Exercises

35.1 Choose one of the phrases from the opposite page to fit the dialogues.

- | | |
|--|--|
| 1 A: (sneezes) Atchoo!
B: | 5 A: It's my birthday today.
B: |
| 2 A: I'm taking my driving test today.
B: | 6 A: How are you?
B: |
| 3 A: I passed my driving test!
B: | 7 A: Hello!
B: |
| 4 A: Goodbye.
B: | 8 A: Here's your tea.
B: |

35.2 What is the person saying in the pictures?



35.3 What do you say? Choose a phrase opposite.

- 1 You want to order a coffee. The waiter is reading the newspaper.
- 2 A friend buys you a drink.
- 3 A child says 'Goodnight' to you.
- 4 You answer the phone at work. It is 10.30 a.m.
- 5 You answer the phone at work. It is 3 p.m.
- 6 It is 2 a.m. on January 1st. You meet a friend on the street.
- 7 A friend spoke too quickly. You don't understand.
- 8 It is 24th December. You meet a friend on the bus.

35.4 Ann and Bill meet in a bar. Bill usually says the wrong thing. Correct his mistakes.

- | | |
|---|------------------------------|
| ANN: Good evening. | ANN: Would you like a drink? |
| BILL: Good day. | BILL: No, thank you. A coke. |
| ANN: How are you? | ANN: With ice? |
| BILL: Terrible. I've got a bad cold and ... | BILL: No, please. |
| ANN: It's my birthday today. | ANN: Here you are. Cheers. |
| BILL: Congratulations. | BILL: Bless you! |

35.5 Write a conversation using as many as possible of the phrases from the opposite page.

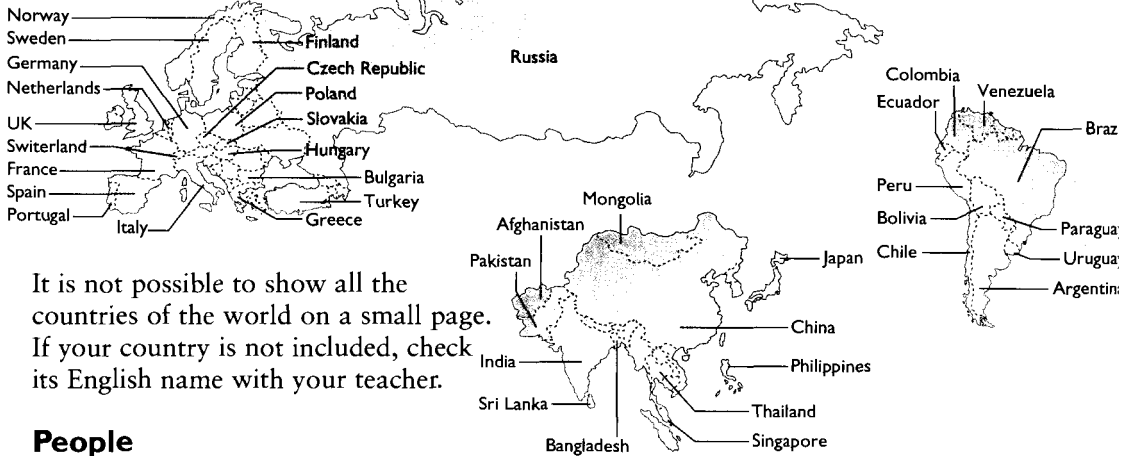
36 Countries, languages and people

All the nouns and adjectives in this unit always begin with a capital letter, for example Africa [NOT ~~a~~frica].

A The Continents



B Countries



It is not possible to show all the countries of the world on a small page. If your country is not included, check its English name with your teacher.

C People

notes	adjective
Most country adjectives end in <i>(i)an</i> .	German, Mexican, Jamaican, Russian, Canadian, Australian, Brazilian, Egyptian, Peruvian, Korean, Argentinian
Many country adjectives end in <i>ish</i> .	British, English, Irish, Scottish, Polish, Swedish, Finnish, Spanish, Turkish
A few country adjectives end in <i>ese</i> .	Chinese, Portuguese, Japanese, Vietnamese, Nepalese

Exceptions: French (from France), Dutch (from Holland), Swiss (from Switzerland), Greek, Iraqi, Thai, Icelandic, Arab, Israeli

D Languages and people

Words for languages are usually the same as the 'people' adjective: **English, French, Japanese, Thai, Spanish, Chinese, Norwegian** (from Norway), etc. There is one exception: **Arabic**.

Exercises

You may need to ask a teacher or to use a dictionary to help you with some of these exercises – it is not possible to include every country and nationality on the left-hand page.

36.1 In which continents are these places?

- | | | | |
|-----------------|------|---------------------|-------------------|
| 1 Mount Everest | Aşia | 4 Wogga Wogga | 7 The Mississippi |
| 2 The Sahara | | 5 The Volga | 8 Mount Fuji |
| 3 The Amazon | | 6 Mount Kilimanjaro | 9 Lake Titicaca |

36.2 Which countries are these ? Write their names on them.

Brazil	Spain	Russia	China	Sweden	Thailand
--------	-------	--------	-------	--------	----------



36.3 Where are these capital cities? Write sentences.

- | | | |
|------------|---------------------------------------|----------------|
| 1 Tokyo | <i>Tokyo is the capital of Japan.</i> | 6 Vienna |
| 2 Rome | | 7 Edinburgh |
| 3 Canberra | | 8 Ankara |
| 4 Bogota | | 9 Buenos Aires |
| 5 Cairo | | 10 Madrid |

36.4 Write down in English:

- the name of your country.
- the names of the countries next to your country.
- the names of any other countries which are important for your country in some way.
- the word for your language.
- the name for people from your country.

36.5 Which country is different? (Think of the languages they speak there.) Write sentences.

- England, Canada, Iceland, Australia *In England, Canada and Australia they speak English but in Iceland they speak Icelandic.*
- Mexico, Brazil, Spain, Chile
- Italy, Austria, Germany, Switzerland
- Morocco, Egypt, China, Saudi Arabia
- Switzerland, Canada, Scotland, France

36.6 What is the adjective for these countries?

- | | | | |
|------------|--------------|-------------|--------------|
| 1 Cuba | <i>Cuban</i> | | |
| 2 Vietnam | | 6 Germany | 10 Spain |
| 3 Korea | | 7 Egypt | 11 Peru |
| 4 Thailand | | 8 Argentina | 12 China |
| 5 Iraq | | 9 Holland | 13 Britain |
| | | | 14 Greece |
| | | | 15 Australia |
| | | | 16 Poland |
| | | | 17 India |

37 Weather

A Types of weather



sun



rain



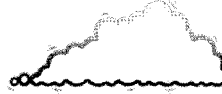
cloud



snow



wind



thunder



lightning

fog

B Adjectives and verbs

<i>noun</i>	<i>adjective</i>
sun	sunny
rain	rainy
wind	windy
cloud	cloudy
snow	snowy
fog	foggy
thunder	thundery
lightning	–

It's a sunny day in Tokyo today, but it's cloudy in Hong Kong.
It's foggy in Sydney and it's snowing / it's snowy in Moscow.
It's raining in Barcelona but the sun is shining in Granada.

It's lovely weather today, isn't it! [NOT It's a lovely weather.]
It's a horrible day, isn't it!

You cannot say It's ~~winding~~ / ~~clouding~~ / ~~fogging~~ / ~~sunning~~.

C Other useful weather words

It is very **hot** in Mexico – it is often **45 degrees** there in summer.

It is very **cold** in the Arctic – it is often **minus 50 degrees** there.

It is very **wet** in London – carry an umbrella when you go sightseeing there.

It is very **dry** in the Sahara – it doesn't often rain there.

A **hurricane** is a very strong wind.

A **storm** is when there is a strong wind and rain together.

A **thunderstorm** is when there is thunder, lightning, rain and sometimes wind together.

Tip: If you are able to see the weather forecast in English on television, watch it as often as you can.

Exercises









37.1 Match the words and the symbols.

1 snow 2 sun 3 rain 4 fog 5 lightning 6 wind 7 cloud



37.2 Look at the types of weather in A. Write them down in order from your most favourite to your least favourite.

37.3 Look at the chart. Write sentences about the towns in the chart.

- | | | |
|--|------------|--------------------------------------|
|  | Hanoi | 1 It is <u>sunny</u> in Hanoi. |
|  | Hong Kong | 2 It is <u>raining</u> in Hong Kong. |
|  | La Paz | 3 It is |
|  | Paris | 4 It |
|  | Tashkent | 5 |
|  | Seoul | 6 |
|  | Warsaw | 7 |
|  | Washington | 8 |

37.4 Complete these sentences with a word from the opposite page.

- The sun every day last month.
- When it, I take my umbrella.
- It is lovely today, isn't it.
- When it, we can go skiing.
- You see before you hear thunder.
- It is 24 here today.
- It is dangerous to be in a small boat at sea in a
- It is very in Siberia in winter.

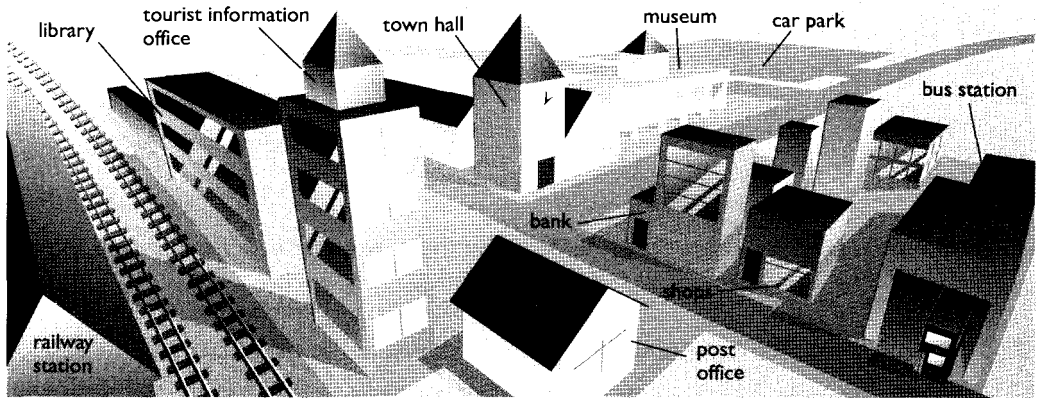
37.5 Are these sentences true about the weather in your country? If not, correct them.

- It often snows in December.
- It is usually 40 degrees in summer and minus 20 degrees in winter.
- There are thunderstorms every day in August.
- It is very wet in spring.
- We never have hurricanes.
- Summer is my favourite season because it is usually hot and dry.

37.6 Write about the weather where you are today. Use as many words as possible from the opposite page.

38 In the town

A The town centre



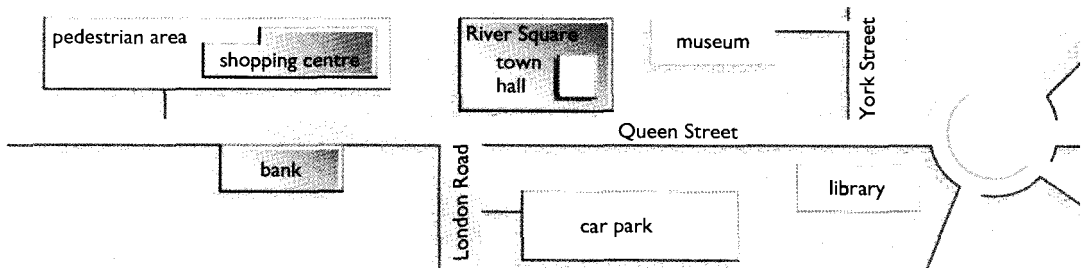
You can get a train at the railway station.

You can change money at the bank.

You can read books and newspapers at the library.

You can park your car in/at the car park.

B Streets and roads



Asking for help

Where is the main square?
here?

How do I get to X street? Is there a pedestrian area
Can I park here? Excuse me, I'm looking for the museum.

C People in the town



police officer

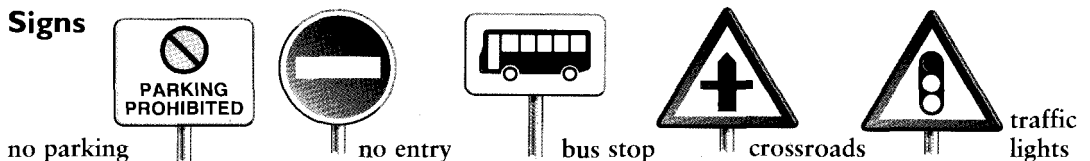
traffic warden

shop assistant

librarian

bank clerk

D Signs



no parking

no entry

bus stop

crossroads

traffic lights

Exercises

38.1 Answer the questions.

- 1 Where can I get a bus to London? *At the bus station.*
- 2 Where can I get information about hotels?
- 3 Where can I change money?
- 4 Where can I park?
- 5 Where can I see very old things?
- 6 Where can I post a letter?

38.2 Look at the map on the opposite page. Ask questions.

- 1 *Where's the library?*..... Near the roundabout.
- 2 In the square.
- 3 Go left at York Street.
- 4 In the pedestrian area.
- 5 London Road car park is best.
- 6 There's a bank in Queen Street.

38.3 What words are these?

- | | | |
|-------------|---------------|-------------------|
| 1 sumuem | <i>MUSEUM</i> | 5 ywrlaai nttoisa |
| 2 nowt hlal | | 6 dtaeepsrin raee |
| 3 brilyra | | 7 frtafci dnearw |
| 4 rac prak | | |

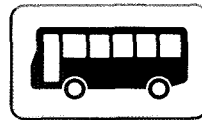
38.4 What are these signs?



1



2



3



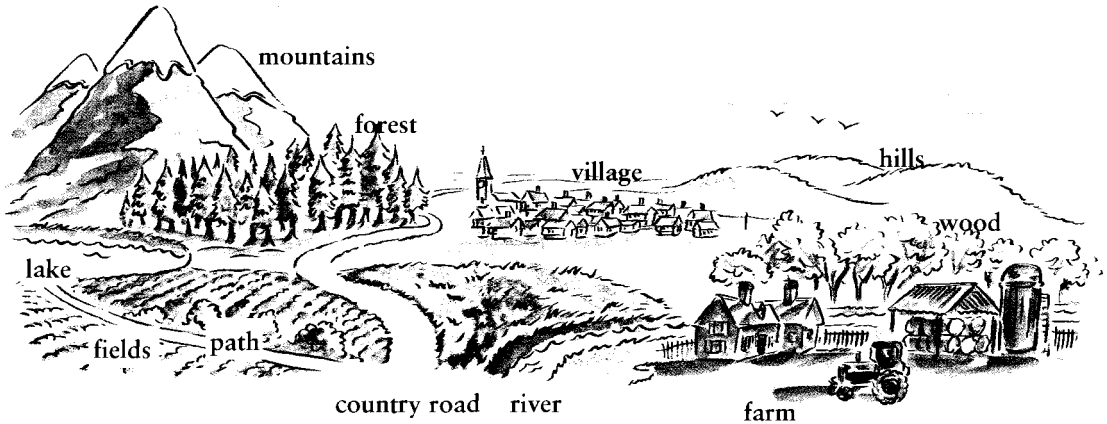
4

38.5 Write a paragraph about your town. Use the words opposite.

39 In the countryside

The countryside and the country both mean 'not the city'. Country can also mean a nation (e.g. France, China).

A Things we can see in the countryside



B Living and working in the countryside

In the countryside, people usually live in a **small town** (e.g. 6,000 people) or **village** (e.g. 700 people).

A **farmer** lives on a **farm** and works in the fields.

My friend lives in a **cottage** (small house in a village or out in the countryside).

C Nature and conservation

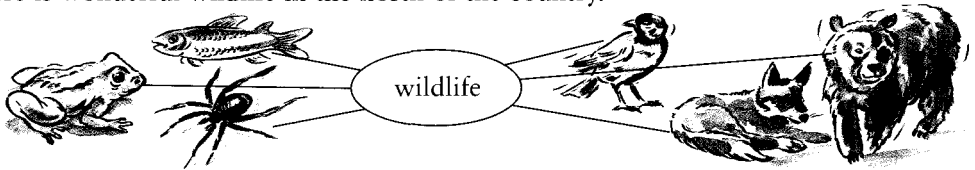
Nature means 'everything in the natural world' (= animals, birds, plants, etc.).

I love **nature**. [NOT I love the nature.]

I like walking in the **countryside**. [NOT I like walking in the nature. 'Nature' is not a place.]

When we talk about animals, birds, fish and insects, we can say **wildlife**.

There is wonderful **wildlife** in the north of the country.



Near the village there is a **conservation area** (= place where wildlife and nature are protected).

In the south of the country, there is a **national park** (= very big national conservation area).

D Things to do in the countryside

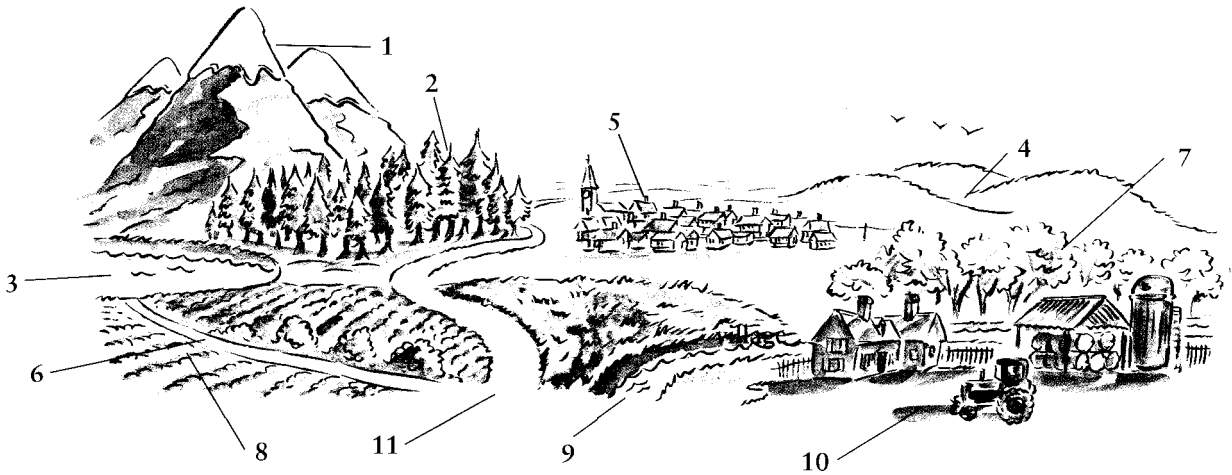
You can take food and drink and have a **picnic**.

You can go **walking/skiing** in the mountains.



Exercises

39.1 Cover the left-hand page. How many names of things in the countryside can you remember?



39.2 Fill the gaps in these sentences.

- 1 My brother is a farmer..... He lives a farm.
- 2 It's not a big house; it's just a
- 3 The farm is near a; it has 800 people.
- 4 20 kilometres from the village there is a small It has 9,000 people.

39.3 Match the beginning of the sentences on the left with the ends of the sentences on the right. Draw lines.

- | | |
|----------------------------------|----------------------------------|
| 1 We went swimming | sitting by the river. |
| 2 We went walking | in the national park. |
| 3 We went skiing | in the lake. The water was warm. |
| 4 We saw some wonderful wildlife | along a 5-kilometre path. |
| 5 We had a picnic | down the mountain. |

39.4 Describe the typical countryside where you come from. Write four sentences about it. Use these questions to help you.

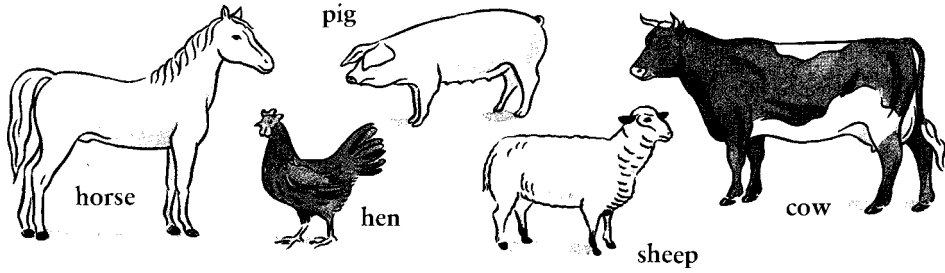
- | | |
|---|---------------------------------------|
| 1 Are there any woods or forests? | 5 Are there farms? |
| 2 Are there any hills or mountains? | 6 Are there paths where you can walk? |
| 3 Are there any lakes or rivers? | 7 Can you go skiing? |
| 4 Are there many villages or small towns? | 8 Can you see wildlife? |

39.5 Put *the* in the sentence if necessary.

- 1 He loves nature.
- 2 She wants to live in country.
- 3 They are interested in wildlife.

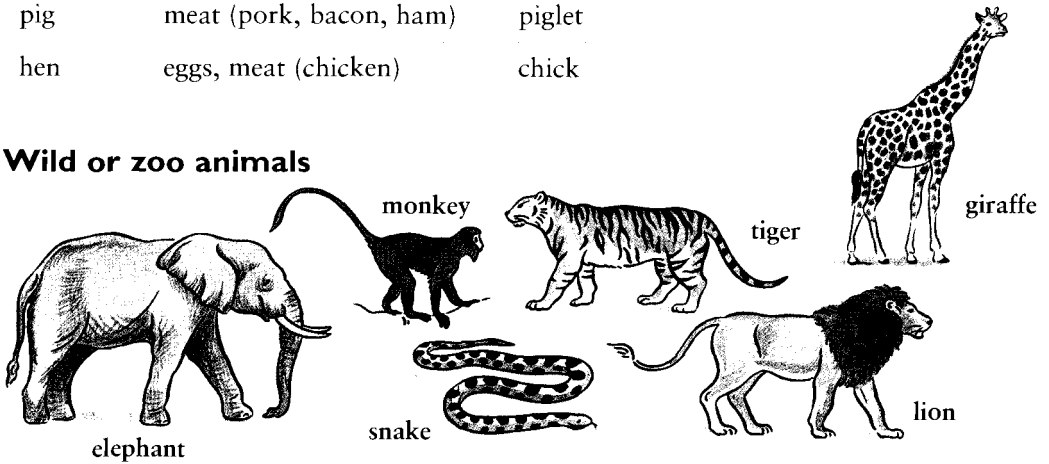
40 Animals and pets

A Farm animals



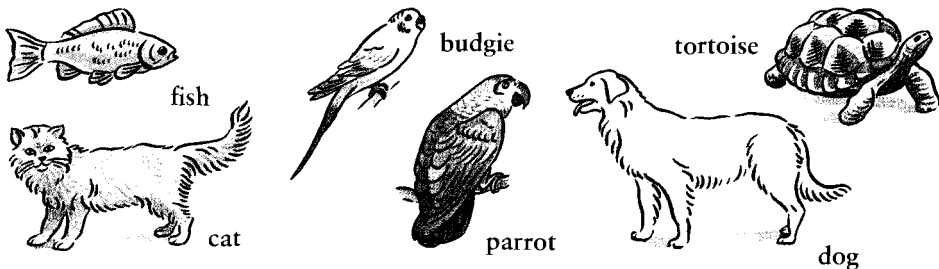
<i>animal</i>	<i>produce</i>	<i>baby</i>
horse		foal
cow	milk, leather, meat (beef)	calf
sheep	wool, meat (lamb)	lamb
pig	meat (pork, bacon, ham)	piglet
hen	eggs, meat (chicken)	chick

B Wild or zoo animals



C Pets

These animals are often pets.



Parrots and budgies are birds.

You take your dog for a walk but you don't usually take your cat for a walk.

Exercises

40.1 Complete these sentences.

- 1 A *tortoise* goes to sleep in winter.
- 2 A has a very long neck.
- 3, and are birds.
- 4 and are large cats.
- 5 You can ride a and an
- 6 swim and fly.
- 7 You can buy at a butcher's.
- 8 and give us things for breakfast.

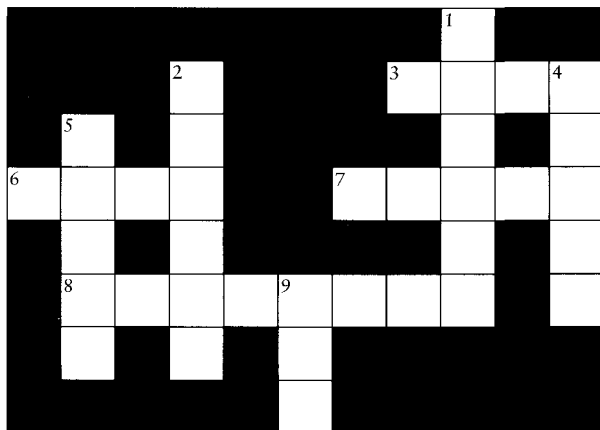
40.2 Match the animal with its meat and with its young animal. Draw lines.

<i>animal</i>	<i>meat</i>	<i>young</i>
sheep	chicken	piglet
cow	pork	lamb
hen	beef	calf
pig	lamb	chick

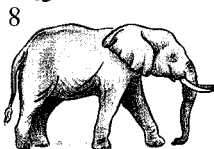
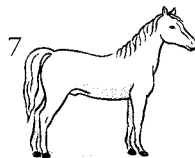
40.3 Look at the animals opposite. Which of them ...

- 1 eat meat?
- 2 give us things that we wear?
- 3 produce their babies in eggs?

40.4 Look at the pictures and complete the crossword.



Across



Down



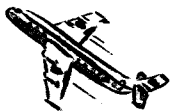
40.5 There are 17 different animals in the pictures on the opposite page. Cover the page. How many of these animals can you remember?

4 | Travelling

A Types of transport



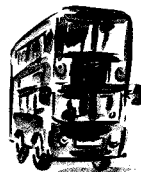
train



(aero)plane



car



bus



bicycle/bike



taxi



motorbike/motorcycle



underground



boat

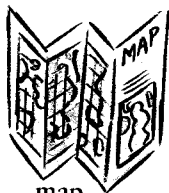


ship

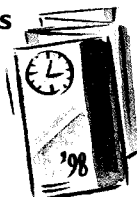


helicopter

B Useful travel words



map



timetable



customs



luggage



passport

Can I have a **single/return** (ticket) to Barcelona please? (single = Madrid → Barcelona; return = Madrid ⇌ Barcelona)

I'd like to **book/reserve** a seat in advance. (to make sure you have a seat)

How much is the (train / bus / taxi / air) **fare**?

Was the **journey** long? [NOT Was the ~~travel~~ long?]

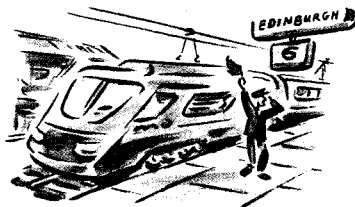
C By train

The train **arriving** at platform 3 is the 16:50 train to Paris.

The Edinburgh train **departs/leaves** from platform 6.

Is there a **buffet/restaurant car** on this train?

Do I have to **change trains** for Toulouse? (= get off one train and go onto another)



D By plane

You have to **check in** an hour before the plane **takes off** (= leaves the ground).

I went **through customs** but nobody checked my passport. [NOT ~~controlled~~ my passport]

(See Unit 27.)

Give your **boarding card** to the **flight stewards** when you get on the plane.

Have a good **flight**.

The plane landed in New York at 5.30.

E By car

We hired a car for a week. We had to fill it up with **petrol**.

Can I give you a **lift**? I'm going into town.



Unit 14 (Moving) has some more useful words about travelling.

Exercises

41.1 Match the words on the left with their definitions on the right. Draw lines.

- | | |
|--------------|--|
| 1 land | a a place to eat on a train |
| 2 fare | b bags and suitcases |
| 3 buffet car | c it says when trains depart and arrive |
| 4 ship | d what you must pay when you travel |
| 5 timetable | e planes do this at airports |
| 6 platform | f it travels on water e.g. the <i>Titanic</i> |
| 7 luggage | g where you stand when you are waiting for a train |

41.2 Can you answer these questions about the vocabulary of travel?

- 1 What is the difference between a single ticket and a return ticket?
- 2 What does a customs officer do?
- 3 Does a plane take off at the end of a journey?
- 4 What do you do with a boarding card?
- 5 What is the difference between hiring a car and buying a car?
- 6 If you ask someone for a lift, do you want to go to the top floor?

41.3 Here are instructions to get to John's house from the airport.

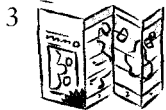
When you arrive at the airport, take a number 10 bus to the railway station. Then take a train to Bigtown. The journey takes half an hour and you get off the train at the second stop. Take a taxi from the station to John's house.

Now write instructions for someone to get to your house from the airport.

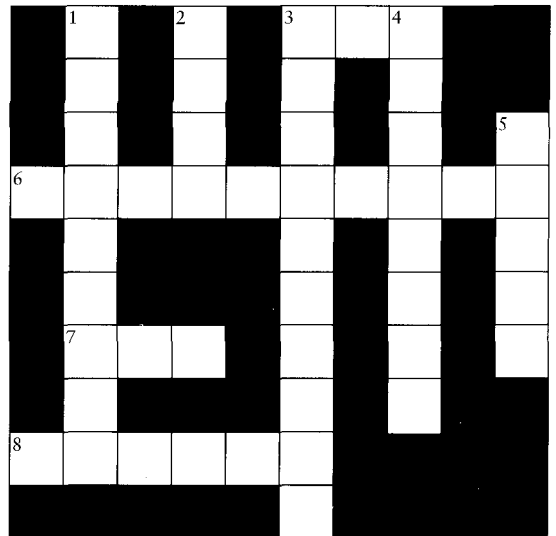
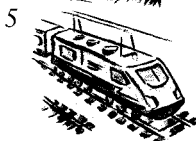
41.4 Make cards to test yourself. Write the word on one side of the card and a picture (or a definition or translation) on the other side. Look at the pictures (or definitions or translations). Can you remember the English words?

41.5 Complete the crossword.

Across



Down



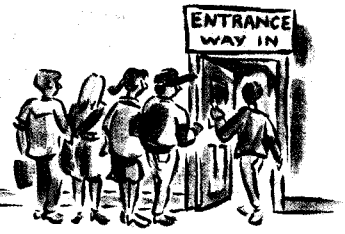
42 Notices



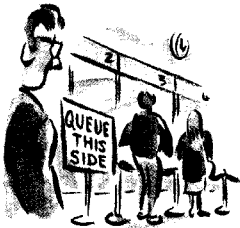
No smoking here.



You go out here.



You go in here.



There are lots of different signs for public toilets.



Men



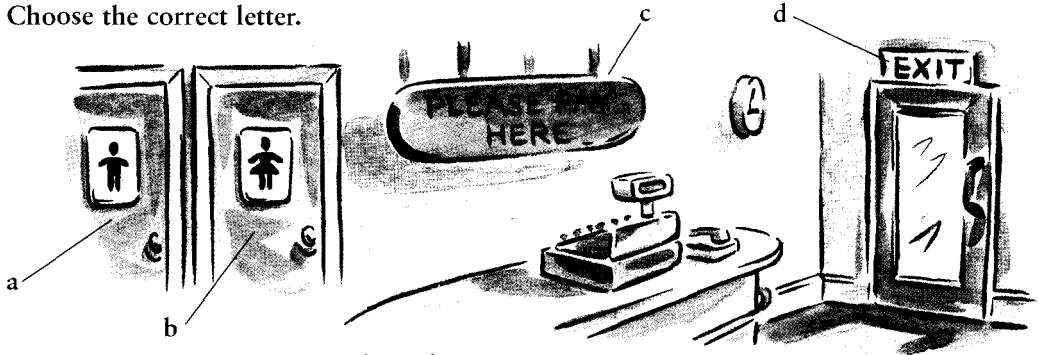
Women

Toilets WC

Tip: Look for other signs in English. Write down any that you see.

Exercises

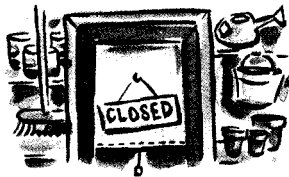
42.1 Choose the correct letter.



- 1 Your sister wants to go to the toilet.
- 2 You want to buy something.
- 3 Your father wants to go to the toilet.
- 4 You want to go out of the shop.

42.2 Look at each of the notices on the opposite page. Write down a place where you can see each of them. *No smoking* – in a restaurant.

42.3 Look at the pictures and answer the questions.



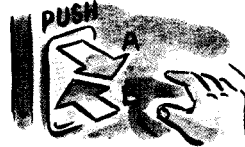
1 Can you go in now? No



4 How do you open the door – a or b?



2 Can you use the telephone now?



5 How do you open the door – a or b?



3 Can you park your car here?



6 You haven't got much money. Is this a good time to go shopping?

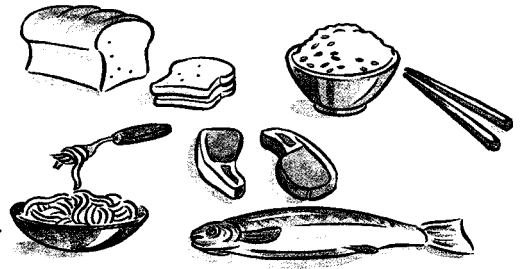
42.4 Notices often give you information (for example, that a shop is closed) or give you instructions (for example, that smoking is forbidden). Put the notices on the opposite page into two columns – *Information* and *Instructions*.

42.5 Where can you find examples of signs in English in your country?

43 Food and drink

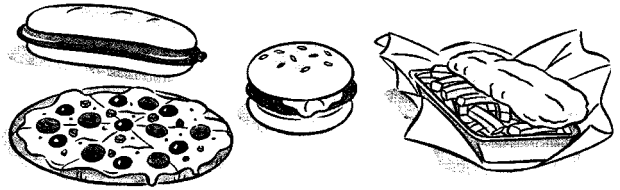
A Everyday food

Do you want some **bread**?
 [NOT Do you want a bread?]
 In China, most people eat **rice**.
 In Italy, **pasta** is very popular.
 Many people eat **meat** or **fish** almost every day.



B Popular food / fast food

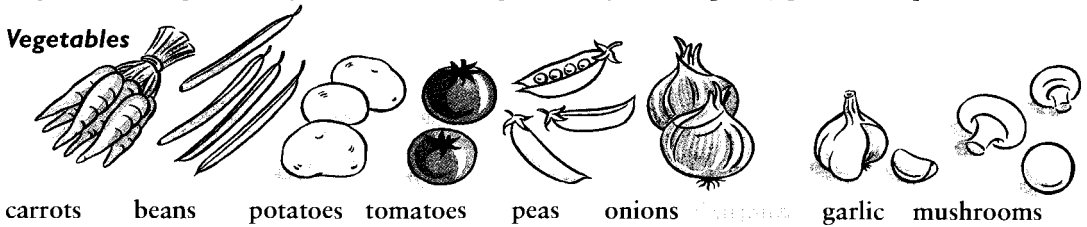
Most young people love **hot-dogs**,
hamburgers and **pizzas**.
 Most British people like **fish and chips**.



C Fruit and vegetables

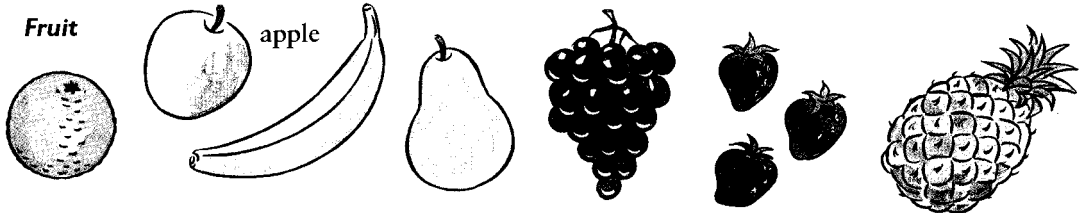
Vegetables are good for you. **Fruit** is also good for you. (singular) [NOT fruits]

Vegetables



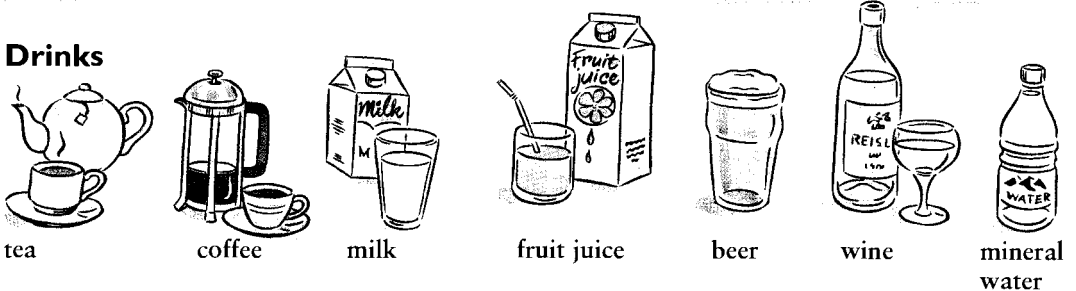
carrots beans potatoes tomatoes peas onions garlic mushrooms

Fruit



orange banana pear grapes strawberries pineapple

D Drinks



tea coffee milk fruit juice beer wine mineral water

Tip: Go to a supermarket. How many drinks and foods have English names on them?
 Try to learn some of them.

Exercises

43.1 Complete the sentences. Use words from A and B opposite.

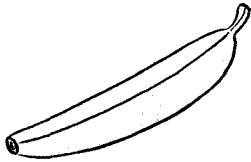
- 1 Rice is the most important food in Japan.
- 2 and are very popular in Britain.
- 3 Chips are made from
- 4 Most Italian people love
- 5 Hamburgers are made from
- 6 A is a sausage inside a piece of bread.

43.2 Put these words into two lists: fruit and vegetables, as in the example.

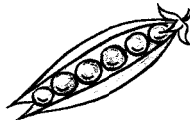
beans pineapple grapes onions apple carrot garlic pear mushrooms

<i>fruit</i>	<i>vegetables</i>
	beans

43.3 Write the names of these fruit and vegetables.



1



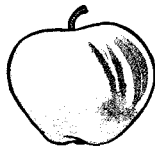
3



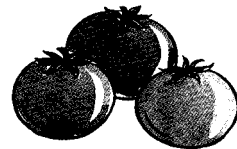
5



2



4



6

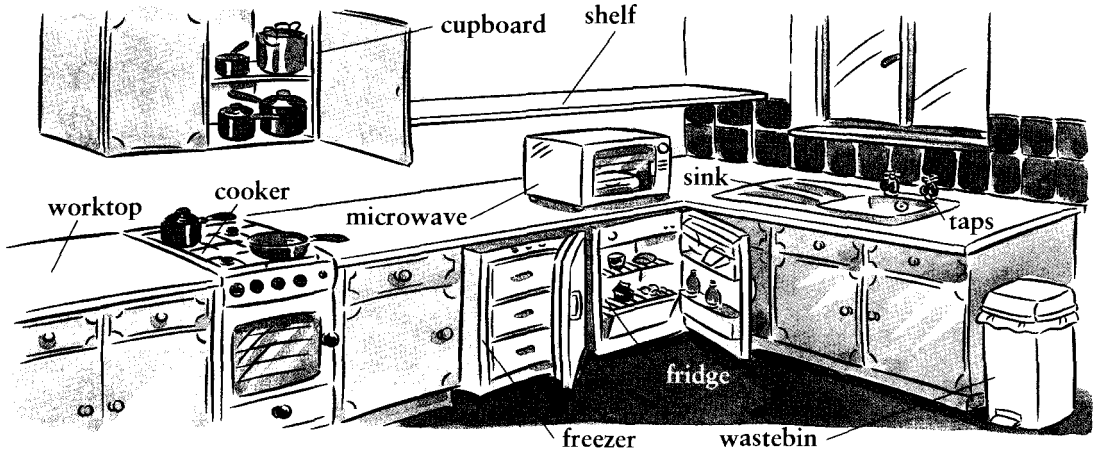
43.4 Here are the names of some drinks with the letters mixed up. What are they?

- | | |
|-----------|-----------------|
| 1 eta tea | 4 fecofe |
| 2 rebe | 5 rituf eciju |
| 3 klim | 6 nilemar retaw |

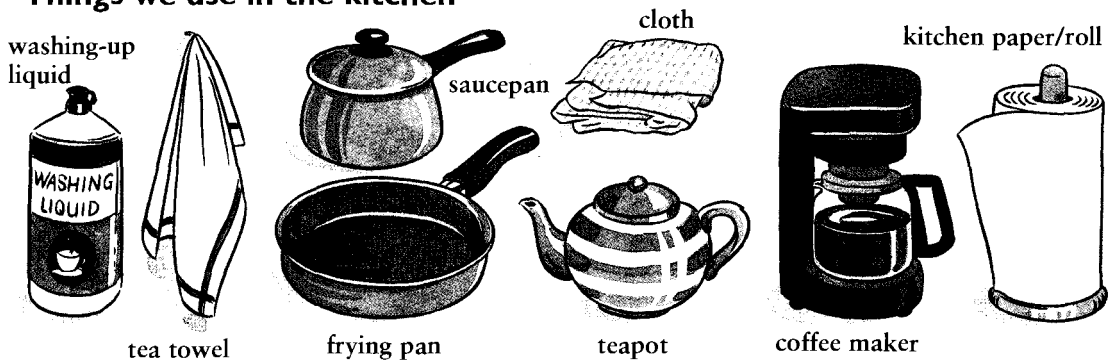
43.5 What are your four favourite foods? And your three favourite drinks? Are they good for you? Use a dictionary if the names are not in this unit.

44 In the kitchen

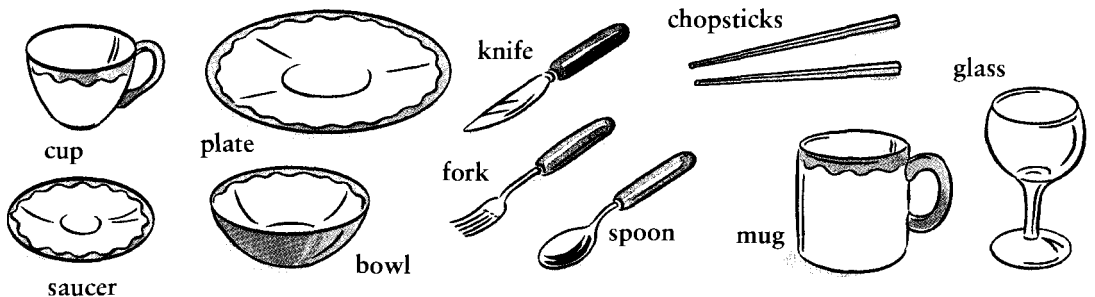
A What's in the kitchen?



B Things we use in the kitchen



C Things we use for eating and drinking

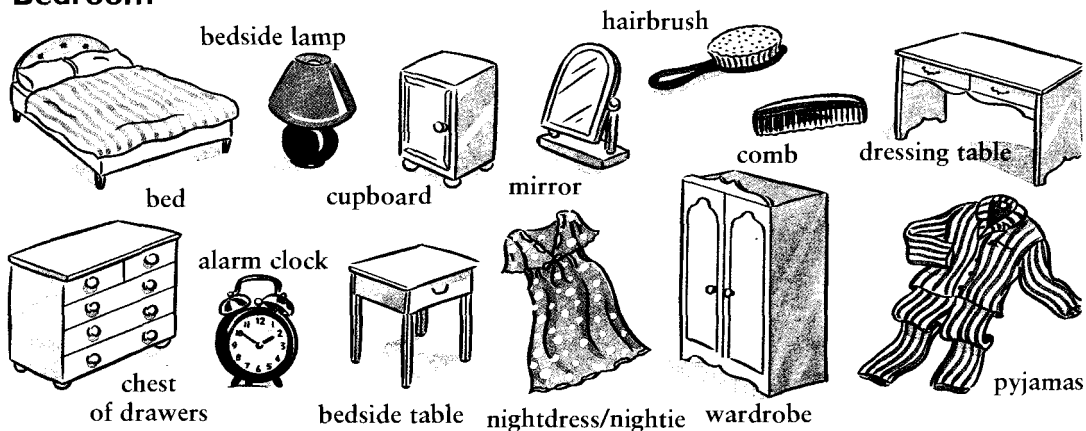


D Questions in the kitchen

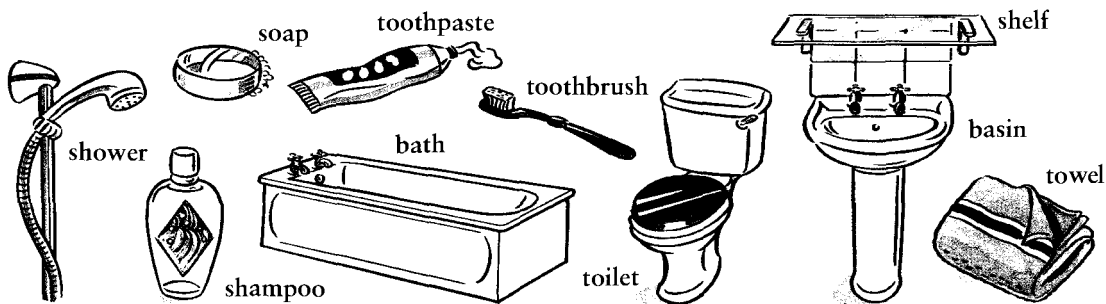
- Where can I find a mug / cloth / some kitchen paper?
- Can I help with the washing-up / the cooking?
- Where does this cup / plate / frying pan go? (where do you keep it?)
- Where shall I put this cup / the milk?

45 In the bedroom and bathroom

A Bedroom

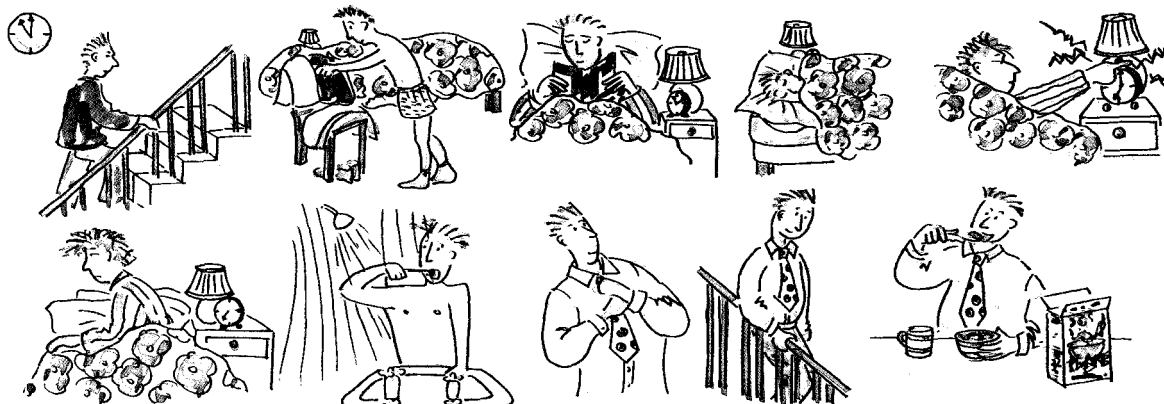


B Bathroom



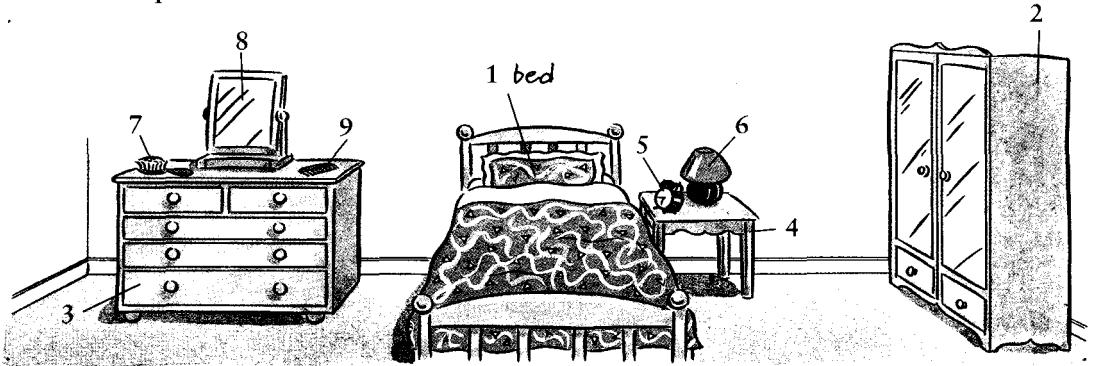
C Joel's routine

Joel goes to bed at 11 o'clock. He goes upstairs to his bedroom. He gets undressed and goes to bed. He reads for a bit. He turns off the light and falls asleep. He wakes up when his alarm clock rings. He gets up. He has a shower, cleans his teeth and gets dressed. He goes downstairs to the kitchen for breakfast. (See Unit 12.)



Exercises

45.1 Look at the picture and write the words next to the numbers.



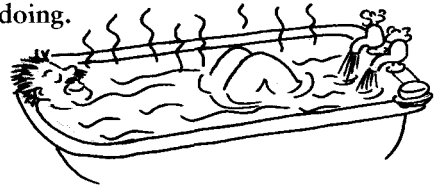
45.2 Write down five more things that you need to take with you if you go to stay with a friend for one night.

toothbrush

45.3 Look at the pictures. Describe what the people are doing.



1 Anne ...is cleaning her teeth.....



4 Mr Park



2 Selim and Umit



5 Jaime



3 Mrs Park



6 Lee

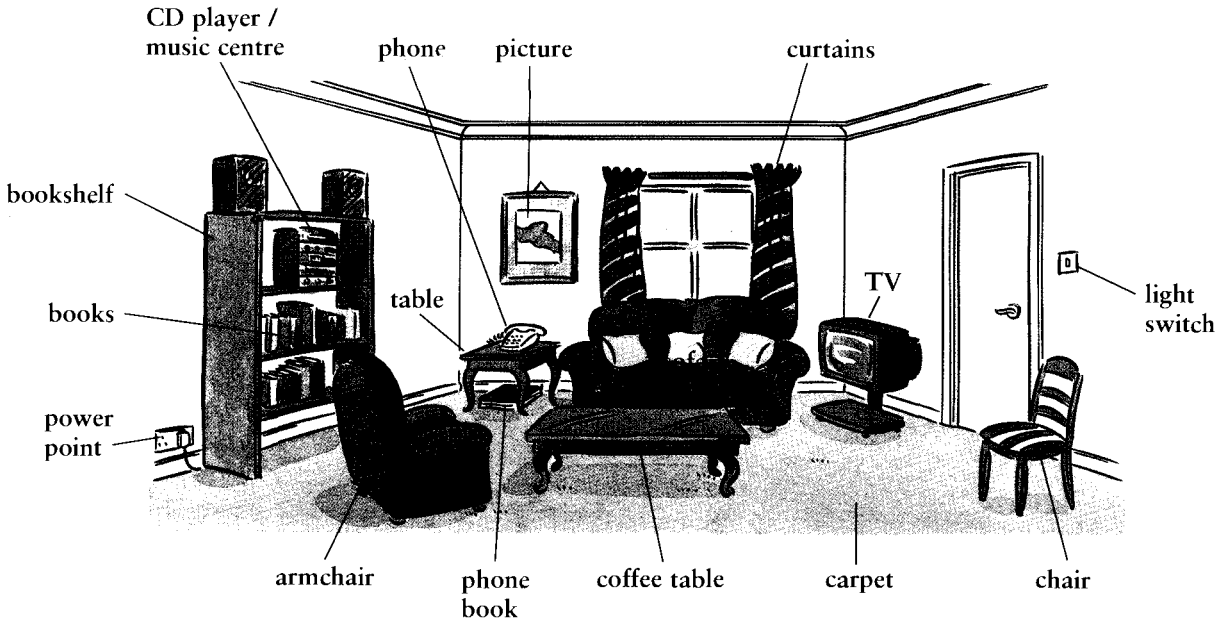
45.4 Write down the words for all the things you have in your bathroom. Use a dictionary to help you, if you need to.

45.5 Describe your bedroom. Write four or five sentences.

45.6 Write about your night-time routine. Use the verbs in C opposite. I usually go to bed at ...

46 In the living room

A Things in the living room



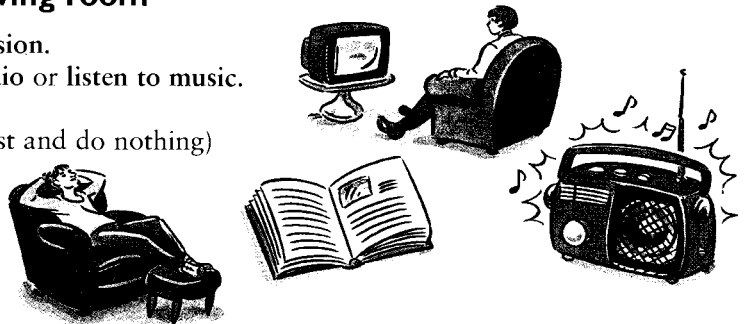
B Useful prepositions

The sofa is **near** the window.
Next to the sofa is a small table.
 The TV is **in** the corner.

The coffee table is **in the middle of** the room.
 The bookshelf is **against** the wall.
 Where's the telephone book? **Under** the small table.

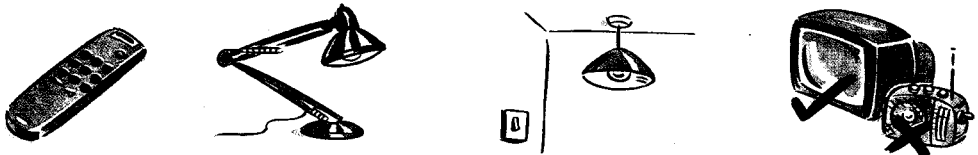
C Things we do in the living room

Every evening I watch television.
 Sometimes I listen to the radio or listen to music.
 Sometimes I read.
 Sometimes I just relax. (= rest and do nothing)



D Things we use

Where is the **remote control** for the TV?
 There's a **reading lamp** on the desk.
 Close the curtains and **switch the light on**; it's getting dark.
Turn the radio off and **turn the TV on**, please. I want to watch the football.



Exercises

46.1 Write down the names of ...

- 1 Somewhere you can put books. *a bookshelf*
- 2 Somewhere two/three people can sit.
- 3 Somewhere you can put down your coffee-cup.
- 4 Something you can look at on the wall.
- 5 Something for switching the light on/off.
- 6 Something for listening to music.
- 7 Something under your feet.

46.2 Choose (a), (b) or (c).

- 1 If you want to relax, which is the best?
(a) a chair (b) an armchair (c) a sofa
- 2 If it is dark and you want to read, do you ...?
(a) close the curtains (b) switch on the reading lamp (c) switch off the light
- 3 If you want to watch a different TV station, do you ...?
(a) use the remote control (b) use the power point (c) turn off the TV

46.3 Fill the gaps with the correct prepositions. Look at the picture opposite.

- 1 the floor there is a carpet.
- 2 There is a small table the corner. There is a TV the table.
- 3 The TV is the door.
- 4 The bookshelf is the wall.
- 5 The coffee table is front the sofa.

46.4 Write about your living room at home. Draw a plan of it first.

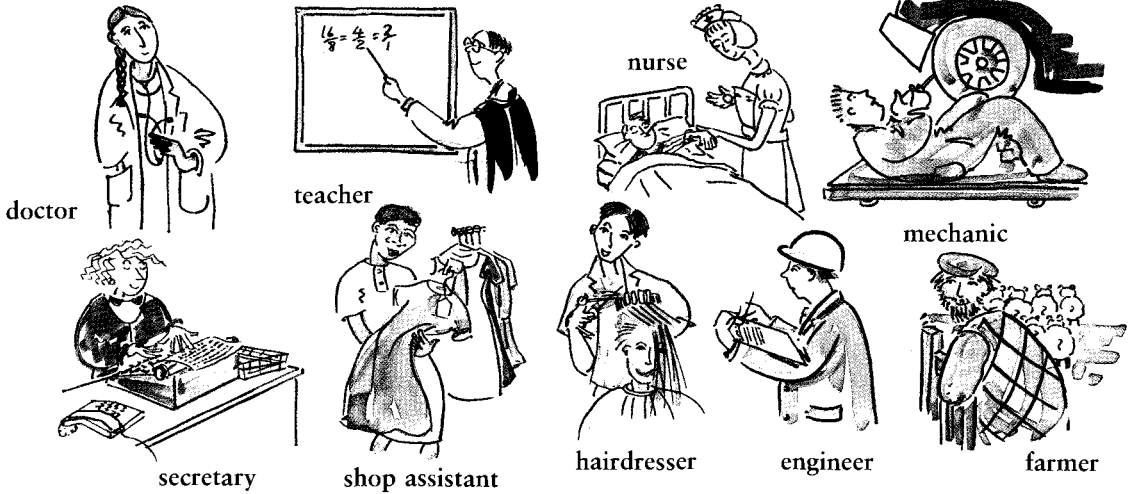
Describe your furniture (tables, chairs, sofa, etc.). Say where things are (e.g. next to ..., in the corner ..., near ..., etc.). What colour are the walls? Are there any pictures on them? What do you do when you are in your living room?

46.5 Word puzzle. How many names of things in the living room can you find?

t	e	n	b	w	o
a	c	h	a	i	r
b	a	x	b	n	r
l	r	c	o	d	a
e	p	v	o	o	d
m	e	s	k	w	i
h	t	v	s	u	o

47 Jobs

A What's his/her job?



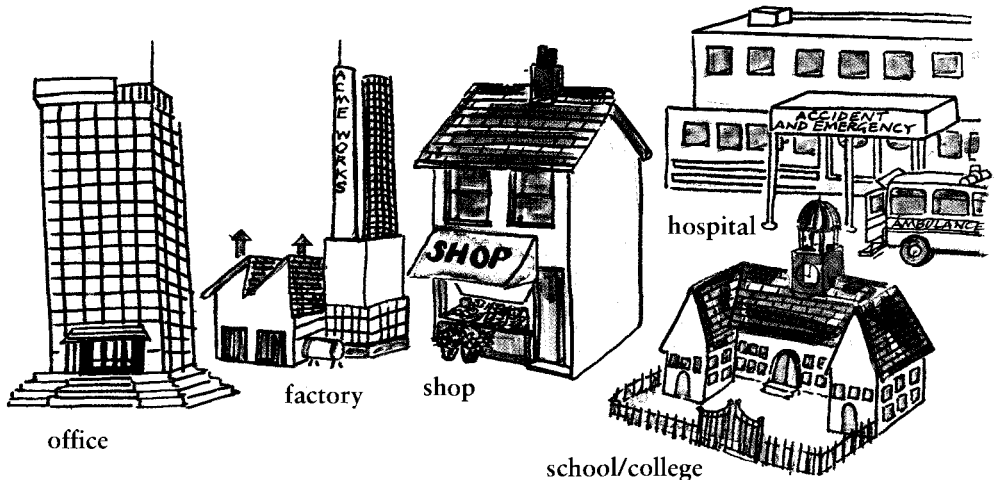
B Job (noun) and work (verb)

What's your job? *or* What do you do?
I'm a waiter.

Where do you work? I work in a restaurant.
Is it an interesting job? Yes, I like it.



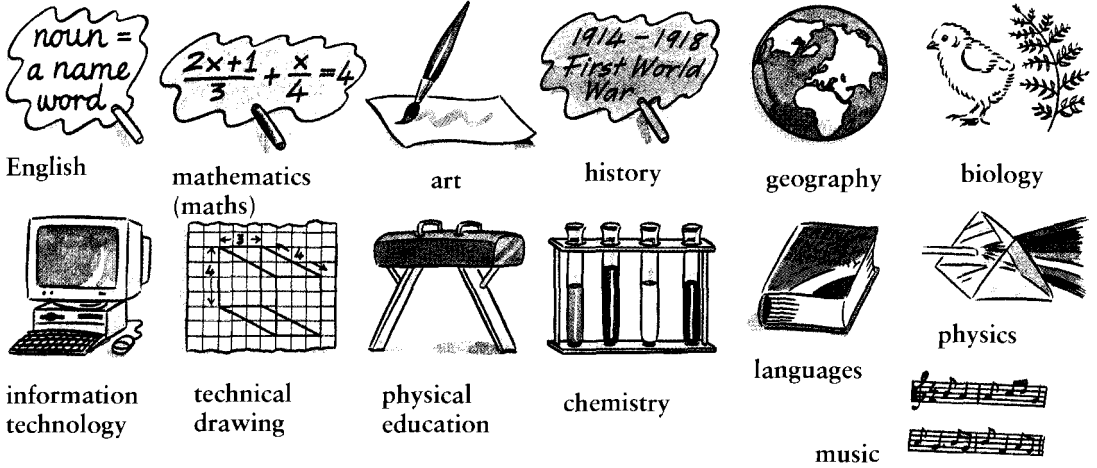
C Workplaces



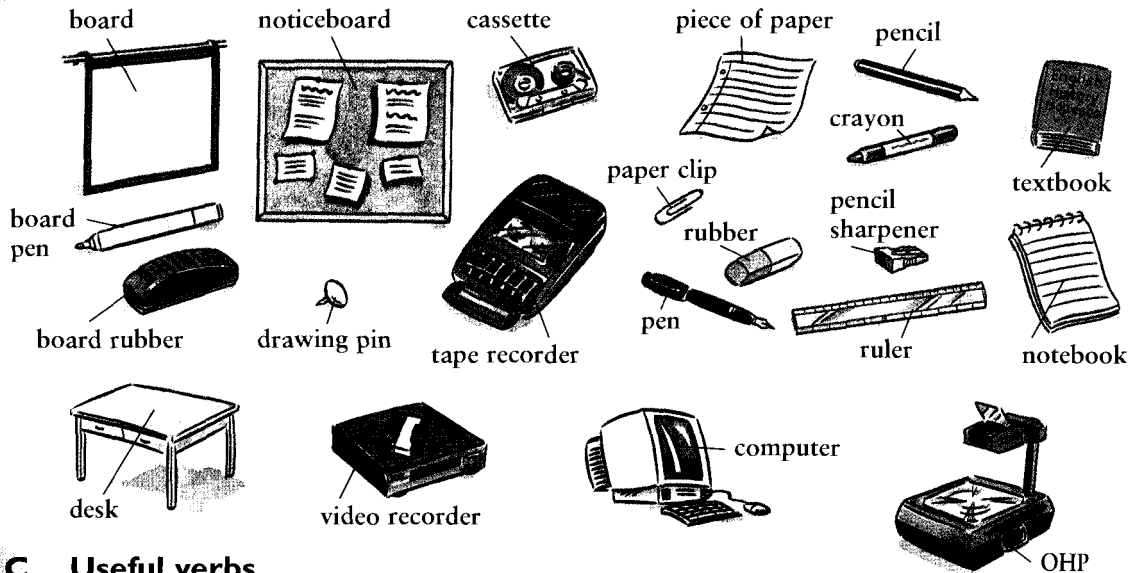
I work **in** a factory / an office etc. I work **at/from** home.

48 At school and university

Subjects



B Useful things



C Useful verbs

A maths teacher **teaches** maths. Her students **study** maths.

After school, students **do** homework.

At primary school, children **learn** to read and write.

A university teacher **gives** a lecture on chemistry and the students **take** notes.

Students can **do** an (English) course in many colleges and schools. At the end of a course, you often have to **take/do** an exam. You hope to **pass** your exams. You don't want to **fail** your exams.

If you pass your final exams at university, you **get** a degree.



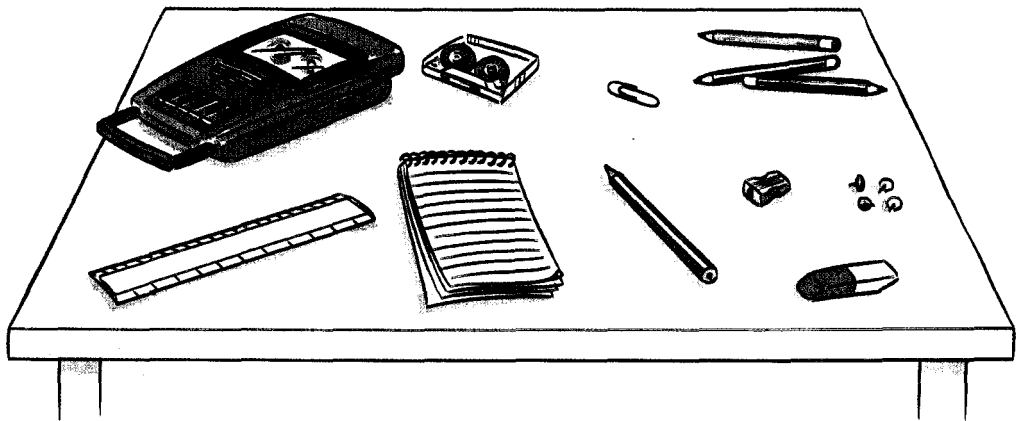
Exercises

48.1 Match the subject on the left with the topic on the right.

- | | |
|--------------------------|------------------------------|
| 1 maths | a animals |
| 2 physics | b gymnastics |
| 3 history | c $25y + 32x = 51z$ |
| 4 geography | d $e = mc^2$ |
| 5 physical education | e H ₂ O |
| 6 English | f the countries of the world |
| 7 chemistry | g the 15th century |
| 8 biology | h computers |
| 9 information technology | i spelling |

48.2 Look at the subjects in A. Which were your favourite subjects? Which did you not like?

48.3 Look at the picture for 30 seconds. Then cover it. How many of the ten objects can you remember? Write them down in English.



48.4 Which of the things in B opposite have you got in the room where you study English? Write down the words for everything you can see.

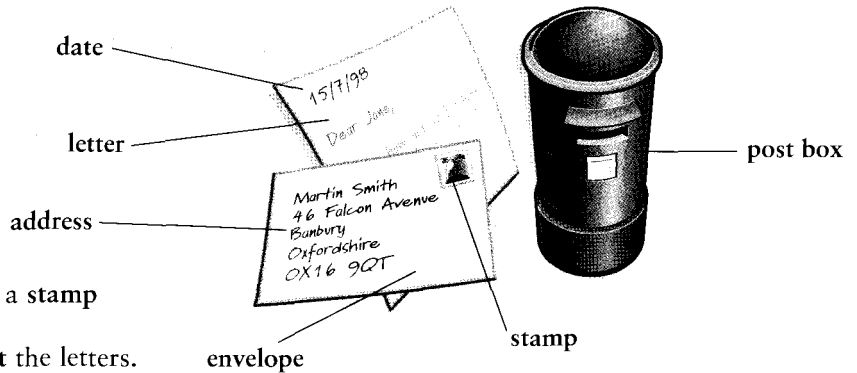
48.5 Choose a verb from C opposite to fill the gaps below. Put the verb in the correct form.

John did well at school. He always found it easy to ⁽¹⁾..... *learn*..... and he always ⁽²⁾..... his homework. He ⁽³⁾..... all his school exams. Now he ⁽⁴⁾..... geography at university. He is also ⁽⁵⁾..... a special geology course. He enjoys sitting in lectures, listening to the lecturer and ⁽⁶⁾..... notes. He will ⁽⁷⁾..... his final exams next year. If he ⁽⁸⁾....., he will ⁽⁹⁾..... a degree in geography. If he ⁽¹⁰⁾....., he will be very sad. He would like to become a geography lecturer. He would like to ⁽¹¹⁾..... lectures.

48.6 Choose the ten words from the opposite page which you most want to learn. Write them down in one column on a piece of paper and in a second column put a drawing (or a translation or a definition). Cover the words in the first column and look at the second column. Can you remember the words?

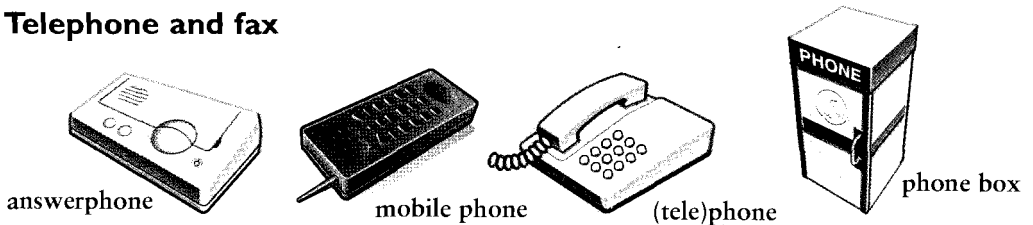
49 Communications

A Letters



Don't forget to put a **stamp** on the **envelope**.
Don't forget to **post** the letters.

B Telephone and fax



Juan makes a lot of **phone calls**. He **phones** his girl friend every day.

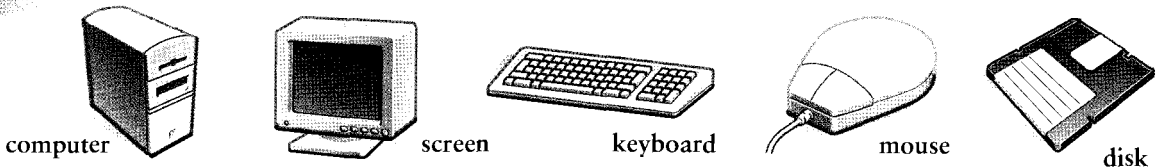
Jill sent me a **fax** yesterday.

What is your **phone/fax number**?
330718 (= double three oh seven one eight)

C A typical phone conversation

SUE: Two three four six five oh.
NICK: Hello. It's Nick here. Can I speak to John, please.
SUE: I'm sorry, he isn't here at the moment. Can I take a message?
NICK: Thanks. Could you just tell him Nick called. I'll call back later.
SUE: OK. I'll tell him. Goodbye.
NICK: Bye.

D E-mail



Anne gets a lot of **e-mails** from New York.

What is your **e-mail address**?
Mollflanders@cup.cam.ac.uk (= Moll Flanders at C-U-P dot C-A-M dot A-C dot U-K)

Tip: If possible, get an example of a letter and an e-mail in English. Write down any useful words or phrases in them.

Exercises

49.1 Have you got any of the things on the opposite page? Make a list. *answerphone*

49.2 What are the names of these things?



1 *keyboard*



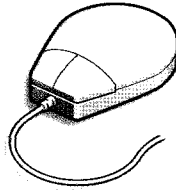
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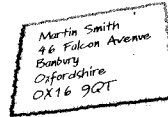
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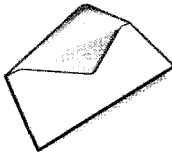
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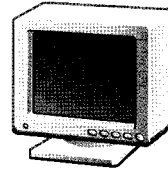
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3



6



9

49.3 Complete this phone conversation.

SALLY: 333091

MEENA: Hello. ⁽¹⁾..... Meena here. Can I ⁽²⁾..... to Amal, please.

SALLY: I'm ⁽³⁾....., he's at work ⁽⁴⁾..... the moment.

Can I ⁽⁵⁾..... a message?

MEENA: It's all right. I'll ⁽⁶⁾..... back later.

SALLY: OK, then. Bye.

MEENA: Bye.

49.4 Write down these numbers and addresses then read them aloud.

1 Two telephone or fax numbers that are important to you.

2 Two e-mail addresses that are important to you.

Now practise reading aloud the examples in the key at the end of the book.

49.5 Answer these questions.

1 Which is quickest – a phone call, a fax, an e-mail or a letter? *a phone call*

2 Which is cheapest – a phone call, a fax, an e-mail or a letter?

3 Have you sent all of these – a letter, a fax and an e-mail? Have you received all of them?

4 Which is your favourite way of communicating with a friend?

5 Which is your favourite way of business communication?

50 Holidays

A Holiday (noun)

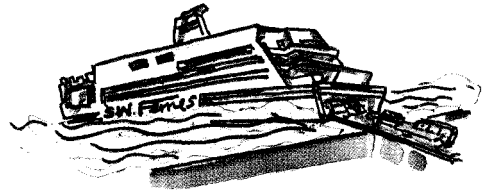
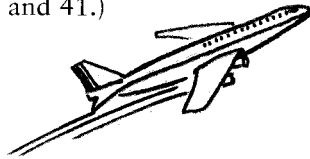
We had a wonderful **holiday** in Egypt in 1996.
I'm not working next week. I'm **on holiday**.
Are you going **on holiday** this summer?

B Types of holidays

We are going on a **package holiday** to Hong Kong. (everything is included, flights, hotel, etc.)
We're going to have a **winter holiday** this year. (often means skiing / winter sports)
I want to go **camping** this year. (sleep in a tent)
I'm going on a **walking holiday** in the Alps. (usually means walking up mountains)
A **coach tour** is a cheap way to go on holiday. (going in a big, comfortable bus)

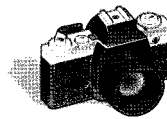
C Transport

Are you **flying** to France from England?
No, we're going **by ferry**. (ship where you can take your car with you)
We're going **by car / by train / by bus**.
(See Units 14 and 41.)



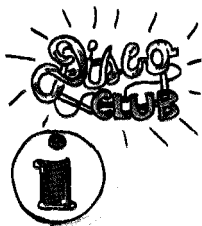
D Don't forget to take with you ...

your **passport** (if you are going to another country)
a **visa** (a special stamp in your passport to go to some countries)
your **tickets**
some traveller's **cheques** and **currency** (money of the country you are going to)
a **camera**
a **phrase book** (if it's a different language)
your **luggage**



E When you are there ...

Send some **postcards**.
Try the local **food**.
Enjoy the **nightlife**. (discos, clubs, etc.)
Try to **speak the language**.
Go to the **Tourist Information Office** if you have any questions. (or the **Tourist Office**)



Exercises

50.1 Fill the gaps.

- 1 A: Are you working on Monday?
B: No, I'm holiday.
- 2 A: Are you going holiday this year?
B: Yes, I'm going camping.
- 3 A: Did you have a good in Greece?
B: Yes, it was wonderful.
- 4 A: Are you flying to Italy?
B: No I'm going train.


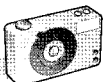




50.2 These people are talking about their holidays. What type of holiday did they have?

- 1 Everything was included, meals, hotels, flights.
- 2 We were on the same coach for seven days. I was very tired.
- 3 We walked about 20 kilometres every day.
- 4 It wasn't very good. There wasn't much snow.

50.3 Put a plus (+) in the boxes for the different ways of travelling. Put one plus (+) for *sometimes true*, two for *very true* (++) , three for *absolutely true!* (+++)

	<i>you can take a lot of luggage</i>	<i>very fast</i>	<i>usually cheap</i>	<i>you see a lot as you travel</i>	<i>you can relax</i>
ferry					
car					
flight					

50.4 Write the names of these things you need for a holiday.

1 	3 	5 
2 	4 	6 

50.5 What do we call:

- 1 Cheques you can use in different countries? t..... c.....
- 2 A special stamp or paper for your passport to enter a country? a v.....

50.6 Fill the gaps in these sentences.

- 1 Don't forget to send me .. a postcard ..
- 2 The is good; the discos are open all night.
- 3 I didn't try the food. I had hamburgers every day!
- 4 Is there a Office here? I want some information.
- 5 I'd like to go to Estonia for my holiday but I can't speak the

5 | Shops and shopping

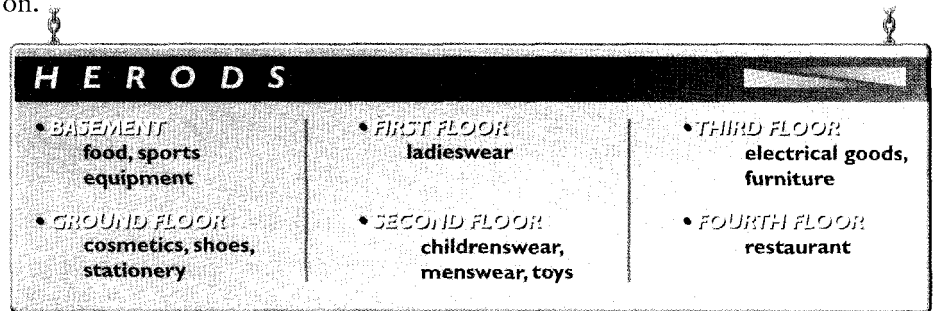
A Kinds of shops



* These words are also for people's jobs. We often add 's and say: I'm going to the newsagent's to get a paper. Do you want anything from the butcher's?

B Department store

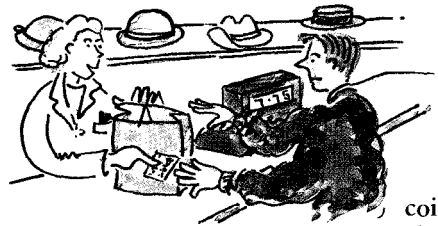
A department store is a large shop which sells a lot of different things – clothes, cosmetics, toys and so on.



(cosmetics = beauty products; stationery = pens, pencils, paper, etc.)

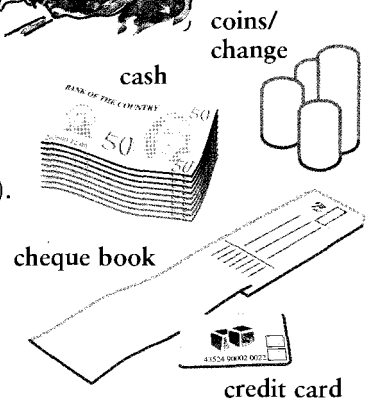
C Going shopping

You buy something from a shop assistant.
You pay for it at the cash desk / till.
You get a receipt.



D Useful phrases

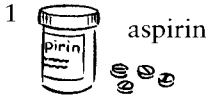
Can I help you?
How much does this cost?
Can I pay by cheque / credit card?
No, cash only.
Sorry, I only have a £20 note; I don't have any change (coins).
Can I try it on?
Have you got a bigger / smaller size / a different colour?
Would you like a (carrier) bag?



Exercises

51.1 Match the item with the shop.

toy shop butcher's baker's gift shop chemist's newsagent's



51.2 Where do you need to go?

- 1 I want to get a newspaper. *The newsagent's.*
- 2 Your hair is too long.
- 3 I need some stamps.
- 4 We must get Jim a present.
- 5 I'd like to buy a book.
- 6 I want to buy everything in one shop.

51.3 Look at the department store plan in B. Which floor will you go to if you want to buy:

- | | | |
|--------------------|----------------------|------------|
| 1 an armchair? | 5 a skirt? | 9 a tie? |
| 2 lipstick? | 6 some tennis balls? | 10 a TV? |
| 3 a cup of tea? | 7 a pair of boots? | 11 pens? |
| 4 a packet of tea? | 8 some baby clothes? | 12 a doll? |

51.4 Write the words for these definitions.

- 1 a person who sells things in a shop *shop assistant*
- 2 money not a cheque or credit card
- 3 a person who cuts hair
- 4 'plastic money'
- 5 a floor lower than the ground floor

Now write definitions in English for:

- | | |
|-------------------|---------------|
| 6 a £5 note | 8 a receipt |
| 7 the first floor | 9 a cash desk |

51.5 Make a list of ...

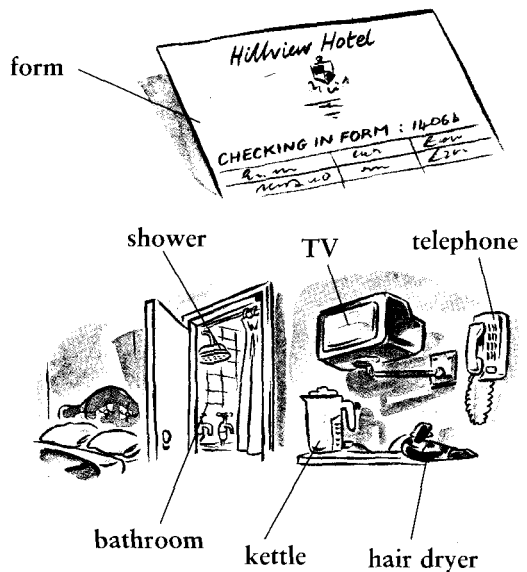
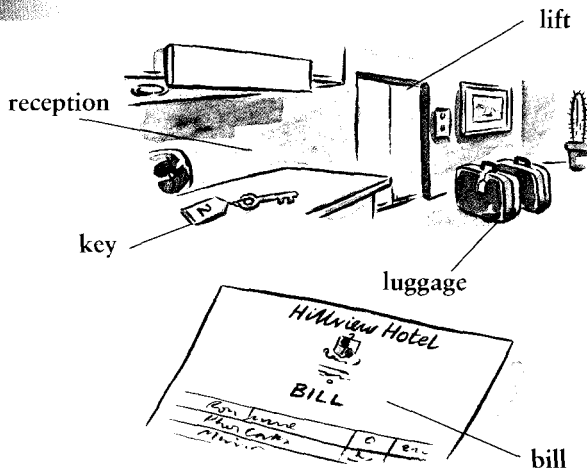
- 1 the shops in a street near you.
- 2 the departments there are in your favourite department store.

51.6 Fill the gaps in the dialogue.

- CUSTOMER: How much does this shirt
- SHOP ASSISTANT: £25.
- CUSTOMER: I'll take it, please. Can I by credit card?
- SHOP ASSISTANT: Certainly.
I'll put your receipt in the

52 In a hotel

A At reception



Do you have a **single room** (= for one person) a **double room** (= for two people)? How much is a single room with a bathroom?

I have a **reservation**. (= I booked a room) My name is ...

The receptionist may say:

Your room is on the **first floor**. The **lift** is over there.

Here is your **key**.

Would you like some help with your **luggage**?

Can you **fill in** this **form**, please?

Sign here, please. (= write your name)

Please, **check** your **bill**. (= make sure it is correct)

When you leave you say,

Can I **check out**, please?

Can I have the **bill**, please?

B Using the telephone

How do I get an **outside line**? (You want to phone someone who is not in the hotel.)

What is the **code** for Korea / Poland, etc.?

Can I have **breakfast in my room**, please?

Can I have a **morning call**, please? At 6.30. (You want to wake up at 6.30.)

What **time** is breakfast/lunch/dinner?

C Changing money

You can often change money in a big hotel. Here are some useful phrases.

Can I (**ex**)change some money, please?

Can I change some dollars **into** pounds, please?


How **many** yen **to** the pound at the moment? (yen = Japanese currency)


Can I cash a traveller's cheque?


Exercises

52.1 Look at the pictures and complete the dialogue with words from the opposite page.

CLIENT: Can I have a  (1) room for tonight, please?

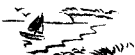

RECEPTIONIST: Would you like a room with a  (2)


CLIENT: Yes, please. And with a  (3), please.

RECEPTIONIST: All our rooms have a TV, a  (4) and a



(5) I can give you room 25. It has a view of

the  (6) Here is your  (7)

The  (8) is over there. It's on the second floor.

52.2 Match what you want on the left with what you need on the right.

You want:

- 1 to have a cup of tea in your room
- 2 to go to the top floor
- 3 to open your door
- 4 to get up at 6 a.m.
- 5 to phone your country
- 6 to watch the news
- 7 to wash your hair
- 8 to dry your hair

You need:

- a the lift
- b an outside line
- c a shower
- d a kettle
- e a hair dryer
- f a morning call
- g a TV
- h a key

52.3 Do you know?

- 1 How much does a hotel room cost in the capital of your country?
- 2 What is the code for Britain if you phone from your country?
- 3 How many US dollars are there to your own currency at the moment?
- 4 How much of your own currency is there to the pound?
- 5 Why are traveller's cheques useful when you are travelling?

52.4 You are on holiday in London with two other people. You want rooms for one night. Write a dialogue.

52.5 Write down six questions that you can ask in a hotel beginning: *Can I ...?*

53 Eating out

A Places where you can eat

café: you can have a cup of tea/coffee and a **snack** there (= something small to eat like a sandwich or a cake). They sometimes serve meals there too.

restaurant: you go there for a full meal; more expensive than a café.

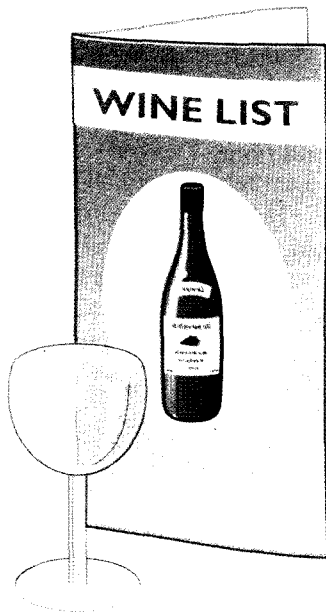
bar/pub: bars and pubs serve alcohol and **soft drinks** (= non-alcoholic drinks like fruit juice and lemonade); you can usually have a meal or a snack there too.













sandwich bar: a place that serves lots of different kinds of sandwiches. People usually buy sandwiches and take them to eat in a different place, at work or in the park.

fast food restaurant: you can get a quick hot meal there, for example burger and chips.

self-service restaurant/café: you take what you want, pay for it and carry it to your table.

B In a restaurant



STARTERS	MAIN COURSE	DESSERT
<ul style="list-style-type: none"> • Tomato soup 	<ul style="list-style-type: none"> • Roast beef, green peas, carrots and roast potatoes 	<ul style="list-style-type: none"> • Ice-cream 
<ul style="list-style-type: none"> • Melon 	<ul style="list-style-type: none"> • Chicken salad 	<ul style="list-style-type: none"> • Strawberries and cream 
<ul style="list-style-type: none"> • Orange juice 	<ul style="list-style-type: none"> • Steak, mashed potatoes and mixed vegetables 	<ul style="list-style-type: none"> • Fruit salad 
	<ul style="list-style-type: none"> • Fish, chips and beans 	<ul style="list-style-type: none"> • Chocolate gateau 
	<ul style="list-style-type: none"> • Cheese, ham or plain omelette 	

C Ordering food

WAITER: Are you ready to order?

CUSTOMER: Yes, I'd like tomato soup and steak, please.

WAITER: Would you like the steak with chips or new potatoes? And how would you like your steak – rare, medium or well-done?

CUSTOMER: Well-done, please. And with chips.

WAITER: And what would you like to drink?

(later)

WAITER: Is everything all right?

CUSTOMER: Thank you, it's very nice.

Exercises

53.1 Which of the places in A opposite would you go to if you ...

- 1 want to buy something in the morning to eat at lunch-time at work? *a sandwich bar*
- 2 want a romantic dinner for two?
- 3 have three small children with you?
- 4 arrive half an hour early to meet a friend?
- 5 are very thirsty?

53.2 Do you have all the places in A in your country? Write down all the places you have. Give an example of an eating place of this type. *fast food restaurant – McDonald's*

53.3 Look at the menu on the opposite page.

- 1 What would you eat from the menu opposite?
- 2 What would a vegetarian eat? (Vegetarians don't eat meat.)

53.4 Choose one of the words in the box which can go with each of the words in each group.

steak omelette potatoes gateau soup salad
--

- 1 You can have tomato / vegetable / chicken ~~Soup~~ to start.
- 2 Would you like a cheese / ham / plain
- 3 I'll have the chicken / ham / fruit
- 4 I'd like some roast / mashed / new
- 5 Can I have the chocolate / strawberry / apricot, please.
- 6 Do you like your well-done / medium / rare?

53.5 There are some mistakes in this dialogue. Correct the mistakes.

WAITER: Are you ready for order?

CUSTOMER: Yes. I like vegetable soup and steak, please.

WAITER: What would you like your steak? Rare, medium or done good?

CUSTOMER: Rare, please.

WAITER: What you would like to drink?

CUSTOMER: A orange juice, please.

53.6 Cover the page opposite and write down all the words you can remember.

Then look at the page again and write down any words you forgot.

Tip: Sometimes restaurants in other countries have English menus for tourists. Look at one of these. Write down any useful words you find.

54 Sports

A Ball games

We play all these sports. I play rugby. Do you play baseball?



football (soccer)



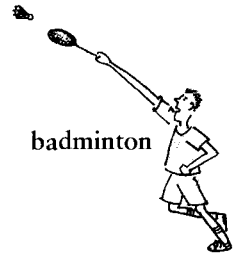
rugby



American football



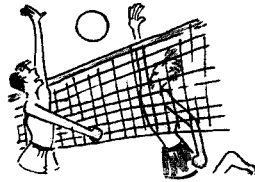
basketball



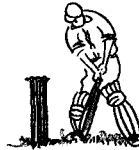
badminton



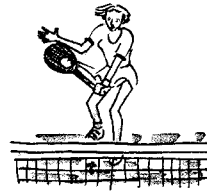
baseball



volleyball



cricket



tennis

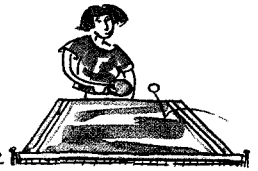


table tennis

B Other popular sports



swimming



running



sailing



motor racing



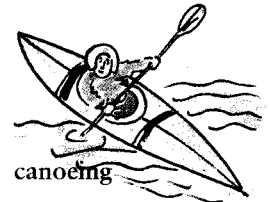
horse racing



judo/karate



skiing



canoeing

We use go or do with most of these sports. I go running. He does canoeing.
We use do only with judo and karate. She does judo. I do karate.

C Asking questions about sports

Do you do any sports? Yes, I go swimming/running/sailing/canoeing.

Do you play football/tennis/badminton?

What's your favourite sport? I like motor racing best.

(See Unit 4.)

D Where we do sports

We play tennis/badminton/volleyball/basketball on a
tennis/badminton/volleyball/basketball court.

We play football/cricket/rugby on a football/cricket/rugby field or pitch. We swim in a
swimming pool.

Exercises

54.1 Cover the left-hand page and try to remember the names of these sports.



1



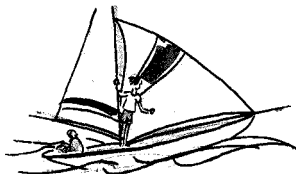
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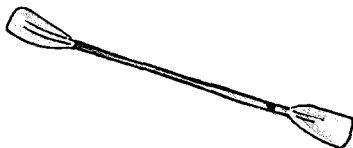


4



6

54.2 What sports do you think of when you see ...?



1



3



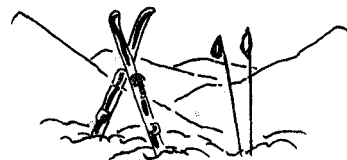
5



2



4



6

54.3 Ask questions for these answers.

1 *What's your favourite sport?*

I like running best.

2 Do you?

Yes, but not soccer, only American football.

3?

No, I don't do any at all. I prefer watching TV.

4 Do you?

Yes. I go to the swimming pool every Friday.

54.4 Write the names of the sports you have done. Which ones do you like? Which do you not like? Which ones would you like to do?

Tip: Make a page in your vocabulary book for 'sports'. Look at the sports pages of an English language newspaper. Write down the names of sports you do not know. Look them up in a dictionary.

55 Cinema

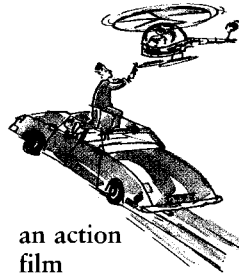
A Types of films



western



a horror film



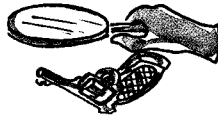
an action film



a musical



a cartoon



a crime/detective film



a comedy



a science fiction film



a love story /
a romantic film

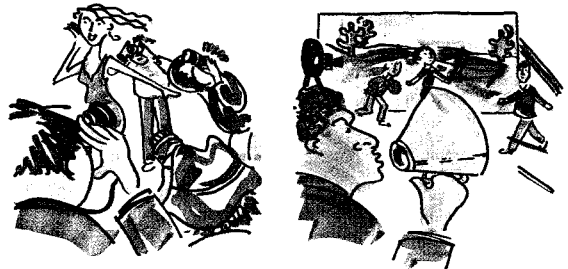
Do you like westerns? No, I like science fiction films best.
The best action film I've seen was *Goldfinger* with James Bond.
If I see a horror film, I can't sleep.

B People in films

Zelda Glitzberg is a film star.
She lives in Hollywood.
She is in the new James Bond film.

Sean Connery played James Bond in
From Russia with Love.

I like films by Italian directors.



C Watching films

Do you go to the cinema often?
Yes, I go every week.
No, I watch videos at home.

What's on at the cinema this week?
It's a comedy called *Airplane*.

Have you seen *The English Patient*?
Yes I saw it on TV.

Did you like *Dirty Harry*?
Yes, I loved it / enjoyed it.
No, it was boring. (= makes you want to fall asleep)

Exercises

55.1 What types of films are these?

- 1 Some cowboys rob a train. *western*
- 2 A flying saucer lands from Mars.
- 3 A dead person comes back to life.
- 4 James Bond saves the world.
- 5 Mickey Mouse goes on a picnic.
- 6 A man falls in love with his teacher.
- 7 A dead body is found in the river.
- 8 There are lots of songs and dancing.

55.2 Word puzzle. How many words for other types of films can you make with the letters of ROMANTIC?

C R I M E
 _ O _ _ _ R
 C _ M _ _ Y
 A _ T _ _ N
 S _ _ _ N C _ F _ _ _ _ N
 W _ _ T _ _ N
 M _ _ I C _ L
 C A _ _ O O _

55.3 Fill the gaps in these sentences.

- 1 Do you prefer to go cinema or to watch TV?
- 2 We a video last night.
- 3 Who James Bond in *You Only Live Twice*?
- 4 Was Clint Eastwood *Dirty Harry*?
- 5 All the big live in Hollywood.
- 6 Stephen Spielberg is a famous American film

55.4 Answer these questions for yourself.

- 1 Name one science fiction film you have seen.
- 2 Who is your favourite film star?
- 3 Do you like detective films? Can you name one?
- 4 Can you watch horror films?

55.5 Write down the English names of three films you have seen this year. You can learn vocabulary by remembering the English names of films. For example:

Four Weddings and a Funeral
Mars Attacks!
Home Alone

55.6 Try to name one example of each type of film from the opposite page!

56 Leisure at home

A TV, radio, music, video

I watch TV every evening. [NOT I see TV.]
Did you watch/see the film about President Kennedy?
I listen to the radio every morning. [NOT I hear the radio.]
What programmes do you like best on TV and radio?
I like watching films on TV. (or I like to watch ...)
I like listening to music on the radio. (or I like to listen ...)
I often listen to CDs or tapes when I am relaxing.
At the weekend, we usually watch a video.



B Hobbies/activities at home

A lot of young people play computer games every day.
Do you use the Internet?
I really like cooking.
Do you like gardening?
We grow flowers and vegetables in our garden.
I live in a flat. I don't have a garden,
but I have a lot of house plants.



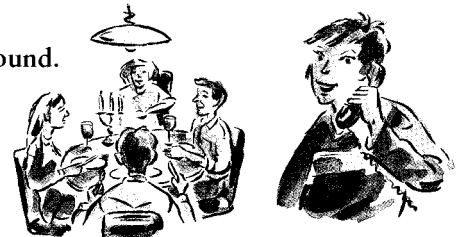
C Reading

I read a lot at home.
What do you read?
I read novels. (= long stories)
I like books about nature/different countries, etc.
I like magazines about rock music and sport.
Do you read a newspaper every day?



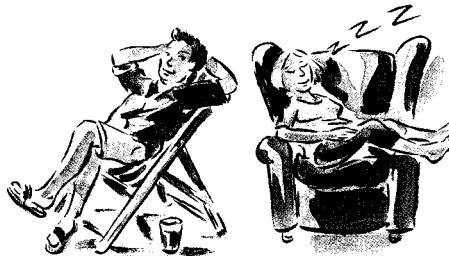
D Time with other people

Sometimes we invite friends around/have friends around.
(= we ask them to come to our house/flat)
I often have people/have friends to dinner.
My best friend comes to stay sometimes.
(= sleeps in my house/flat)
I talk to my friends on the phone every evening, or
I ring my friends every evening.



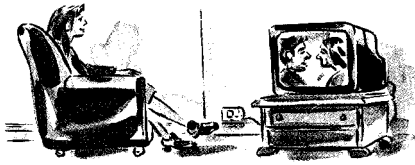
E Just relaxing

Sometimes, I just do nothing.
I like to have a sleep after lunch.



Exercises

56.1 What are these people doing?



1 She's



4 She's



2 He's



5 She's using the



3 He's a



6 He's to a

56.2 Fill in the missing verbs.

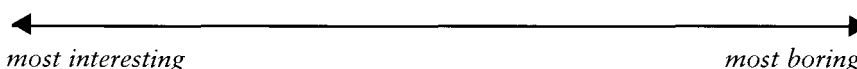
- 1 Sometimes I ...listen..... to CDs or tapes.
- 2 I prefer to magazines more than newspapers.
- 3 I to my sister on the phone every Sunday.
- 4 A lot of people like to a sleep after lunch.
- 5 Do you ever friends to dinner?
- 6 The children computer games every evening.
- 7 Shall we a video tonight?
- 8 Did you the programme about Namibia yesterday?
- 9 My father vegetables in his garden.

56.3 Answer for yourself.

- 1 If you have friends around, what do you like to do?
- 2 Does anyone come to stay at your house/flat?
- 3 What do you like to read most?
- 4 How often do you ring your friends?

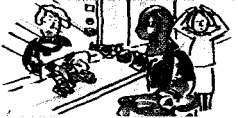







56.4 Interesting or boring? Put these leisure activities in order, from *most interesting* to *most boring*, in your opinion.

gardening cooking reading using the Internet watching videos
listening to music doing nothing



57 Crime

A Crimes, people who do them, and verbs

			
<i>crime</i>	robbery	murder	burglary
<i>person</i>	a robber	a murderer	a burglar
<i>verb</i>	to rob somebody or a place (e.g. a bank)	to murder somebody	to break into a house/flat (break/broke/broken)
			
<i>crime</i>	car theft	drug pushing/dealing	terrorism
<i>person</i>	a car thief	a drug pusher/dealer	a terrorist
<i>verb</i>	to steal a car (steal/stole/stolen)	to sell drugs (sell/sold/sold)	to attack somebody or a place
			to steal things from a shop

There was a **burglary** at the school last night.
 John West **murdered** his wife.
 There are a lot of **muggings** in the city centre.

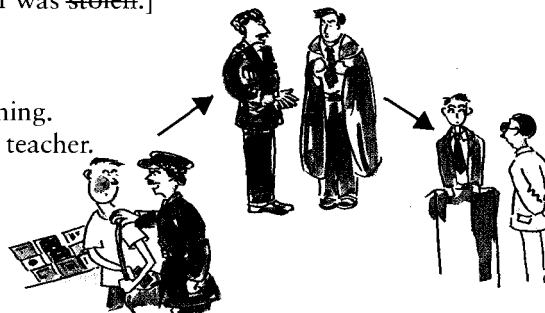
A robber **robs** a person or a place. That bank **was robbed** yesterday. My sister **was robbed** in the city centre.

A thief **steals** something (steal/stole/stolen). Somebody stole my bicycle. [NOT Somebody ~~robbed~~ my bicycle.]

I was **robbed** in the city centre yesterday. [NOT I was ~~stolen~~.]

B The law

A student was **arrested** for shoplifting this morning.
 The police came to the school and spoke to his teacher.
 The student has to **go to court** next week.
 If he is **guilty** he will have to **pay a fine**.
 If he is **innocent** he can go home.
 I don't think he will go to **prison**.



C Other crime problems

Some **vandals** broke the windows in the telephone box.

(A vandal breaks and smashes things.)

We have a lot of **vandalism** in my town.

A lot of young people **take drugs** nowadays.

Is football **hooliganism** a problem in your country?

(A football hooligan is a person who goes to a football match and makes trouble.)



Exercises

57.1 What do we call ...?

- 1 a person who steals cars? *a car thief*
- 2 a person who kills someone?
- 3 a person who steals things from shops?
- 4 a person who robs people's houses and flats?
- 5 a person who attacks someone in the street and steals their money?
- 6 a person who sells dangerous drugs?

57.2 Fill the gaps in these sentences.

- 1 There were a lot of football *hooligans* near the stadium.
- 2 The police officer a..... her for shoplifting.
- 3 Some v..... destroyed all the flowers in the park.
- 4 He had to pay a f..... of £50 for parking his car in the wrong place.
- 5 There are a lot of b..... in this part of the city, so always close the windows.
- 6 The police made a mistake; she was i..... She did not steal the money.
- 7 People who t..... drugs often do other crimes too.
- 8 A group of t..... have attacked the airport.
- 9 He murdered his wife. He was in p..... for 20 years.

57.3 What do you think should happen to these people? Choose from the list a – i on the right. If you do not like the list, what do you think should happen to them?

- | | |
|---|--|
| 1 A man murdered his wife and three children. | a fine of £100 |
| 2 A student with no money stole a book from a bookshop. | b 30 years in prison |
| 3 A woman sold some drugs to a teenager. | c six months in prison |
| 4 Some terrorists attacked a bus and killed 5 people. | d death |
| 5 A woman parked her car and blocked the traffic. | e five years in prison |
| 6 A teenager broke some trees in the park. | f in prison for life |
| 7 A man who drank too much alcohol drove his car and crashed. | g a fine of £50 |
| | h must work in a hospital for six months |
| | i must not drive a car for a year |

57.4 What do you think? Put all the crimes on the opposite page in a list, from *least serious* to *most serious*.

57.5 Choose five or six words opposite and use them to make your own sentences.

58 The media

A Radio and TV programmes

The news *is* on TV at 6 o'clock every night. (= important things that happen) [NOT The news ~~are~~ on TV.]

Do you watch soaps / soap operas? *Home and Away* is my favourite. (Soap operas are stories about people's lives. They are often on TV every day.)

I like nature programmes best. (= programmes about animals, birds, etc.)

I watched a documentary last night about drugs and young people. (= programme looking at a social problem or question)

In talk shows, people talk about very personal and private things in their lives.

The children watch cartoons on Saturday mornings. (For example, Disney films with animals that talk.) (See Unit 55.)

I always watch sport programmes and films.

B Newspapers and magazines

In most countries there are morning newspapers and evening newspapers.

Every month, I buy a magazine.

My mother buys women's magazines.

I like news magazines like *Newsweek* and *Time*.

My little brother buys comics.

Other types of magazines: sports magazines / computer magazines / teenage magazines (See Unit 56.)

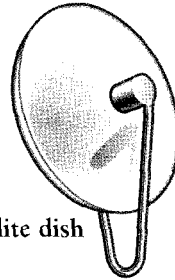


C Media and technology

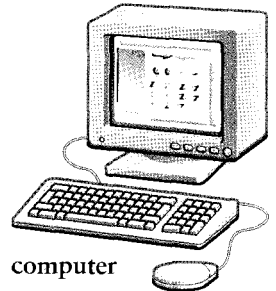
Do you have satellite TV?

How many channels do you have? We have 25.

You can read some newspapers on the Internet.



satellite dish



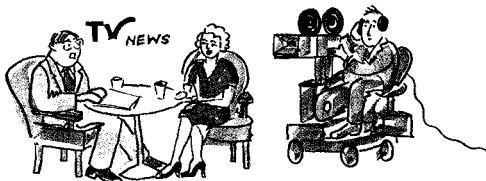
computer

D People and the media

There was an interview with the US President on TV last night.

The reporters are outside Zelda Gltzberg's house. (= People who go out and get the news stories where they happen.)

My sister is a journalist; she writes for *The Oxford Times* newspaper. (= Person who writes articles.)



Exercises

58.1 Fill the gaps in these sentences.

- 1 The news on Channel 3 at nine o'clock every night.
- 2 Ten million people watch this every week. It's very popular.
- 3 There was a about traffic problems in cities on TV last night.
- 4 I saw a programme about birds in Antarctica.
- 5 My sister is 13; she reads magazines every week. She likes the love stories.
- 6 With my computer I can get the sports news on the
- 7 Most young children don't read newspapers, they prefer

58.2 Match the left-hand column with the right-hand column. Draw lines.

- | | |
|-------------------------------------|----------------------|
| 1 Talking about family problems | a International news |
| 2 Film of elephants in Africa | b Sports programme |
| 3 Football cup final | c Soap opera |
| 4 Reports from all over the world | d Nature programme |
| 5 Maria decides not to marry Philip | e Talk show |

58.3 What can we find in these magazines? Match the left-hand column with the right-hand column. Draw lines.

- | | |
|-----------------------|-------------------------------|
| 1 a computer magazine | a articles about health |
| 2 a women's magazine | b pictures of pop music stars |
| 3 a news magazine | c news about the Internet |
| 4 a teenage magazine | d interviews with politicians |

58.4 What do you call ...

- 1 a person who goes out and gets stories for newspapers? *A reporter*
- 2 a person who writes articles in newspapers and magazines?
- 3 a newspaper you can buy every day after about 5 p.m.?
- 4 a magazine that children read, with cartoon pictures?
- 5 a programme on TV about animals, birds, etc?

58.5 Answer these questions for *yourself*.

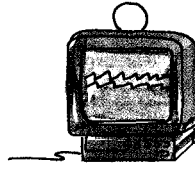
- 1 Do you read a morning or an evening newspaper?
- 2 How many TV channels do you have?
- 3 Is satellite TV popular in your country?
- 4 How many hours of TV do you watch every day?
- 5 What are your favourite kinds of TV programmes?

58.6 Write a paragraph about the media in your country. Use words from the opposite page.

59 Everyday problems

A At home

The TV isn't working. Can you repair it?



The washing machine is broken. We need to mend it.



The plants are dying.
Did you forget to water them?

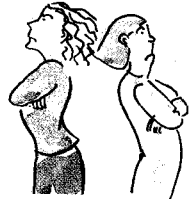


The room is untidy. We must tidy it.



I've lost my keys. Will you help me look for them?

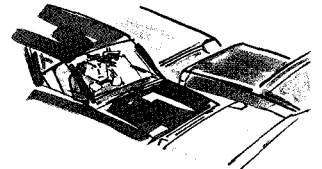
You've cut your finger.
You should put on a plaster.



You've had a row ~~with~~ with a friend. Will you apologise? (= say 'I'm sorry'.)

B At work

Carla had a bad day at work yesterday. She was late for work.



She had too much work to do.



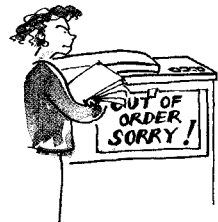
Her colleague was in a bad mood.



Her computer crashed.



The photocopier was out of order.



The coffee machine wasn't working.



Tip: When you need to make a list of things to do, make it in English, e.g.
Mend my bike Water the plants Tidy my desk

Exercises

59.1 Look at the pictures. What is the problem?



- 1 Sam *The coffee machine isn't working.*
- 2 Sarah
- 3 Maria
- 4 Tommy
- 5 Tina
- 6 Ross
- 7 Delia
- 8 Kim

59.2 Write down three nouns that can go with these words:

- 1 broken *window/cup/glass*
- 2 cut
- 3 untidy
- 4 late for
- 5 a that isn't working
- 6 too much

59.3 Put the problems in two groups, *serious* or *not serious*.

- 1 a TV that doesn't work
- 2 dying plants
- 3 a cut finger
- 4 being late for work
- 5 a colleague in a bad mood
- 6 a photocopier that is out-of-order
- 7 a coffee machine that isn't working
- 8 a broken washing machine
- 9 an untidy bedroom
- 10 a row with a friend
- 11 a computer crash
- 12 lost keys
- 13 too much work

59.4 Look at Carla's problems in B. What could she do?

She was late for work - get a new alarm clock.

59.5 Can you think of three everyday problems that you, or people you know, have had recently? Write them down in English. Use a dictionary if you need one.

60 Global problems

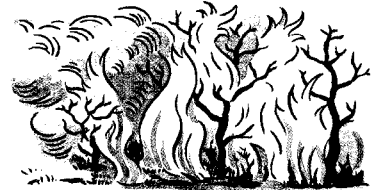
A Natural disasters

There was a **hurricane** / **snowstorm** / **forest fire** there last year.

hurricane = when there is a very strong wind

snowstorm = when there is a lot of snow and wind at the same time

forest fire = when it is very dry and trees catch fire



San Francisco has had a lot of **earthquakes**. (= when the earth moves)

The river often **floods** after heavy rain. (= when there is too much water)

B Man-made problems

There are too many people in some places. Cities are too **crowded**.

Many people are:

poor = they do not have enough money

hungry = they do not have enough food

homeless = they do not have a place to live

unemployed = they do not have a job

There is a lot of **pollution** in many cities. (= when the air, water or earth is dirty and bad for people, plants and animals)

The **air pollution** is very bad today.

The river is **polluted** and a lot of fish have died.

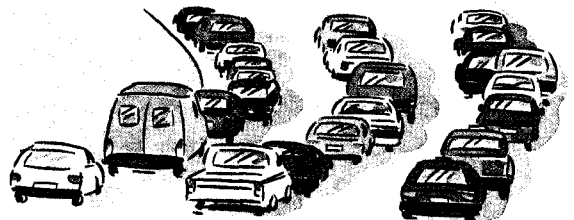
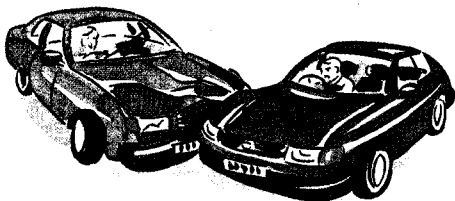
The American **War** of Independence lasted eight years. (= fighting between two or more countries or nationalities)

The **traffic jams** in the city are terrible in the **rush hour**. (= times when everyone is going to work)

He had a **car crash** on the way to work.

There's a teachers' **strike** today. (= when they will not work)

The bus drivers are **on strike**.



Exercises

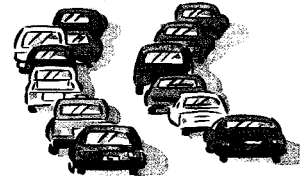
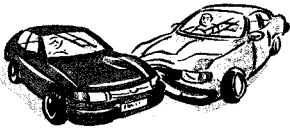
60.1 What problems can you see in the pictures?



1 *strike*

4

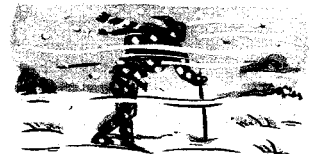
7



2

5

8



3

6

9

60.2 Write down the natural disasters in A and the names of places they have happened.

hurricane - Florida

60.3 Write down all the problems in B that you have in your country and the places where you have them.

poor people - small villages

60.4 Put all the words on the opposite page into groups in any way that seems appropriate to you. You may use as many groups as you wish.

hurricane, snowstorm, flood - problems because of the weather

60.5 Fill the gaps with a word from the opposite page.

1 Cars make air *pollution* worse in towns.

2 Their wages were very low so the workers went on

3 My great-grandfather died in the First World

4 Jack had a last year but fortunately no-one was hurt.

5 Japan often has and Siberia often has

6 When people are, they sometimes have to sleep on the streets.

Tip: Try to listen to or watch the news in English every day.

Answer key

Unit 1

- 1.1**
and 1.2 Check your work with a teacher if you are not sure about your answers.

1.3

<i>noun</i>	<i>verb</i>	<i>adjective</i>
book house	speak have	good new
word man	write say	right blue

- 1.4** Possible answers:
to, for, with, below

- 1.5** 2 question
3 phrase
4 sentence
5 question
6 sentence

- 1.6** 1 books
2 man
3 No, it's a preposition.
4 No, it's a noun.
5 No, it's a sentence.
6 No, it's an adjective. The adverb is *badly*.

- 1.7** Possible answers:
2 black, green, blue, red
3 speak, English
4 It depends where you live.
5 make a mistake; do homework; have a shower

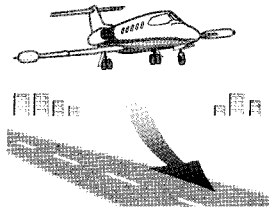
Unit 2

- 2.1** Possible answers:
have a party, a shower, lunch, a lesson, a cup of tea, a meeting, etc.

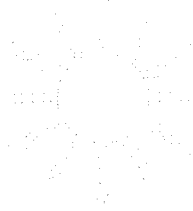
- 2.2**
- | | | |
|-------|---|---------|
| wet | } | weather |
| dry | | |
| warm | | |
| cool | | |
| rainy | | |

- 2.3**
- | <i>name of family</i> | <i>words in family</i> |
|-----------------------|-----------------------------|
| education | school teacher exam student |
| weather | rain sun cloud snow ice |

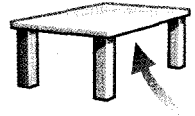
2.4 Possible pictures:



1 a plane lands

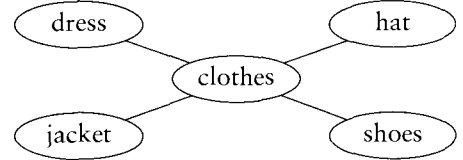
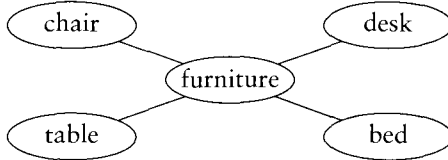


2 sunny weather



3 under the table

2.5 Possible words:



Unit 3

3.1 Possible answers:

- | | |
|--|--|
| 1 coffee / tea / juice ... toast / bread / fruit / an egg | 6 exam |
| 2 an appointment | 7 meeting |
| 3 tennis / squash / rugby / darts / football / chess / cards | 8 coffee / cup of tea / drink / sandwich |
| 4 party | 9 swim |
| 5 shower / bath / wash | 10 dinner / supper / a meal / something to eat |

3.2 Possible answers:

- | | |
|---|---------------------------------|
| 1 I've got one brother and two sisters. | 5 I've got two. |
| 2 I have them at 9.30 every day. | 6 Yes, I always have a party. |
| 3 I have a sandwich and a cup of tea. | 7 I usually have pasta or fish. |
| 4 No, I have to go on Wednesday and Friday. | |

3.3 Across Down

- | | |
|---------|--------|
| 1 meal | 2 exam |
| 3 party | 4 tea |
| 5 game | |

3.4 Possible answers:

- 1 Why don't you have a drink / some water / a cup of tea?
- 2 Bye! Have a good time! or Have a good journey!
- 3 Oh! have you got a cold?
- 4 Is that new? Can I have a look?

Unit 4

4.1 2 Soraya and Mehmet are going shopping.

- 3 Imran is going to Cairo.
- 4 The Patels are going to the beach.
- 5 Natasha is going fishing.

4.2 2 We're going sightseeing today.

- 3 Jo went up to the top of the hill. or Jo went down to the bottom of the hill.
- 4 Let's go fishing today.
- 5 She went out of the shop.

4.3 Possible answers:

I sometimes go swimming. I never go skiing.
I sometimes go dancing. I never go fishing.
I always go sightseeing.

- 4.4** 2 On Tuesday Alison is going to write to Juan.
3 On Wednesday she is going to watch the World Cup on TV.
4 On Thursday she is going to have a tennis lesson.
5 On Friday Alison is going to go to the cinema.

4.5 Possible answers:

From Cambridge, trains go to London, Norwich, Ely and Peterborough. Buses go to Oxford, to Heathrow and to Scotland from Cambridge. From Cambridge roads go to London, to the sea and to Huntingdon.

Unit 5

- 5.1** 2 What is the woman doing? She's reading a book.
3 What are the girls doing? They are playing tennis.
4 What is the man in the house doing? He's washing-up. / He's doing the washing-up.
5 What is the dog doing? It's sleeping.
6 What is the man in the garden doing? He's gardening. / He's doing the gardening.

- 5.2** 2 What does Lara Brown do? She's a secretary.
3 What does Sophie Hicks do? She's a doctor.
4 What do Ted and Joe do? They're students.

- 5.3** 2 What did Lara Brown do? She went to a meeting.
3 What did Sophie Hicks do? She talked to five patients.
4 What did Ted and Jo do? They wrote an essay.

5.4 Possible answers:

I usually do the washing-up.
My husband usually does the washing.
My son has to do his homework every day.
My husband does his exercises every morning.
He does business with Eastern Europe.
I hate doing the housework.
I love doing the gardening.
I always do my best.

- 5.5** ANNA: Where did you go on your holidays? To London?
PAVEL: No, we didn't go to London this year. We went to Scotland.
ANNA: Does your grandmother live in Scotland?
PAVEL: No, she doesn't but my uncle does.

Unit 6

- 6.1** 1 make 3 do 5 make
2 do 4 do/take; do/take

- 6.2** 1 made/makes me (feel) sad.
2 make me (feel) tired.
3 made me (feel) angry.

- 6.3** 1 He's making a photocopy. 3 The children are making a noise.
2 She's making tea. 4 They're making a video / a film.
- 6.4** 1 Can I take a photo of you?
2 He's 25 but he never does his own washing. He takes his dirty clothes to his mother's.
3 What do you think, yes or no? We must make a decision today.
4 I have to make an appointment with the doctor. Do you have her phone number?
5 I make mistakes when I speak English.
6 Are you doing/taking an exam tomorrow?

Unit 7

- 7.1** 2 back home 4 from 6 out of / back from
3 into 5 see

7.2 *Possible answers:*

- 1 I usually come home at five-thirty.
2 I'm from / I come from Scotland/Jamaica/Pakistan/Latvia/Bolivia, etc.
3 I sit down and talk to my friends / take out my books.

- 7.3** 1 Come in!
2 Come here, please!
3 We're going to a party. Do you want to come along?

- 7.4** 1 come 2 came 3 comes 4 Are ... coming

7.5 *Possible meanings and sentences:*

- 1 **come round** can mean 'come to someone's house/flat'.
Do you want to come round this afternoon for a coffee?
2 **come across** can mean 'meet/find for the first time'.
I come across lots of new words when I read English books.
3 **come up** can mean 'be mentioned / occur in conversation'.
When new words come up in class, the teacher tells us the meaning.

Unit 8

8.1 *Possible answers:*

- 1 It takes me 10 minutes to get to university.
2 It takes me an hour to go from Cambridge to London.
3 It takes me an hour to do one unit of this book.

- 8.2** 1 take an exam.
2 took some lessons. / took a course.
3 take a course? / take some lessons?
4 take your driving test.

- 8.3** 1 She takes the train. 3 He takes the bus.
2 You can / could / have to / should take a taxi. 4 They take the Underground.

- 8.4** 1 a camera 3 my passport
2 an umbrella 4 my books and pens/pencils

- 8.5** For some people, it takes them about an hour.

Unit 9

- 9.1** 2 bring 4 Take 6 bring
3 bring 5 take
- 9.2** 1 take; bring ... back 2 brought ... back 3 take; bring ... back
- 9.3** 1 Yesterday he brought me some flowers.
2 You must take your passport when you travel.
3 Come to my house and bring your guitar.
4 Go to the secretary and take these papers, please.
5 Everybody is going to bring food to the party.
- 9.4** 1 brought 2 brought 3 took 4 taken ... bring

Unit 10

- 10.1** *Possible answers:*
1 tired 2 sick 3 hot
- 10.2** 2 it gets light. 4 'm getting wet!
3 's getting better. 5 'm getting cold.
- 10.3** 2 a doctor 5 a newspaper
3 a glass 6 a taxi / a bus / a train
4 a pen/pencil and paper 7 a job
- 10.4** 1 gets to 2 gets to 3 can I get to
- 10.5** *Possible answers:*
1 In Britain, people get married mostly when they are 20 to 30 years old.
2 People usually get married at the weekend, mostly on Saturday. April, May and June are very popular months (spring and summer).
3 I get home at about 5 o'clock. I get there by car.
4 get

Unit 11

- 11.1** 1 c 2 d 3 g 4 f 5 b 6 h 7 e 8 a
- 11.2** 1 on 3 on; up 5 off 7 on
2 off 4 off 6 on with 8 on
- 11.3** 2 Someone is doing up a shoe.
3 A plane is taking off.
4 Someone is turning on the oven.

11.4 *Possible answers:*

There are lots of different ways to answer this question. This is one way.

Words connected with dressing and daily routine

do up (e.g. coat)
 put something on
 take off (e.g. shoes)
 get up

Words connected with movement

come on
 take off (aeroplane)

Words connected with equipment

turn up
 turn down (stereo)
 turn on
 turn off
 go off

Words connected with people or things doing well or getting better

get on
 get over

Words connected with people speaking

turn down (an offer)
 go on

- 11.5** 1 took off 3 went on
 2 took off 4 got over

Unit 12

12.1 *Possible answers:*

- 1 I usually wake up at seven o'clock.
- 2 I go to the bathroom and have a shower.
- 3 I usually have tea and toast for breakfast.
- 4 I go to work by car.
- 5 I usually have a cup of tea/coffee at eleven o'clock.

- 12.2** 2 She washes her clothes every Saturday.
 3 He cleans the house every weekend.
 4 He watches TV (or television) every evening.
 5 She goes for a walk every Sunday.

12.3 *Possible questions:*

- 2 How often do you go for a walk?
- 3 How do you go to work?
- 4 When do you have dinner?

Unit 13

- 13.1** 2 told 4 tell; said 6 said
 3 said 5 said

- 13.2**
- 1 Can you tell me where the railway station is?
 - 2 How do you say 'tree' in German?
 - 3 Excuse me, can you tell me the time?
 - 4 I just want to say goodbye (to you).
 - 5 Can you tell me when the exam is?
 - 6 Can you answer the phone, please?

13.3 *Possible answers:*

- | | |
|----------------------|---------------------------|
| 1 Say Happy New Year | 5 Tell a joke |
| 2 Answer the door | 6 Talk to a friend |
| 3 Ask for the bill | 7 Ask someone to help you |
| 4 Reply to a letter | |

We can also say 'answer a letter', but not 'reply to the door'!

- 13.4**
- 1 Ask for the bill in Spanish.
 - 2 Ask how much something is in Malay.
 - 3 Say Merry Christmas in Swedish.
 - 4 Say good morning in Japanese.
 - 5 Say thank you in Arabic.

Unit 14

- 14.1**
- | | | | |
|----------|------------|----------------|--------|
| 2 danced | 4 run | 6 fell | 8 walk |
| 3 swims | 5 climbing | 7 jumped; swam | |

- 14.2**
- | | | | |
|----------|----------|---------------|--------|
| 1 ride | 3 takes | 5 take; go by | 7 ride |
| 2 drives | 4 drives | 6 ride | 8 take |

Note you can also use *go by* with all these forms of transport (but without 'the' or 'a') i.e. you can go to work by bicycle, go home by underground/taxi, etc.

14.3 *Possible answers:*

- | | |
|----------------------------------|------------------------------|
| 2 I ride my bike once a week. | 5 I drive my car every day. |
| 3 I swim in the sea once a year. | 6 I go dancing once a month. |
| I swim in a pool once a week. | 7 I go climbing once a year. |
| 4 I never jog. | |

14.4 *Possible answers:*

- | | |
|-------------------------|------------------------|
| Please pass the salt. | Please pass the water. |
| Please pass the pepper. | Please pass the salad. |
| Please pass the bread. | Please pass the sauce. |

- 14.5**
- 2 Maria drove her grandmother to the city yesterday.
 - 3 Bill caught the 9.45 train to London yesterday.
 - 4 I took a taxi home from the station yesterday.
 - 5 Jane fell when she rode her bike yesterday.

Unit 15

- 15.1**
- | | | |
|-----------|----------|------------|
| 1 because | 3 before | 5 although |
| 2 and | 4 so | 6 if |

15.2 *Possible sentences:*

Mary agreed to marry Paul after they decided to set up a business together.
 Mary will marry Paul although/though she doesn't love him.
 Mary agreed to marry Paul and they had two sons.
 Mary agreed to marry Paul because he was a pop star.
 Mary will marry Paul before he moves to London.
 Mary will marry Paul but she doesn't love him.
 Mary agreed to marry Paul if he moved to London.
 Mary agreed to marry Paul so he moved to London.
 Mary will marry Paul when he moves to London.

15.3 Check with a teacher or a dictionary if you are not sure if your answers are correct or not.**15.4** 1 as well / too / also 3 like 5 than
2 Even 4 Only**15.5** *Possible answers:*

I only play tennis in the summer.
 It is too cold to swim here even in summer.
 She plays the piano better than I do.
 He swims like a fish.
 I like listening to music and I like reading also.
 I like going skiing too.
 I often go skiing with the children and sometimes my husband comes as well.

15.6 *Possible answers:*

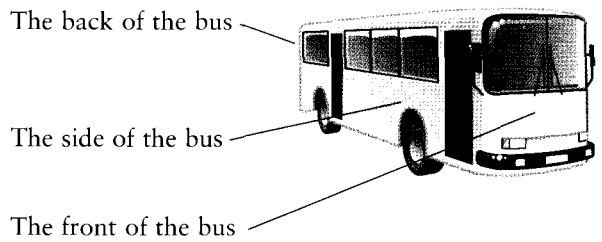
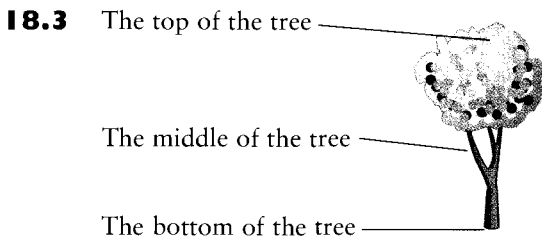
1 I enjoy it. 5 I was fifteen.
 2 I do all the exercises in this book. 6 I can manage in British hotels.
 3 I am also studying Spanish. 7 not this year.
 4 it is very difficult.

Unit 16**16.1** 1 an hour 2 a century 3 a week 4 a year**16.3** Thirty days has September,
April, June and November.
All the rest have thirty one.
Except for February dear
Which has twenty eight days clear
And twenty nine in each leap year. (= every four years)

This is a traditional rhyme which people use to help them remember the number of days of the month. It means that:

September, April, June and November have 30 days. The other months have 31 days except for February which has 28 days and 29 days in a leap year.

16.4 1 Monday 5 Wednesday 9 February
2 August 6 January 10 September
3 October 7 April 11 Tuesday
4 Saturday 8 Thursday 12 November**16.5** 1 T F S (first letters of the days of the week)
2 A S O N D (first letters of the months)
3 A W (first letters of the four seasons)



18.4 Possible answers:

- 1 When I studied English, I studied at home, in Britain.
- 2 Yes, I'm going to Dublin and to the USA.
- 3 At the moment I have a pen in my right hand.
- 4 The answer key.
- 5 The unit on **Have** is at the beginning of this book (Unit 3). Note *at*.
- 6 The unit on **Feelings** is in the middle of this book (Unit 34). Note *in*.

- 18.5** 1 abroad 2 out 3 away 4 away; abroad

Unit 19

- 19.1** 2 badly 4 fast [NOT ~~fastly~~] 6 well
3 loudly 5 quietly

19.2 Possible answers:

- 1 Usually, a quiet person is better.
- 2 Most people like a fast bus.
- 3 A friendly person!
- 4 A right answer is best in class!
- 5 To speak politely – always.
- 6 Usually it's better to speak in a normal way.

19.3

w	r	o	n	g	o
e	c	i	b	a	d
l	u	b	g	e	z
l	o	u	d	h	i
s	e	f	a	s	t

19.4

word	definition	right (✓)	wrong (✗)
suddenly	very slowly		✗
sadly	in an unhappy way	✓	
strangely	not in a normal way	✓	
quickly	very slowly		✗
easily	with no difficulty	✓	

Suddenly means very quickly, when you are not expecting it.
Quickly is similar to 'fast' when fast is an adverb, not when it is an adjective.

Unit 20

- 20.2** 2 give, gave, given; take, took, taken
3 come, came, come; go, went, gone
4 make, made, made; break, broke, broken
5 walk, walked, walked; run, ran, run
6 wake, woke, woken; sleep, slept, slept
7 remember, remembered, remembered; forget, forgot, forgotten
8 rise, rose, risen; fall, fell, fell
9 win, won, won; lose, lost, lost
10 buy, bought, bought; sell, sold, sold
- 20.3** 1 woke/got 4 drove 7 ran 10 made 13 went
2 ate 5 read 8 bought 11 left 14 slept
3 drank 6 wrote 9 sat 12 met
- 20.4** 1 swum 3 spent 5 caught
2 stolen 4 become 6 hurt; broken

20.5 *Possible sentences:*

Bill brought me a present from the USA.
I chose a strawberry ice-cream.
Snow fell all day yesterday.
I felt very cold last night.
We flew to Paris last summer.
My little brother kept a pet mouse in his bedroom.
Jack paid for our meal.
Mary spoke good Spanish.
My brother taught me to play football.
I told him to help you.
I thought you were at home.
Manchester United won the game.

Unit 21

- 21.1** 1 money 3 advice 5 work
2 milk; butter 4 air 6 traffic
- 21.2** 1 heavy luggage 5 brown bread
2 useful information 6 cold water
3 bad news 7 space travel
4 modern furniture
- 21.3** brown sugar; heavy traffic; good advice; expensive accommodation; fresh air; hard work;
brown rice; delicious spaghetti; unsalted butter; cold milk; Indian tea; Colombian coffee
- 21.4** 1 is/was 3 is/was 5 is/was
2 is/was 4 is; was 6 is/was

- 21.5**
- 2 Where can I get some information about your country?
 - 3 Let me give you some advice.
 - 4 Cook this spaghetti for ten minutes.
 - 5 Can I have some bread, please?
 - 6 Mary is looking for a new job.
 - 7 We should buy some new furniture.
 - 8 The east of the country usually has better weather than the west.
 - 9 We went on two long journeys last year.
 - 10 I must find some new accommodation soon.

Unit 22

22.1 Possible answers:

- | | |
|-------------------------------|--------------------|
| 1 terrible/horrible/awful/bad | 4 awful/horrible |
| 2 terrible/awful | 5 wonderful/lovely |
| 3 excellent/great/wonderful | 6 bad |

22.2 Possible answers:

- 1 Yes, it's very nice. / Yes it's lovely.
- 2 Oh, how awful!
- 3 That's an excellent idea. *or* Yes, great!
- 4 Yes, there's the *Ritz*. It's the best restaurant in town.
- 5 She/He's a wonderful person! (We hope you can say this!)

22.3 1 c 2 e 3 f 4 a 5 b 6 d

22.4

good (+)

bad (-)

gorgeous

dreadful

marvellous

ghastly

fine

horrendous

superb

brilliant

- | | |
|-------------------------------|---------------------------|
| 22.5 gorgeous boy/girl | ghastly man/restuarant |
| marvellous weather/food | horrendous traffic/person |
| fine weather/day | |
| superb idea/view | |

Unit 23

23.1

- 1 A: Mary's very nice.
B: She's more than nice, she's wonderful/lovely!
- 2 A: Was George not very nice to you?
B: He was really horrible!
- 3 A: Let me carry your bag.
B: Thanks, that's (very) kind of you.
- 4 A: Is your little brother well-behaved?
B: No, he's (very) naughty.

23.2

- | | | | |
|-------------|-------------|--------------|------------|
| 1 stupid | 3 lovely | 5 nice | 7 horrible |
| 2 wonderful | 4 difficult | 6 easy-going | |

23.3 Most people probably think they are most of these things at some time, or at least the positive ones!

23.4 2 of 3 to 4 of

Unit 24

- 24.1**
- 1 John is waiting for a train to London.
 - 2 This bicycle belongs to the hotel.
 - 3 The children thanked their grandmother for the money.
 - 4 Sally is listening to her walkman.
 - 5 He apologised for his mistake.
 - 6 Let me pay for our tickets.
 - 7 Billy is thinking about the holidays.

24.2 *Possible answers:*

- 2 after people.
- 3 for them.
- 4 forward to it.
- 5 at me
- 6 for a new one.
- 7 forward to it.
- 8 after the children

24.3 1 to 2 at 3 to 4 in 5 to 6 of

- 24.4**
- 3 Hiroshi wasn't used to eating British food.
 - 4 He was used to traffic jams.
 - 5 He was used to expensive shops.
 - 6 He wasn't used to British money.

24.5 *Possible answers:*

- 1 I was good at languages and bad at physical education.
- 2 I usually ask for a black coffee.
- 3 I am proud of my family.
- 4 I am afraid of going to the dentist.
- 5 I like listening to folk music.
- 6 I am looking forward to my holiday.
- 7 I belong to a teachers' club.
- 8 I am used to eating lots of different kinds of food.

Unit 25

- 25.1**
- 2 rewrite (*or* redo)
 - 3 informal
 - 4 unhappy
 - 5 half-price
 - 6 unsafe

25.2 *Possible answers:*

He and his two ex-wives are all good friends.
An ex-president is giving a lecture here tomorrow.
It is impossible to read his handwriting.
Pre-school children learn by playing.
This work is not very good. Please redo it.

- 25.3**
- 2 nerves before an exam
 - 3 a wrong answer, an answer that is not correct
 - 4 a book that has not been read
 - 5 to tell a story again
 - 6 a brother with one parent the same (for example, perhaps with the same mother but not the same father)

- 7 a letter that is not finished
- 8 a drink with no alcohol in it (for example, fruit juice, cola)
- 9 to read a book for a second time
- 10 to send a letter to a new address (to forward a letter)

25.4 *Possible answers:*

- | | |
|--------------------------|----------------------------|
| non: a non-stick pan | pre: a pre-lunch drink |
| in: an incomplete answer | re: to repaint a room |
| im: an impolite question | un: an unanswered question |

25.5 *Possible answer:*

This paragraph is a rather silly story but it uses most of the words in the table.

He is a very unhappy ex-president. He never sees his ex-wife or his pre-school grandchildren. He lives in a house which is a half-hour bus ride from the city centre in an unsafe area. It is very crowded there and it is impossible for non-residents to park there. He is rewriting his autobiography for the third time in a very informal style. I don't know why he redoes it so often. He is sure that the book will only sell if it is sold at half-price.

- 25.6** 2 uncomfortable 4 informal 6 unhappy 8 incorrect
 3 unsafe 5 non-smoking 7 impolite

Unit 26

- 26.1** 2 happily 3 instructor 4 word processor 5 swimmer 6 useful

26.2 *Possible answers:*

You may be able to think of some other possible combinations.

- 2 fast worker/car/swimmer
- 3 beautiful picture/beach/book/weather/smile
- 4 sandy beach
- 5 sunny weather/smile
- 6 hard worker
- 7 useful idea/book/car
- 8 endless beach/fun
- 9 useless idea/book (Note that you can also say I'm a useless swimmer. It is quite colloquial and means I am no good at swimming.)

- 26.3** 1 politics 2 sociology 3 economics 4 psychology

26.4 Check with a teacher if you are not sure if your answers are right or not.

- 26.5** 2 a person who travels 7 the opposite of doing something well
 3 the opposite of fast 8 a thing for opening tins
 4 with lots of hope 9 the study of maths
 5 weather when it is raining 10 a person who plays football
 6 it doesn't hurt

Unit 27

- 27.1** 2 lose 4 cooker 6 quite 8 cook
 3 felt 5 fell 7 loose

27.2

<i>word</i>	<i>sounds like?</i>	<i>yes (✓)</i>	<i>sounds like?</i>	<i>yes (✓)</i>
lose	juice		shoes	✓
loose	juice	✓	shoes	
quite	right	✓	higher	
quiet	right		higher	✓

27.3

- 2 He/She checks it.
- 3 Can I borrow your camera?
- 4 Good afternoon.
- 5 They wait for the bus.
- 6 Can you lend me £1 for the phone?
- 7 Please be quiet.

27.4 *Possible answers:*

- 1 I am expecting my brother at 5.30. (= He said he would come at 5.30)
- 2 I hope to learn a lot of new words. (= I really want to learn new words)
- 3 Sometimes I borrow books and tapes.
- 4 Yes, but only to my *best* friend!

Unit 28**28.1** *Possible answers:*

My mother was born in Hull on June 19 1907.
 My father was born in South Africa on June 4 1909.
 My brother was born in London on June 6 1940.
 My husband was born in Russia on February 6 1946.
 My son was born in Cambridge on October 16 1988.

28.2

- 2 Elvis Presley was born in 1935 and died in 1977.
- 3 Genghis Khan was born in 1162 and died in 1227.
- 4 Leonardo da Vinci was born in 1452 and died in 1519.
- 5 George Washington was born in 1732 and died in 1799.

28.3

- | | | |
|---------|--------|--------|
| 1 died | 3 dead | 5 dead |
| 2 death | 4 died | |

28.4

- | | |
|----------------|---------------|
| 2 (bride)groom | 6 a funeral |
| 3 single | 7 a honeymoon |
| 4 to weigh | 8 widowed |
| 5 divorced | |

28.5

- | | | |
|------|------|---------|
| 1 In | 3 of | 5 born |
| 2 to | 4 on | 6 after |

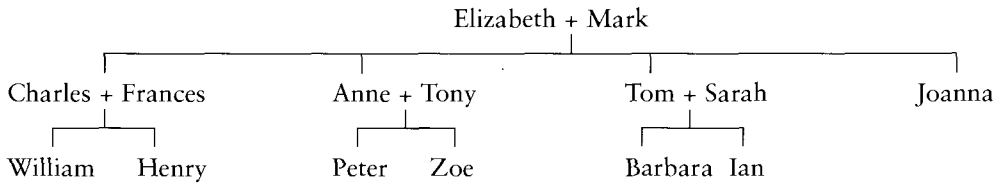
28.6 Possible answer:

I have two brothers and two sisters. My sisters are both married. One sister got married this year. She had a very big wedding and was a beautiful bride. They went to Italy on their honeymoon. The other sister got married four years ago. She has two children. The boy was born two years ago and the girl was born last year. One of my brothers is divorced and one is single. My father died two years ago. My mother is widowed.

Unit 29

- 29.1** 2 brother 6 grandfather 10 wife
- 3 aunt 7 nephew 11 cousin
- 4 uncle 8 niece
- 5 grandmother 9 mother

29.2 Possible family tree:



I am Tony. Anne is my wife. Peter and Zoe are our children. Peter is our son and Zoe is our daughter. Barbara is our niece. William, Henry and Ian are our nephews.

- 29.3** 1 uncle 3 brother 5 grandsons 7 grandmother
- 2 aunt 4 father 6 cousins 8 daughter

29.4 Possible answers:

- 1 Chen has / has got one brother and one sister.
- 2 Chen has / has got two cousins.
- 3 Chen has / has got two nephews but I haven't got any nieces.
- 4 Chen has / has got only one grandmother now.

Unit 30

- 30.1** 2 nose 4 stomach 6 ear
- 3 heart 5 shoulder 7 tooth

- 30.2** 2 toes 3 teeth 4 nose 5 heart 6 ears 7 knee 8 blood

- 30.3** 1 a back b arms c legs
- 2 The eye is the hole in the needle.
- 3 The face is the front of the clock (with the numbers on it). The big hand shows the minutes and the little hand shows the hours.
- 4 The neck is the narrow part at the top of the bottle.
- 5 The foot of the mountain is the bottom of the mountain (the lowest part).

- 30.4** 2 football 5 headscarf
- 3 lipstick 6 handbag
- 4 hairbrush

- 30.5** If you find you learnt the words with the pictures particularly well, then try, whenever possible, to draw a picture beside words you want to learn.

Unit 31

31.1 All the words fit into both columns except for *tie* – men; *skirt, dress, handbag* – women.

31.2

1 foot – shoe	5 waist – belt
2 finger – ring	6 head – hat
3 legs – tights	7 neck – scarf
4 eyes – glasses	8 hand – glove

31.3

1 is	3 has; is carrying	5 were; are
2 is wearing	4 is; are	6 Is

31.4

1 sunglasses	6 hat
2 jersey	7 shirt
3 watch	8 coat
4 skirt	9 umbrella
5 brief-case	10 boots

31.5 *Possible answer:*

I am wearing a blue T-shirt and black trousers. I have got white shoes on. I'm wearing a watch, three rings and a pair of glasses.

Unit 32

32.1

2 tall	4 fair	6 fat/overweight
3 slim/thin	5 young	7 elderly

32.2 *Possible questions:*

- 2 Is Elena's hair blonde/fair? Has Elena got blonde/fair hair? Does Elena have blonde/fair hair?
- 3 Is Mike's hair long? Does Mike have long hair? Has Mike got long hair?
- 4 Are your parents old? (*or* more polite: Are your parents elderly?)
- 5 Is his sister pretty/beautiful?
- 6 Why is Sara so thin? Why does Sara look so thin? Sara looks very thin, doesn't she?

32.3 *Possible answers:*

- 1 Suzanna's got long blonde hair and fair skin.
- 2 Jeff has short fair hair and a beard.
- 3 Caroline's got dark skin and dark hair.
- 4 Dick's hair is long and he has a moustache.

32.4 *Possible answers:*

Joanna: Joanna is tall. She has long black hair and brown eyes. She's very pretty.

Kevin: Kevin is medium height. He has fair hair and a beard. His eyes are blue. He's quite ordinary-looking.

My mother: My mother is short, with grey hair. She has green eyes. She is a beautiful woman.

Unit 33

33.1 Possible answers:

<i>not serious</i>	<i>more serious</i>	<i>very serious</i>
a headache a cold toothache	hay-fever asthma	cancer cholera a heart attack

- 33.2** 1 I'm very well / I'm fine, thanks. 4 I've got toothache.
2 I feel sick. (*or perhaps* I don't feel very well. *or* I feel ill.) 5 a cold?
3 feel ill.

33.3 Possible answers:

- 1 A lot of fruit and vegetables, not so many sweet things.
- 2 I like/love swimming/cycling/playing golf/skiing/jogging/playing tennis, etc.
- 3 Sometimes I have a lot of stress at work / when I have exams.
- 4 Yes, I had an operation once / I broke my leg, etc. ('Be in hospital' means you are ill, you are a patient. 'Be in a hospital' can just mean you are visiting someone.)

- 33.4** 2 cholera 4 hay-fever
3 asthma 5 cancer / heart attacks (*or* heart disease)

Unit 34

34.1 Possible answers:

- 1 I love chocolate. 5 I don't like football.
- 2 I hate cowboy films. 6 I love cats.
- 3 I like aeroplanes. 7 I like cars.
- 4 I like tea. 8 I don't like jazz music.

34.2 Possible answers:

- 2 I prefer cats to dogs.
- 3 I prefer sightseeing to sunbathing.
- 4 I prefer BMWs to Rolls Royces.
- 5 I prefer strawberry to chocolate ice-cream.
- 6 I prefer watching sport to doing sport.

34.3 Possible answers:

- 2 I hope (that) the lesson ends soon.
- 3 I want some food.
- 4 I hope (that) my friend feels better soon.
- 5 I want to go to bed.
- 6 I want to cry.
- 7 I hope (that) it gets warmer soon.

- 34.4** 2 Fred is thirsty. 5 Mrs Jones is tired.
3 The children are happy. 6 Mr Jones is angry.
4 William is cold. 7 Fiona is surprised.

34.5 Possible answers:

- 2 I felt surprised yesterday when an old friend rang me.
- 3 I felt upset when my boss was rude to me.

Unit 35

- 35.1** 1 Bless you! 5 Happy Birthday!
2 Good luck! 6 Fine thanks.
3 Congratulations! / Well done! 7 Hello! / Hi!
4 Goodbye. 8 Thank you.
- 35.2** 1 Excuse me! 3 Sorry! 5 Cheers!
2 Happy Christmas! 4 Congratulations! 6 Good morning!
- 35.3** 1 Excuse me.
2 Thank you. Cheers!
3 Goodnight. Sleep well.
4 Good morning.
5 Good afternoon.
6 Happy New Year!
7 Sorry / Excuse me. I didn't understand.
8 Happy Christmas!
- 35.4** ANN: Good morning. ANN: Would you like a drink?
BILL: Good morning. BILL: Yes, please. A coke.
ANN: How are you? ANN: With ice?
BILL: Fine thanks. And you?* BILL: No, thanks.
ANN: It's my birthday today. ANN: Here you are. Cheers.
BILL: Happy Birthday. BILL: Cheers!

* You can say 'Terrible.' as Bill did, but usually we say 'Fine' even if we feel terrible.

- 35.5** *Possible answer:*
A: Hello, good morning.
B: Hi. How are you?
A: Fine thanks. And you?
B: Fine. A bit nervous. I'm taking my driving test today.
A: Good luck. That's funny, I passed mine last week.
B: Oh Congratulations!
A: It's my birthday today.
B: Is it? Happy Birthday. Why don't we go out for a drink this evening?
A: OK. See you later. Goodbye.
B: Goodbye. See you soon.

Unit 36

- 36.1** 2 The Sahara is in Africa.
3 The Amazon is in South America.
4 Wogga Wogga is in Australia.
5 The Volga is in Europe.
6 Mount Kilimanjaro is in Africa.
7 The Mississippi is in North America.
8 Mount Fuji is in Asia.
9 Lake Titicaca is in South America.
- 36.2** 1 China 3 Thailand 5 Spain
2 Sweden 4 Brazil 6 Russia

- 36.3**
- 2 Rome is the capital of Italy.
 - 3 Canberra is the capital of Australia.
 - 4 Bogota is the capital of Colombia.
 - 5 Cairo is the capital of Egypt.
 - 6 Vienna is the capital of Austria.
 - 7 Edinburgh is the capital of Scotland.
 - 8 Ankara is the capital of Turkey.
 - 9 Buenos Aires is the capital of Argentina.
 - 10 Madrid is the capital of Spain.

36.4 Check your answers with your teacher if you are not sure.

- 36.5**
- 2 In Mexico, Spain and Chile they speak Spanish but in Brazil they speak Portuguese.
 - 3 In Austria, Germany and Switzerland they speak German but in Italy they speak Italian.
 - 4 In Morocco, Egypt and Saudi Arabia they speak Arabic but in China they speak Chinese.
 - 5 In Switzerland, Canada and France they speak French but in Scotland they speak English.

- 36.6**
- | | | | |
|--------------|---------------|-------------|---------------|
| 2 Vietnamese | 6 German | 10 Spanish | 14 Greek |
| 3 Korean | 7 Egyptian | 11 Peruvian | 15 Australian |
| 4 Thai | 8 Argentinian | 12 Chinese | 16 Polish |
| 5 Iraqi | 9 Dutch | 13 British | 17 Indian |

Unit 37

- 37.1** 1 d 2 c 3 g 4 e 5 a 6 f 7 b

37.2 *Possible answer:*

most favourite = snow, sun, wind, rain, lightning, cloud, fog = least favourite

- 37.3**
- 3 It is windy in La Paz.
 - 4 It is cloudy in Paris.
 - 5 It is foggy in Tashkent.
 - 6 It is sunny in Seoul. *or* The sun is shining in Seoul.
 - 7 It is windy in Warsaw.
 - 8 It is snowing in Washington.

- 37.4**
- | | | | |
|---------|-----------|-------------|---------|
| 1 shone | 3 weather | 5 lightning | 7 storm |
| 2 rains | 4 snows | 6 degrees | 8 cold |

37.5 *Possible answers:*

- 1 It sometimes snows in December.
- 2 It is usually 20 degrees in summer and 0 (zero) degrees in winter.
- 3 There are sometimes thunderstorms in August.
- 4 It is not usually very wet in spring.
- 5 We almost never have hurricanes.
- 6 Summer is my favourite season because it is warm and dry.

37.6 *Possible answer:*

Today it is sunny and warm. There are some clouds in the sky and a little wind. It is not raining and it is not snowing. There is no thunder or lightning – it is not hot enough.

Unit 38

- 38.1** 2 At the tourist information office. 5 At the museum.
3 At the bank. 6 At the post office.
4 In/At the car park.

38.2 *Possible questions:*

- 2 Where's the town hall?
- 3 How do I get to the museum?
- 4 Is there a shopping centre?
- 5 Where can I park?
- 6 Where can I change money?

- 38.3** 2 town hall 4 car park 6 pedestrian area
3 library 5 railway station 7 traffic warden

- 38.4** 1 No parking (do not leave your car here)
2 No entry (you must not drive in)
3 Bus stop
4 Information

Unit 39

- 39.1** 1 mountains 4 hills 7 wood 10 farm
2 forest 5 village 8 fields 11 country road
3 lake 6 path 9 river

- 39.2** 1 on 2 cottage 3 village 4 town

- 39.3** 1 We went swimming in the lake. The water was warm.
2 We went walking along a 5-kilometre path.
3 We went skiing down the mountain.
4 We saw some wonderful wildlife in the national park.
5 We had a picnic sitting by the river.

39.4 *Possible sentences:*

- 1 There are some big forests and a lot of farms.
- 2 There are no hills or mountains. The countryside is flat. There are a lot of paths where you can walk.
- 3 There is one big river and some small rivers. The wildlife there is very beautiful.
- 4 There are a lot of villages and some small towns.

- 39.5** 1 He loves nature.
2 She wants to live in the country.
3 They are interested in wildlife.

Unit 40

40.1 *Possible answers:*

- 2 giraffe
- 3 Parrots; budgies; hens
- 4 Tigers; lions
- 5 horse; elephant
- 6 Fish; birds
- 7 meat
- 8 Hens; cows (or pigs)

- 40.2** sheep – lamb – lamb
 cow – beef – calf
 hen – chicken – chick
 pig – pork – piglet

40.3 *Possible answers:*

- 1 Lions, tigers, monkeys, snakes, dogs and cats eat meat.
- 2 Cows, sheep, pigs, parrots (for feathers), snakes (for snakeskin). (You may think of some other things, e.g. horsehair for wigs for judges.)
- 3 Hen, tortoise, parrot, budgie, snake, fish.

- 40.4**
- | <i>Across</i> | <i>Down</i> |
|---------------|-------------|
| 3 cats | 1 parrot |
| 6 lion | 2 monkey |
| 7 horse | 4 two sheep |
| 8 elephant | 5 tiger |
| | 9 hen |

- 40.5** Write down the number you remembered. Try again tomorrow and write down how many you remember then.

Unit 41

- 41.1** 1 e 2 d 3 a 4 f 5 c 6 g 7 b

- 41.2**
- 1 A single takes you to a place and a return takes you to that place and back again.
 - 2 He or she checks what people bring into a country.
 - 3 No, it lands at the end of a journey and takes off at the beginning of a journey.
 - 4 You can get on a plane or a boat.
 - 5 If you hire a car you have it for a day or a week. If you buy it it is your car.
 - 6 No, you want to go somewhere in their car.

41.3 *Possible answer:*

At the airport, follow the signs to the railway station. Buy a ticket to Cambridge. There are trains every hour. At Cambridge station take a number 5 bus. The stop is just outside the station. Get off the bus at the hospital, cross the road and take the first road on the left. My house is on the corner of the street with a red door.

- 41.4** Keep the cards and test yourself every day. If you find this useful write cards for words from other units of the book.

- 41.5**
- | <i>Across</i> | <i>Down</i> |
|---------------|--------------|
| 3 map | 1 timetable |
| 6 helicopter | 2 taxi |
| 7 bus | 3 motorcycle |
| 8 petrol | 4 platform |
| | 5 train |

Unit 42

- 42.1** 1 b 2 c 3 a 4 d

42.2 Possible answers:

- Entrance and Way In – cinema, museum, etc.
- Exit and Way Out – airport, cinema, etc.
- Push and Pull – on doors in public places e.g. shops, railway station, museum
- Please ring for attention – at a hotel reception
- Open and Closed – on the door of a shop or museum
- Sale – on a shop window
- Please pay here – in a shop
- Queue this side – at a cinema
- Please do not walk on the grass – in the garden of a palace, in some parks
- Out of order – on a public phone, on a drinks machine, etc.
- Toilets – in a restaurant
- WC – in a hotel
- Women and Men – in a café

42.3 2 No 3 No 4 a 5 b 6 Yes

42.4 Possible answers:

Information	Instructions
Entrance and Way In	No smoking
Exit and Way Out	Please ring for attention
Push and Pull	Please pay here
Open and Closed	Queue this side
Sale	Please do not walk on the grass
Out of order	
Toilets	
WC	
Women and Men	

42.5 Possible answers:

You might see signs in English at airports, railways stations, beside the road, in hotels. Some other common signs are:

- Stop
- No entry
- One way street
- No parking
- Admission free (= you don't need to pay to go in)

Unit 43

43.1 2 Fish ... chips 5 meat
 3 potatoes 6 a hot-dog
 4 pasta/pizzas

43.2

fruit

- pineapple
- grapes
- apple
- pear

vegetables

- beans
- onions
- carrot
- garlic
- mushrooms

43.3 1 banana 2 strawberry 3 peas 4 apple 5 potatoes 6 tomatoes

43.4 2 beer 4 coffee 6 mineral water
3 milk 5 fruit juice

Unit 44

44.1 2 yes
3 yes
4 no, the freezer is *colder* than the fridge.
5 yes
6 no, a tea towel makes them *dry*.

44.2 *Possible questions:*

- 1 Where's the coffee?
Where can I find the tea?
- 2 Where's the saucepan?
Where's the frying pan?
- 3 Where shall I put this mug?
- 4 Can I help with the washing-up?

44.3 *Possible answers:*

- 2 tea, a cup, a teapot, a spoon, maybe milk and sugar.
- 3 a frying pan, oil, a cooker.
- 4 a plate, a knife and fork, or a spoon and fork, or chopsticks.
- 5 water and a glass or a cup or a mug.
- 6 a microwave.

44.4 1 a microwave 3 a frying pan and a glass
2 a saucepan 4 a teapot

Unit 45

45.1 1 bed 4 bedside table 7 brush
2 wardrobe 5 alarm clock 8 mirror
3 chest of drawers 6 bedside lamp 9 comb

45.2 *Possible answers:*

toothpaste, brush, comb, pyjamas, soap.

45.3 2 Selim and Umit are washing their faces.
3 Mrs Park is going downstairs.
4 Mr Park is having a bath.
5 Jaime is getting dressed.
6 Lee is turning off the light.

45.4 *Possible answer:*

bath, shower, toilet, basin, soap, shampoo, toothbrush, toothpaste, mirror, bathroom cupboard with medicines in it, shelf, plants.

45.5 *Possible answer:*

In my bedroom there is a big bed. There are two wardrobes, one on the left and one on the right of the room. I have a bedside table with a lamp and an alarm clock on it. There is a cupboard beside the window. The cupboard has two shelves and five drawers in it.

Unit 48

48.1 1 c 2 d 3 g 4 f 5 b 6 i 7 e 8 a 9 h

48.2 *Possible answers:*

My three favourite subjects were languages, English and art. I didn't like physical education, physics and maths.

48.3 notebook, crayons, cassette, drawing pins, pencil, rubber, ruler, paper clip, tape recorder and pencil sharpener.

48.4 *Possible answer:*

I usually have a tape recorder and some cassettes, a notebook, some pens, some paper clips, a pencil, a rubber and a pencil sharpener.

48.5 2 did 6 taking 10 fails
3 passed 7 take/do 11 give
4 is studying 8 passes
5 doing 9 get

48.6 Try this exercise again in one week's time. How many words can you remember now?

Unit 49

49.1 *Possible answers:*

I have the following: address, letter, envelope, stamp, phone number, phone, mobile phone, computer, screen, disk, mouse, keyboard and e-mail address.

49.2 2 stamps 5 mouse 8 address
3 envelope 6 post box 9 screen
4 phone box 7 mobile phone

49.3 1 It's 3 sorry 5 take/give him
2 speak 4 at 6 ring/call/phone

49.4 *Possible answers:*

1 01223 240754: oh one double two three, two four oh, seven five four
0181 441 7895: oh one eight one, double four one, seven eight nine five
01465 353607: oh one four six five, three five three, six oh seven
01954 345882: oh one nine five four, three four five, double eight two

2 steve@stuff.co.uk: Steve at stuff dot co dot U-K
TESL-L@cunyv.cuny.edu: Tesl hyphen L at cuny V-M dot cuny dot edu (i.e. Tesl, cuny and edu are read as words while VM is read as individual letters)

49.5 *Possible answers:*

2 An e-mail is usually cheapest (if you have the equipment).
3 I've sent and received them all.
4 Phoning, because I like to talk to my friends.
5 E-mailing is quick and easy.

Unit 50

50.1 1 on 2 on 3 time 4 by

50.2 1 a package holiday (or package tour) 3 a walking holiday
2 a coach tour 4 a winter holiday / a skiing holiday

50.3 Possible answers:

	<i>you can take a lot of luggage</i>	<i>very fast</i>	<i>usually cheap</i>	<i>you see a lot as you travel</i>	<i>you can relax</i>
ferry	++		++	++	+++
car	+++	++	+++	+++	+
flight		+++	+	+	++

50.4 1 currency 2 passport 3 camera 4 luggage 5 phrase book 6 tickets

50.5 traveller's cheques; a visa

50.6 2 nightlife 3 local 4 Tourist Information 5 language

Unit 51

51.1 1 chemist's 3 butcher's 5 gift shop
2 toy shop 4 newsagent's 6 baker's

51.2 2 The hairdresser's. 5 A book shop.
3 The post office. 6 A department store (or a supermarket).
4 A gift shop.

51.3 1 3rd 5 1st 9 2nd
2 ground 6 basement 10 3rd
3 4th 7 ground 11 ground
4 basement 8 2nd 12 2nd

51.4 2 cash
3 a hairdresser
4 a credit card
5 the basement
6 a piece of paper that is worth five pounds
7 the floor above the ground floor (in a British building)
8 a piece of paper that you get when you buy something
9 the place where you pay for things in a shop

51.5 Possible answers:

Shops near me: baker's, newsagent's, chemist's, post office, hairdresser's, supermarket

Departments in my favourite department store: childrenswear, sports equipment, menswear, cosmetics, toys, ladieswear, shoes, electrical goods, stationery, furniture

51.6 1 cost 2 pay 3 (carrier) bag

Unit 52

52.1 1 double room 5 kettle
2 shower 6 sea
3 TV 7 key
4 telephone 8 lift

52.2 1 d 2 a 3 h 4 f 5 b 6 g 7 c 8 e

52.3 Possible answers:

- 1 From £30 – £80 per night
- 2 00 44 (from e.g. France)
- 3 1.6
- 4 102
- 5 Because they are no use to a thief.

52.4 Possible answer:

YOU: Excuse me, please. Can I have one double and one single room for tonight?
RECEPTIONIST: With a bathroom?
YOU: Yes, please.
RECEPTIONIST: Rooms 11 and 12 are free. They are on the first floor.
YOU: How much are they?
RECEPTIONIST: The single room is £30 and the double is £50.
YOU: Thank you. That's fine. We'll take them.
RECEPTIONIST: Good. Can you fill in this form for me, please?

52.5 Possible answer:

Can I have a morning call, please?
Can I have breakfast in my room, please?
Can I book a room for next week, please?
Can I have a double room for tonight, please?
Can I have my bill, please?
Can I borrow a hairdryer, please?

Unit 53

53.1 Possible answers:

- | | |
|------------------------|----------------|
| 2 restaurant | 4 café |
| 3 fast food restaurant | 5 bar/pub/café |

53.2 Possible answers:

café – Jim's Corner Café
restaurant – The Taj Mahal
bar – The Red Lion
sandwich bar – Annabelle's
fast food restaurant – Burger King
self-service café – café in railway station

53.3 Possible answers:

- 1 I'd choose tomato soup, chicken salad and strawberries and cream.
- 2 A vegetarian would choose melon or tomato soup and a cheese or plain omelette and any of the desserts.

53.4 2 omelette 3 salad 4 potatoes 5 gateau 6 steak

53.5 WAITER: Are you ready to order?

CUSTOMER: Yes. I'd like vegetable soup and steak, please.

WAITER: How would you like your steak? Rare, medium or well-done?

CUSTOMER: Rare, please.

WAITER: What would you like to drink?

CUSTOMER: An orange juice, please.

59.3 *Possible answers:*

Serious

a computer crash
a broken washing machine
lost keys
a row with a friend
being late for work
too much work
a coffee machine that isn't working!

Not serious

a TV that doesn't work
dying plants
an untidy bedroom
a cut finger
a colleague in a bad mood
a photocopier that is out-of-order

59.4 *Possible answers:*

too much work – get an assistant
a colleague in a bad mood – pay no attention
a crashed computer – get a technician
a photocopier that is out-of-order – repair the photocopier
a coffee machine that isn't working – drink water

59.5 *Possible answers:*

My video recorder doesn't work.
My brother lost his credit card.
My husband broke a glass.

Unit 60

- 60.1** 2 car crash 5 earthquake 8 traffic jam
3 flood 6 forest fire 9 snowstorm
4 war 7 hurricane

60.2 *Possible answers:*

snowstorm – Alaska earthquake – Japan
forest fire – Australia flood – Bangladesh

60.3 *Possible answers:*

We have poor people in big cities, hungry people in big cities, homeless people in the capital, unemployed people in the north, too many people in the capital, traffic jams in big cities, car crashes on main roads, strikes in some factories. Fortunately, we don't have any wars.

60.4 *Possible answers:*

hurricane, snowstorm, flood – problems because of the weather
earthquake, car crash – things get smashed
forest fire, pollution, traffic jam – they make the environment dirty
poor, unemployed, hungry and homeless people – too many people
strike, war – problems caused by government and politics

- 60.5** 2 strike 4 car crash 6 homeless
3 War 5 earthquakes; snowstorms

Phonetic symbols

Vowel sounds

<i>Symbol</i>	<i>Examples</i>
/i:/	sl <u>ee</u> p m <u>e</u>
/i/	happ <u>y</u> recip <u>e</u>
/ɪ/	p <u>i</u> n d <u>i</u> nn <u>e</u> r
/ʊ/	fo <u>o</u> t cou <u>l</u> d pu <u>l</u> l
/u:/	d <u>o</u> sho <u>e</u> thro <u>u</u> gh
/e/	red h <u>e</u> ad sa <u>i</u> d
/ə/	arr <u>i</u> ve f <u>a</u> th <u>e</u> r col <u>o</u> ur
/ɜ:/	tu <u>r</u> n b <u>i</u> rd wo <u>r</u> k
/ɔ:/	so <u>r</u> t tho <u>u</u> gh <u>t</u> w <u>a</u> lk
/æ/	cat bl <u>a</u> ck
/ʌ/	su <u>n</u> en <u>o</u> ugh w <u>o</u> nder
/ɒ/	g <u>o</u> t w <u>a</u> tch s <u>o</u> ck
/ɑ:/	part h <u>e</u> art la <u>u</u> gh
/eɪ/	name l <u>a</u> te a <u>i</u> m
/aɪ/	my <u>i</u> dea t <u>i</u> me
/ɔɪ/	bo <u>y</u> no <u>i</u> se
/eə/	p <u>a</u> ir wh <u>e</u> re b <u>e</u> ar
/ɪə/	h <u>e</u> ar b <u>e</u> er
/əʊ/	g <u>o</u> h <u>o</u> me sh <u>o</u> w
/aʊ/	o <u>u</u> t c <u>o</u> w
/ʊə/	p <u>u</u> re f <u>e</u> w <u>e</u> r

Consonant sounds

<i>Symbol</i>	<i>Examples</i>
/p/	put
/b/	b <u>o</u> ok
/t/	t <u>a</u> ke
/d/	d <u>o</u> g
/k/	c <u>a</u> r k <u>i</u> ck
/g/	g <u>o</u> g <u>u</u> arantee
/tʃ/	cat <u>ch</u> ch <u>u</u> rch
/dʒ/	ag <u>e</u> lou <u>n</u> ge
/f/	f <u>o</u> r cou <u>g</u> h p <u>h</u> otograph
/v/	lo <u>v</u> e v <u>e</u> hicle
/θ/	th <u>i</u> ck p <u>a</u> th
/ð/	th <u>i</u> s m <u>o</u> th <u>e</u> r
/s/	s <u>i</u> nce r <u>i</u> ce
/z/	z <u>o</u> o h <u>o</u> us <u>e</u> s
/ʃ/	sh <u>o</u> p s <u>u</u> gar m <u>a</u> chine
/ʒ/	pl <u>e</u> as <u>u</u> re us <u>u</u> al v <u>i</u> s <u>i</u> on
/h/	h <u>e</u> ar h <u>o</u> tel
/m/	m <u>a</u> ke
/n/	n <u>a</u> me n <u>o</u> w k <u>n</u> ow
/ŋ/	br <u>i</u> ng
/l/	l <u>o</u> ok wh <u>i</u> le
/r/	r <u>o</u> ad
/j/	y <u>o</u> ung
/w/	w <u>e</u> ar

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English Vocabulary in Use

pre-intermediate
& intermediate

Stuart Redman

100 units of vocabulary reference and practice

self-study and classroom use

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pre-intermediate and intermediate

Stuart Redman

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- | | |
|-----------------|---------------------------------|
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| 75 Television | programme, turn on, soap opera |
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- | | |
|----------------------------------|--|
| 78 Education: school | primary school, subject, term |
| 79 Education: university | do a degree, do research, lecture |
| 80 Law and order | court, trial, arrest, guilty |
| 81 Crime | murder, commit a crime, steal |
| 82 Politics | political party, democracy, elect |
| 83 Bureaucracy | fill in a form, driving licence, signature |
| 84 War and peace | peace talks, attack, terrorism, invade |
| 85 Pollution and the environment | protect, destroy, recycle, waste |

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- | | |
|------------------------------------|--|
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| 87 Hotels | bill, single room, book, in advance |
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- | | |
|---------------------------------|--|
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- | | |
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Introduction

Who is this book for?

English Vocabulary in Use (pre-intermediate and intermediate) has been written to help learners at this level to improve their English. It has been designed for students who are studying on their own, but it can also be used by a teacher in the classroom with groups of students.

How is the book organised?

The book has 100 two-page units. The left-hand page explains new words and expressions (most units contain approximately 25 new words or phrases), and the right-hand page gives you a chance to check your understanding through a series of exercises which practise the new vocabulary. In a very limited number of units e.g. Units 18 and 71, the right-hand page also includes a few new words and phrases which are not explained on the left-hand page.

There is an answer key at the back of the book. This not only gives *correct* answers to exercises with 'right' or 'wrong' solutions, but also *possible answers* and *sample answers* for exercises which do not have 'right' or 'wrong' solutions.

There is also an index at the back of the book. This lists all the new words and phrases introduced in the book and refers you to the unit or units where these words appear. The index also includes a phonemic transcription for many of the words, and on page 247 you are given special help with the pronunciation of approximately 200 words which present particular problems for many learners of English.

The left-hand page

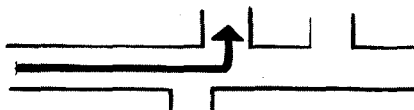
This is the page that introduces the new vocabulary for each topic or area of language. First of all, the vocabulary is divided into a number of sections (A, B, C, etc.) with simple clear titles; and then within each section, new words are explained using a number of different techniques:

- A short definition. The definition follows directly after the word, or comes at the end of the phrase or sentence; it is in brackets and introduced by the symbol =.
e.g. **unemployed** (= without a job); **feel like** (= want or desire *infml*)
The abbreviations *fml* or *infml* tell you if a word is either 'formal' or 'informal'.
- A short explanation. This will be a complete sentence which often includes the new word, e.g. **effective**. (If something is **effective**, it works well and produces good results.)
- A synonym or opposite, e.g. **terrific** (= fantastic); **dirty** (≠ clean)
- In a situation. Some words are difficult to define and it is easier to see their meaning when they are put in context. The following is from a text about a motoring accident.
e.g. 'The driver of the Mercedes was OK, but the other driver was **badly injured**, and both cars were **badly damaged**.'
- A picture or diagram. This seems the obvious way to explain a large number of concrete nouns and verbs.

e.g.



carrot



go along here and turn left.

For many of the new words there are also sentence examples which show the words in context in order to consolidate their meaning and illustrate any special syntactic features.

My boyfriend gets very **jealous** when I talk to other boys.

The plane **appeared** in the sky, then suddenly **disappeared** behind a cloud.

He **admitted** stealing the woman's money. (admit + -ing)

We were very busy but we **managed** to finish by 6 o'clock. (manage + inf.)

Finally, a big effort has been made to introduce new words alongside other words that often appear with them (this is called 'collocation').

e.g. miss the bus; a strong accent; the car broke down; it's vitally important; fasten your seat belt; go on holiday; give someone a hand; to a certain extent, a terrible pain, etc.

The right-hand page

This page contains the exercises to practise the new vocabulary presented on the left-hand page. In general the first exercise practises the form of some of the new words, and then there are further exercises which focus on the meaning. In most units there is at least one exercise which gives learners a chance to think about and practise new vocabulary in relation to their own lives, and/or a task which invites learners to do something with the vocabulary outside of the book (e.g. 11.4, 14.4, etc.). And in every unit, there is a range of exercise types to help maintain your interest.

Using the book

The first five units (or first six units if you go to an English class) teach you some important vocabulary, but they also help you with useful ideas and techniques for vocabulary learning. Do these units first, and then work through the book studying the units which interest you.

Summary of abbreviations and symbols used in the book

n noun

v verb

adj adjective

infml informal word or expression

fml formal word or expression

pl word only used in the plural

(U) uncountable word

(C) countable word

≠ opposite

AmEng American English word or expression

[NOT ~~Lost the bus~~] indicates that a word or expression is wrong

Learning and revising with this book

Look at Exercise 1 on the next page before you read this page.

A Establish a routine

A **routine** means doing certain things regularly in the same way. And if you are using this book for **self-study** (= to study alone), it helps to have a routine. Decide how much time you can spend on the book each day or each week. If you are studying a unit for the first time, try to give yourself at least (= a minimum of) half an hour or forty-five minutes; if you are **revising** (= looking through a unit a second or third time), five or ten minutes each time is very useful. So, plan longer periods for new units, and shorter periods for **revision**.

B Working through the book

Do different things to **maintain your interest**. (= keep your interest high). For example:

- Don't work through the units **in sequence** (= in the order they appear in the book): look through the units and choose ones that interest you.
- When you do a unit, you can:
 - read the whole of the left-hand page, then do the exercises.
 - read part of the left-hand page, then do one or two exercises.
 - try the exercises first, then use the left-hand page when you have a problem.
- Be **active** when you are learning. For example:
 - While you are reading the left-hand page, use a **highlighter** pen to mark new or interesting vocabulary.
 - Practise saying the words **silently** in your head (= without a noise), and also **out loud** (= making a noise, so it is possible for others to hear), to see if you can pronounce them.
 - Put new words in your own notebook using some of the ideas from Unit 2 to do it **effectively**. (If something is **effective**, it works well and produces good results.)

C Revision

It is common to learn a word one day, then find you cannot remember it a day later. If you revise regularly (just for short periods), it helps you to remember words and make them part of your 'active' vocabulary. Here are some ideas for revising with this book.

- Do exercises in pencil. Check your answers when you have finished, then **rub them out** (= remove them using a rubber/eraser). Later, come back and do the exercises again, and just use the left-hand page if you cannot remember something.
- When you read a left-hand page for a second time, have a piece of card with you. When you reach a new word in **bold** which has a definition/explanation after it in **brackets** (), cover the definition **quickly** and try to say what it is. Then uncover it to see if you were right.
- Revise for short periods but do it often. Five minutes a day is probably better than half an hour a week; but half an hour a week is probably better than two hours a month.
- As with learning, be **active** when you revise. Look for different ways to revise: test yourself, create games for yourself; **set goals/targets** (= decide on things you want to be able to do by a particular time); decide when to work on something, e.g. meaning on Sunday, pronunciation on Monday, etc.

Exercises

1.1 Think about these questions. On the opposite page you will find some answers. Do you agree with them?

- 1 Is it better to plan regular self-study, or is it better just to study when you think you've got some free time?
- 2 Do you think you should work through the units in the same order as they appear in the book?
- 3 Do you think it's a good idea to write down new words in a notebook while you are studying a unit?
- 4 Is it necessary to revise vocabulary?
- 5 Is it better to revise vocabulary occasionally for long periods of time, or is it better to revise regularly for short periods of time?

1.2 Finding your way round the book.

Turn to the Topic units in the Contents on pages 1–3. Take a blank piece of paper and cover the right-hand side of the page giving the examples. Now read down the list of unit titles. For each one, try to write down your own examples – one or two for each unit. Are there any unit titles you don't understand? Are there any units where you can't think of examples? If so, turn to that unit and find out what it is about.

You could use similar titles in your own vocabulary notebook. (See Unit 2)

1.3 True or False? If the sentence is *false*, rewrite it to make it *true*. Write your answers in pencil.

- 1 In this book, new words are often shown in **bold** print.
- 2 Definitions/explanations of new words are often in **brackets** after the word.
- 3 A **routine** means doing certain things in a different way each time.
- 4 If you **maintain** something at a level, it means you keep it at the same level.
- 5 If something, e.g. a way of learning, is **effective**, it doesn't work very well.
- 6 **At least 50 people** means a maximum of 50 people.
- 7 If you write something then **rub it out**, you remove it from the page.
- 8 If you do something **silently**, you do it without making a noise.
- 9 **Revision** means studying something for the first time.
- 10 If you have a **goal** or **target**, you have something you want to be able to do or achieve by a particular point in the future.

Now check your answers on the opposite page and look at any wrong answers carefully. Then **rub out** your answers and come back to this exercise again tomorrow or within the next two or three days. Find out how much you can remember.

1.4 Planning your self-study.

Now start making your own plans to use this book. Decide how much time you can spend each week, plan some longer periods to study units for the first time, but also some shorter periods for revision. The first five units will teach you some important vocabulary; give you ideas on keeping a notebook; and give you help with pronunciation. After that, continue with the units that interest you most.

Good luck.


2 Keeping a vocabulary notebook

A Organising your notebook

Give each page or double page a title, e.g. sport, education, phrasal verbs, etc. Then, as you learn new words, record each one on a suitable page. You could also have a general index in the back of your book, with a space for each letter. Then, as you learn new words, you enter them alphabetically with the title of the topic in brackets.

B What do I need to record?

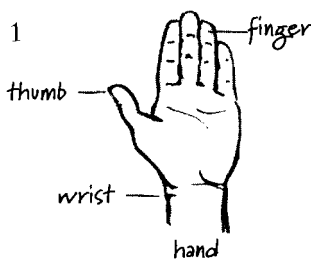
These things are important but you won't need to record all of them for every word.

What?	How?	Example
Meaning	a translation	lembrar = to remember (Portuguese)
	b definition/explanation	A pond is an area of water smaller than a lake.
	c synonym or opposite	awful (= terrible); ugly (≠ beautiful)
	d picture	saucepan 
	e example sentences	My hands were cold so I put on my gloves.
Pronunciation	phonetic symbols	ache /eɪk/
	or your own system	ache (like 'make')
Part of speech	(n), (v), (adj), etc.	gloves (n); remember (v); careful (adj), ache (n, v)
	Grammar	make a note + example sentence	enjoy + -ing form; I enjoy going to parties. weather (U); We had lovely weather in Italy.
Common partners	phrase or sentence	make a mistake ; make a decision ; make a mess
Special style	make a note	purchase (<i>fml</i>); kids (<i>infml</i>)

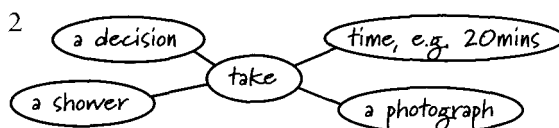
Note: You won't learn everything about a word when you first record it, so always leave space in your notebook, then you can come back and add more information later.

C Organising words on the page

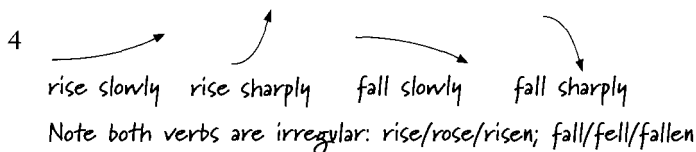
Certain words often appear together (common partners), so it is a good idea to record them together, and not just write lists of words on their own. You can do this in different ways:



don't pronounce the 'w' in wrist or the 'b' in thumb



3 smile (v, n)
e.g. She smiled at me yesterday.
He gave me a big smile.
She's got a lovely smile.



Exercises

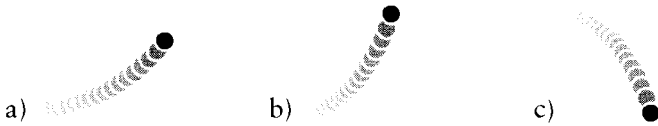
2.1 Organise this list of words into three groups and give each one a title.

tie put on fare blouse homeless train get on
 painful scarf jumper jacket journey careful station
 helpful jeans platform thoughtless ticket useless

Find the units in this book which may include these words and add more examples.

2.2 Underline the correct answer or answers.

- 1 A pond is:
 - a) bigger than a lake
 - b) smaller than a lake
 - c) the same size
- 2 I really enjoy:
 - a) play tennis
 - b) to play tennis
 - c) playing tennis
- 3 When we were on holiday we had:
 - a) lovely weathers
 - b) lovely weather
 - c) a lovely weather
- 4 The underlined letters in ache are pronounced the same as in:
 - a) machine
 - b) cach
 - c) chemist
- 5 She gave me a smile.
 - a) strong
 - b) big
 - c) large
- 6 The past tense of fall is:
 - a) fell
 - b) felt
 - c) falled
- 7 You can **put on**:
 - a) gloves
 - b) a decision
 - c) shoes
- 8 Rise **sharply** means:



2.3 Look again at the list a–e in B. Which would be the best way(s) to record the meaning of each word in the list below? What other information would be useful to record with this word (e.g. pronunciation, part of speech, grammar, common partners, etc.)? Use a dictionary to help you.

dream concentrate beard nearly
 empty forget rescue knife

2.4 Fill the gaps with common partners for these verbs, then start a page in your own notebook for more examples. Turn to Unit 19 to help you.

take	a picture	make	a mistake
.....
.....
do	your homework	have	a rest
.....
.....

3 Using a dictionary

A What dictionaries do I need?

If possible, you should buy two dictionaries: a good bilingual dictionary and a good English–English dictionary. The bilingual dictionary is quicker and easier for you to understand; the English–English dictionary may give you more information about a word or phrase, and it is also a good idea for you to work in English as much as possible. Here are some current recommended English–English dictionaries:

Large dictionaries

Cambridge International Dictionary of English
Longman Dictionary of Contemporary English
Collins COBUILD English Dictionary
Oxford Advanced Learner's Dictionary

Medium-sized dictionaries

Collins COBUILD Essential Dictionary
Oxford Wordpower Dictionary
Longman Active Study Dictionary

B What information does a dictionary give me?

- the meaning, e.g. **homesick** = unhappy when you are away from home for a long time
- the pronunciation, e.g. **chaos** /keɪns/, **dreadful** /dredfʊl/, **island** /aɪlənd/
- the part of speech, e.g. **dirty** *adj* (= adjective), **lose** *v* (= verb), **law** *n* (= noun)
- any special grammatical features, e.g. **advice** (U) (= uncountable)
- common collocations (word partners), e.g. you **do homework** [NOT you ~~make homework~~]
- example phrases or sentences, e.g. It was such a big menu, I didn't know what to **choose**.
- opposites (where they exist), e.g. **polite** (≠ **impolite/rude**)

Note: In most English–English dictionaries for foreign learners, collocations are usually shown in **bold** or *italics*, or they are included in the examples given after the definition.

The diagram shows a dictionary entry for the word "seat". Labels with arrows point to specific parts of the entry:

- pronunciation**: points to the phonetic transcription /si:t/ n [C].
- part of speech**: points to the part of speech n [C].
- grammatical feature**: points to the part of speech n [C].
- definition**: points to the main definition: "an item of furniture that has been designed for someone to sit on".
- examples**: points to the example sentences: "Chairs, stools, sofas and benches are different types of seat." and "All the chairs are taken - I'm afraid you'll have to use this table as a seat."
- collocations**: points to the bolded phrases: "A car usually has a **driver's seat**, a **front/passenger seat** and **back/rear seats**." and "The hall's quite full - I can't see any **empty seats**."

C How should I use my dictionary?

Here are some ideas to help you.

- When you look up a word, put a ✓ next to it. Each time you return to a page with a ✓ look at it quickly to check that you remember the word.
- If you see an English word in a text, first try to guess the meaning, and carry on reading to see if your guess seems correct. Use your dictionary to check the meaning.
- If you look up a word in a bilingual dictionary and get several different words in your own language, look up the word in your monolingual dictionary. This should help you to decide which word in your own language is the nearest translation in this context.
- Remember that many words have more than one meaning, and the first meaning in the dictionary is not always the one you want. Read through the different meanings.

Exercises

If you find these exercises difficult, it may mean that you need to practise using a dictionary more often, or you need to buy yourself a better dictionary.

3.1 Use a dictionary to find/check the answers to these questions. (They are all based on words from the opposite page.)

- 1 What does **dreadful** mean?
- 2 How do you pronounce **lose**? (Is it the same as 'choose' or 'chose'?)
- 3 What part of speech is **choose**?
- 4 What part of speech is **homesick**?
- 5 **Homework** and **chaos** are both nouns, but what type of noun are they?
- 6 What adjectives are often used before **chaos**? (Give two.)
- 7 What two prepositions are often used after **choose**?
- 8 Write down a sentence example of **choose** used with a preposition.

3.2 When you look up a word, you can also use your dictionary to increase your vocabulary by learning related words and phrases. Find out if your dictionary helps you to answer these questions, also about words from the opposite page.

- 1 **Choose** is a verb, but what is the noun with the same meaning?
- 2 **Advice** is a noun, but what is the verb with the same meaning?
- 3 **Advice** is also uncountable, but you can make it countable using another word. Can you complete this sentence: 'He gave me a very useful of advice.'
- 4 What adjective is formed from **chaos**?
- 5 What is the opposite of **dirty**?
- 6 What is the difference between **homework** and **housework**?
- 7 What is the opposite of **lose a game**?
- 8 What is the opposite of **lose weight**?
- 9 **Law** often appears in the phrase **law and** What is the missing word?
- 10 If you want to sit at a table in a cafe and you see that one person is sitting there already, but another **seat** is empty, what can you say to the person sitting down?

3.3 In the word 'island' /aɪlənd/, the letter 's' is silent (= not pronounced). Use the pronunciation guide in your dictionary to find the silent letters in each of these words. (Do not include the letter 'e' at the end of a word.)

knife bomb psychology receipt castle doubt wrist calm

Note: Students often ask if the letter 't' is pronounced in 'often'. Some people pronounce it, others don't. What does your dictionary say?

3.4 Look at the entry for *suit* on the right, then match the definitions with the sentences on the left.

- 1 I'm afraid black doesn't **suit** me – my hair is the wrong colour.
- 2 A: I'm not going, so don't ask me again.
B: OK. **Suit** yourself.
- 3 If we have the meeting this afternoon, would 2.30 **suit** you?

suit² *v* [T] 1 to be acceptable or convenient for a particular person or in a particular situation: *Finding a date that suits us all is very difficult.* | *Buy a database program to suit your needs.* | *suit sb (fine) spoken (=be completely acceptable) "Eight o'clock?" "That suits me fine."* | *suit sb down to the ground (=be exactly right for someone) "Yup, this little car suits me down to the ground."* 2 [not in passive] to make someone look attractive: *That coat really suits Paul.* | *Red suits you.* —see **FR'** (USAGE) 3 **well/best/ideally suited** to have the right qualities to do something: *Dirk would be ideally suited to the job.* 4 **suit yourself spoken** used to tell someone they can do whatever they want to, even though it annoys you: "I don't really feel like going out after all." "Suit yourself." 5 **suit sb's book BrE informal** to fit well into someone's

4 English language words

A Parts of speech

nouns	e.g. chair, information, happiness
verbs	e.g. choose, tell, complain
adjectives	e.g. happy, tall, dangerous
adverbs	e.g. slowly, carefully, often
prepositions	e.g. in, at, on
pronouns	e.g. me, you, him, we, it, she
articles	e.g. definite article (the); indefinite article (a/an)

B Special terms

Uncountable noun: (U) a noun which has no plural form and cannot be used with the indefinite article, e.g. information. See Unit 27.

Plural noun: (pl) a noun which only has a plural form and cannot be used with the indefinite article, e.g. trousers. See Unit 27.

Infinitive: the base form of a verb, e.g. (to) work, (to) stop, (to) be.

Phrasal verb: a verb + adverb and/or preposition, e.g. turn on (verb + adverb), look after (verb + preposition), give up (verb + adverb), put up with (verb + adverb + preposition). See Units 16 and 17.

Idiom: a group of words with a meaning that is different from the individual words, e.g. never mind, hang on, a short cut, keep an eye on something.

Transitive verb: a verb which needs a **direct object**, e.g. Police caught the man ('the man' is the direct object of the verb 'caught'). See Unit 17.

Intransitive verb: a verb which does not need a direct object, e.g. The books arrived on time. (There is no direct object after arrive.) See Unit 17.

C Word building

In the word *uncomfortable*, *un-* is a **prefix**, *comfort* is a **root**, and *-able* is a **suffix**. Other common prefixes include: *re-*, *in-*, and *dis-*; common suffixes include: *-ity*, *-ment*, and *-ive*. Many words also have **synonyms**, which are words with the same meaning. For example, 'big' is a synonym of 'large'. The **opposite** is 'small'.

D Pronunciation

Dictionaries show the pronunciation of a word using **phonetic symbols**, e.g. book /bʊk/, before /bɪ'fɔː/, cinema /'sɪnəmə/, and so on.

Each word contains one or more **syllables**: 'book' has one syllable; 'before' has two syllables (be-fore); 'cinema' has three syllables (ci-ne-ma); 'education' has four syllables (e-du-ca-tion); and so on.

For pronunciation, it is important to know which syllable has the main **stress**. On 'before' it is the second syllable (before); on 'cinema' it is the first (ciinema); and on 'education' it is the third (education).

Note: Dictionaries mark stress in different ways: in bold (return); or a ' before the main syllable (re'turn). Make sure you understand how your dictionary shows it.

E Punctuation

full stop . comma , brackets () hyphen - question mark ?

Exercises

- 4.1** There is one word missing in each line of this text. Where does the missing word go? What could it be? And what type of word is it (noun, verb, etc.)? Look at the example first.

Last year I went to for my holiday. I spent the first Spain (noun).....
 week Seville staying with a couple of friends, and
 and then I took a train to Barcelona where spent another
 ten days. It is beautiful city and I had a marvellous
 time. I stayed in a very hotel right in the centre, but
 I didn't mind spending a lot money because it is a
 wonderful and also very convenient. My brother was
 the person who recommended it; he goes Spain a lot
 and he stays anywhere else.

- 4.2** In the dialogue below, can you find at least one example of the following: an uncountable noun; a plural noun; a phrasal verb; an idiom?

A: What's the time?
 B: 8 o'clock, so we'd better get a move on if we're going to meet your sister at the airport.
 A: That's alright. Her flight doesn't arrive until 8.30.
 B: Yeah, but it'll take us an hour to get there – you know what the traffic is like.
 A: OK. I'll just go and get changed.
 B: What's wrong with those shorts?
 A: I don't like driving in shorts. I'm going to put some jeans on.

- 4.3** Look at the underlined verbs in these sentences. Which are transitive, which are intransitive?

- | | |
|------------------------------------|---|
| 1 She <u>broke</u> her leg. | 4 <u>Take off</u> your jacket. |
| 2 I <u>got up</u> at seven thirty. | 5 She doesn't <u>like</u> Chinese food. |
| 3 We <u>arrived</u> late. | 6 He told me to <u>sit down</u> . |

- 4.4** How many syllables are there in each of the words in the box?

English	noun	informal	education
understand	adjective	decide	pronunciation
before	opposite	preposition	comfortable

Now mark the main stress on each of the above words.

- 4.5** Look at these words, then answer the questions below.

happy correct lucky sure possible

- 1 What part of speech are these words?
- 2 Change each one into an adverb.
- 3 Can you write down a synonym for at least three of the words?
- 4 Which prefix do you need to form the opposite of each word? (three different ones)
- 5 Which word has the main stress on the second syllable?

5 Problems with pronunciation

A Phonetics

With many languages you can look at a word and know (more or less) how to pronounce it. With English this is not true: it is often very difficult to know the pronunciation from looking at a word. For example:

cough (pronounced like 'off') enough (like 'stuff') through (like 'too') and dough (like 'so')

The only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation. Dictionaries use them, and there is a table of phonetic symbols, with examples, on page 246. Phonetic symbols are used next to many words in the index, and there is a special list of words on page 247, which cause pronunciation problems for speakers from different countries.

B Word stress

When a word has two or more syllables, one of them has the main stress. In these examples, the main stress follows the symbol ':

'accent pre'fer edu'cation 'necessary Ja'pan Japa'nese

If you put the stress on the wrong syllable, it may be difficult for listeners to understand what you are saying.

C /ə/

Probably the most important sound in English because it is often the pronunciation of the letters 'a', 'o' and 'e' if they are not part of a stressed syllable.

ma'chine /mə'ʃi:n/ 'mother /'mʌðə/ po'tato /pə'teɪtəʊ/ 'cinema /'sɪnəmə/

D Key letters and sounds

A common problem is that a single letter or combination of letters has more than one pronunciation, e.g. -ough in section A. Here are some more examples:

the letter 'o' is often /ɒ/, e.g. hot; or /ʌ/, e.g. some; or /əʊ/, e.g. no

the letter 'a' is often /æ/, e.g. hat; or /eɪ/, e.g. same; or /aɪ/, e.g. fast

the letter 'u' is often /ʌ/, e.g. run; or /ʊ/, e.g. put

the letter 'i' is often /ɪ/, e.g. sit; or /aɪ/, e.g. side

E Silent letters and short syllables

There are many words in English where a letter is not pronounced:

fasten plumber calm knee wrong comb

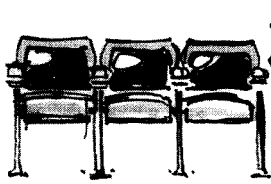
There are also many words where we almost 'eat' one of the syllables, and as a result a vowel sound almost disappears and a word, for example, with three written syllables may be two (or two and a half) in spoken English. For example:

interested /ɪntrəstɪd/ fattening /fætɪnɪŋ/ vegetable /vedʒtəbl/

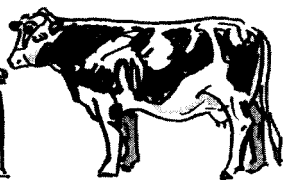
Note: The exercises on the next page practise some words with difficult pronunciation.

Exercises

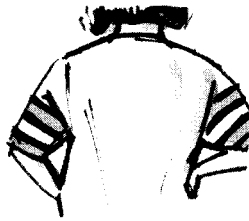
- 5.1** Try using some phonetic symbols. Using your dictionary or the index, fill in the pronunciation of these words (put the symbols between the / /). Then practise saying the words and make sure you can see and hear the difference in the pronunciation of the words in each pair.



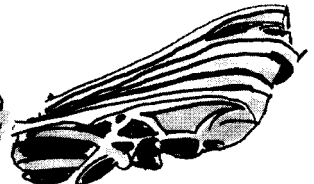
1 row / /



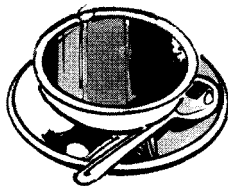
cow / /



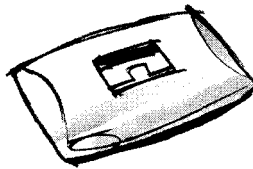
2 back / /



bacon / /



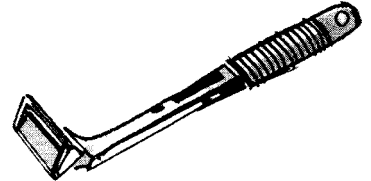
3 soup / /



soap / /



4 vase / /



razor / /

- 5.2** Look at the underlined letters in these words. Which one is the odd one out in each case?

- 1 bread dream spread dead
 2 spoon room flood choose
 3 fast phrase blame sunbathe
 4 cousin wound (n) rough trouble
 5 virus pilot diet since
 6 hyphen symptom type psychology

- 5.3** Which syllable has the main stress in these words? Put them in the correct column.

cathedral policy palace
 opposite police understand
 advertisement desert (n)
 competition organise
 assistance education

<i>first</i>	<i>second</i>	<i>third</i>

Now look at the words again. How many examples of the /ə/ sound can you find?

- 5.4** Look at the underlined letters in these pairs of words. Is the pronunciation the same or different?

know / knife

island / Islam

listen / western

aisle / Christmas

hand / handsome

muscle / scissors

climb / bomb

honest / hope

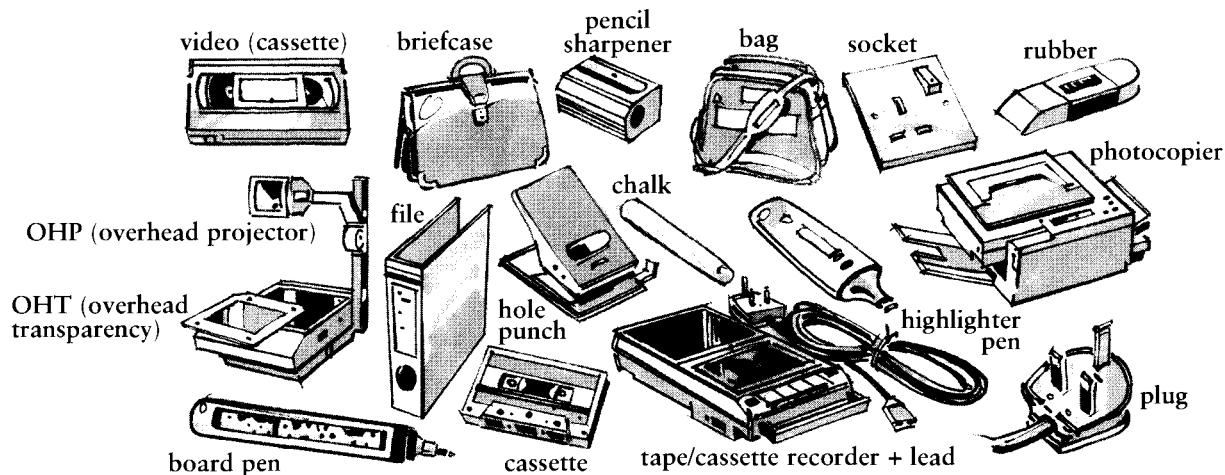
wrong / wrist

calf / calm

6 Classroom language

A Equipment

These are some of the things you may use in your classroom or school.



Note: We can use some of these nouns as verbs with little or no change: **to video** (= to record a programme on video), **to photocopy** (= to use the photocopier), **to highlight** and **to file** (= to put things in a file)

B Classroom activities

Here are some classroom activities. Look carefully at the verbs in bold.

Things you do in the classroom:

Look up a word if you don't understand it. (= find the meaning of a word in a dictionary)

Borrow someone's dictionary or rubber. (= use it and then return it)

Rub out mistakes in your notebook. (= erase mistakes / remove them using a rubber)

Things the teacher may do in the classroom:

Plug in the tape recorder. (= put the plug in the socket and turn on the electricity)

Turn up the tape recorder (= increase the volume) if the students can't hear it.

Rub things off the board. (= remove writing from the board)

Correct students' English. (= give the correct English if students make mistakes)

Things your teacher may ask you to do in the classroom:

Could you **clean** the board, Carlos? (= remove all the writing from the board)

Write these words **down**. (= write these words on a piece of paper / in a notebook)

Enrique, could you **swap** places (= exchange places) with Lorena?

Repeat this sentence (= say it again) after me.

C Questions about vocabulary

What does X mean? [NOT ~~what~~ means X?]

How do you pronounce it?

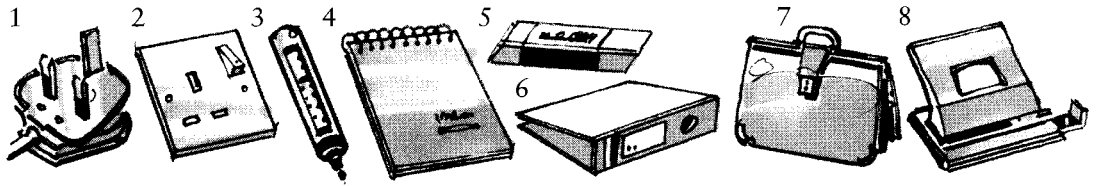
How do you spell 'bicycle'?

How do you use 'anyway' in a sentence?

What's the difference between X and Y?

Exercises

6.1 Label these pictures then check your answers on the opposite page.



6.2 Answer these questions.

- 1 What do you rub off the board?
- 2 What do you put in a tape recorder?
- 3 What do you put on an OHP?
- 4 What do you keep in a file?
- 5 What do you put in a briefcase?
- 6 What do you put in a socket?
- 7 What do you use a dictionary for?
- 8 What do you use a rubber for?
- 9 What do you use a photocopier for?
- 10 Why do you turn up a tape recorder?

6.3 Match the verbs on the left with the nouns on the right.

- | | |
|-----------|-------------------|
| 1 clean | places |
| 2 turn up | a word |
| 3 borrow | mistakes |
| 4 swap | the board |
| 5 video | a dictionary |
| 6 do | the OHP |
| 7 correct | the tape recorder |
| 8 look up | a programme |
| 9 plug in | an exercise |

6.4 Think about your last lesson (in English or any other subject). Did you do any of these things?

- | | |
|------------------|------------------------------------|
| clean the board | swap places with someone |
| use a rubber | look up a word |
| borrow something | make a mistake |
| watch a video | write something down in a notebook |

6.5 Here are some answers. What are the possible questions?

- | | |
|----------|---|
| A: | B: It means to exchange places. |
| A: | B: /swɒp/ Like 'cop' or 'stop'. |
| A: | B: S-W-A-P. |
| A: | B: I can't see the board from here. Will you swap places with me? |

7 Prefixes

A With the meaning 'not'

Prefixes (**un-**, **in-**, **il-**, **ir-**, and **dis-**) are often used to give adjectives (and some verbs and nouns) a negative meaning. Here are common examples:

happy	un happy	like (v)	dis like (v)
possible	im possible	legal	il legal (= against the law)
correct	in correct	regular	ir regular, e.g. irregular verbs

un- is used with many different words, e.g. **unfriendly**, **unable**, **unemployed** (= without a job), **untidy** (= not in order; **in a mess**)

im- is used before some words beginning with **m** or **p**, e.g. **impolite** (= **rude**), **impatient** (somebody who is **impatient** wants things to happen now; they cannot wait for things)

il- is used before some words beginning with **l**, e.g. **illegible** (= cannot be read because the writing is very bad)

ir- is only used before some words beginning with **r**, e.g. **irresponsible**

dis- is used before some adjectives, e.g. **dishonest**, and a few verbs, e.g. **dislike**, **disagree**

in- is used before a limited number of words, e.g. **invisible** (= cannot be seen)

Note: A prefix does not normally change word stress, e.g. happy/unhappy; possible/impossible. But the stress may change if you want to emphasise the negative or opposite:

A: Was he happy about the change?

B: No, he was very unhappy about it.

B Verb prefixes: un- and dis-

These prefixes have two meanings: they can have a negative meaning (as above), but they can also mean 'the opposite of an action' or 'to reverse an action'. This meaning is used with certain verbs.

I **locked** the door when I left, but I lost the key, so I couldn't **it unlock** it when I got back. I had to **pack** my suitcase (= put everything in it) very quickly, so when I **unpacked** (= took everything out) at the hotel, most of my clothes looked terrible.

The plane **appeared** in the sky, then suddenly **disappeared** behind a cloud.

In the morning you **get dressed** (= put on your clothes); when you go to bed you **get undressed** (= take off your clothes).

C Other verb prefixes with specific meanings

re- (= again) My homework was terrible, so I had to **redo** it.

The shop closed down but will **reopen** next month.

I failed my exam but I can **retake** (or **redo/resit**) it next year.

over- (= too much) I think my boss is **overdoing** it at the moment. (= working too hard; also **overwork**)

I went to bed very late and I **overslept** (= slept too long) this morning.

The shop assistant **overcharged** me. (= asked me for too much money)

mis- (= badly or I'm afraid I **misunderstood** what he said.

incorrectly) Two of the students **misread** the first question.

Exercises

7.1 Which prefix forms the opposite of these words? (The bottom line are all verbs, the rest are adjectives.)

.....happy	.....patient	.....polite	.....legal
.....correct	.....regular	.....visible	.....possible
.....legible	.....friendly	.....employed	.....honest
.....pack	.....lock	.....agree	.....like

7.2 Agree with these statements, using words from the left-hand page which have the same meaning as the underlined words.

Example: A: He doesn't have a job, does he?
B: No, he's unemployed.

- 1 It's against the law, isn't it?
Oh yes,
- 2 His room is always in a mess, isn't it?
Yes,
- 3 He took off his clothes!
Yes,
- 4 This handwriting is impossible to read.
Yes I know,
- 5 She can never wait for five minutes, can she?
No,
- 6 I thought it was rude, didn't you?
Yes, it was very

7.3 Complete the verbs in these sentences.

- 1 I'm sorry, I mis..... her message completely.
- 2 We un..... as soon as we got to the hotel, then went out for a walk.
- 3 She was here a minute ago, but then she dis..... I'm afraid I don't know where she is now.
- 4 We normally have similar opinions but I dis..... with him totally on the subject of drugs.
- 5 My homework was so bad that I'll have to re..... it.
- 6 Apparently her alarm clock didn't ring and she over.....
- 7 She finally managed to un..... the door and we were able to go inside.
- 8 I dis..... the film, but the others enjoyed it.
- 9 I don't think I'll pass the exam, but I can always re..... it in September.
- 10 The post office shuts for lunch but it should re..... at 2.00 p.m.
- 11 She's over..... at the moment. She really needs a holiday and a complete break from her job.
- 12 My sister wrapped up my present so well that it took me about five minutes to un..... it.

7.4 Keep several pages in your notebook for verbs or adjectives which combine with these prefixes. Each time you add a new word, read through your list of words with that prefix, then close your book and see how many you can remember.

8 Noun suffixes

A Verb + suffix

Many nouns are formed in this way.

<i>Verb</i>	<i>Suffix</i>	<i>Noun</i>
improve (= get better)	-ment	improvement
manage (e.g. a shop or business)	-ment	management
elect (= choose somebody by voting)	-ion	election
discuss (= talk about something seriously)	-ion	discussion
inform (= tell someone something)	-ation	information
organise	-ation	organisation
jog (= running to keep fit or for pleasure)	-ing	jogging
spell (e.g. S-P-E-L-L)	-ing	spelling

Note: Sometimes there is a spelling change. The most common is the omission of the final 'e' before the suffix **-ion** or **-ation**: translate/translation; organise/organisation

B Adjective + suffix

Nouns are also formed by adding a suffix to an adjective. Two suffixes often added to adjectives to form nouns are **-ness** and **-ity**.

<i>Adjective</i>	<i>Suffix</i>	<i>Noun</i>
weak (≠ strong)	-ness	weakness
happy	-ness	happiness
dark (e.g. at night, when you can't see)	-ness	darkness
stupid (≠ intelligent, clever)	-ity	stupidity
punctual (= always arrives at the right time)	-ity	punctuality
similar (= almost the same; ≠ different)	-ity	similarity

C Pronunciation

The addition of these suffixes may change the pronunciation.

Nouns ending **-ion** or **-ity** have the main stress on the syllable before, so the pronunciation may be different from the verb or adjective:

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>
<u>educate</u>	edu <u>ca</u> tion	<u>sim</u> ilar	sim <u>ilari</u> ty
<u>trans</u> late	trans <u>la</u> tion	<u>stup</u> id	stup <u>id</u> ity
<u>disc</u> uss	disc <u>uss</u> ion	<u>punct</u> ual	punct <u>u</u> ality

D -er/-or and -ist

These are common noun suffixes added to existing nouns or verbs, and they describe people and their jobs.

-er	-er	-or	-ist
dancer	driver	actor	artist
singer	manager	director	economist
murderer	footballer	translator	psychologist
farmer	employer	operator	journalist

Note: Notice the common spelling changes:
translate/translator, operate/operator, economy/economist, psychology/psychologist.

Exercises

8.1 Complete the tables and mark the stress on each word. The last two in each column are not on the opposite page, but do you know or can you guess the noun formed from them?

Verb	Noun	Adjective	Noun
educate		stupid	
improve		dark	
jog		weak	
govern		similar	
spell		punctual	
hesitate		sad	
arrange		popular	

8.2 Combine the suffixes on the right with the verbs or adjectives on the left, and then complete the text below. (Remember you may need to make a small spelling change.)

improve	televise	elect
educate	weak	manage
govern	stupid	

-ment	-ity	-ion	-ation	-ness
-------	------	------	--------	-------

In his first broadcast on ⁽¹⁾ _____ since he won the ⁽²⁾ _____ last month, the Prime Minister promised to make health and ⁽³⁾ _____ two of his top priorities. And in a strong attack on the previous ⁽⁴⁾ _____, he said that the present ⁽⁵⁾ _____ of the British economy was caused entirely by their ⁽⁶⁾ _____ and bad ⁽⁷⁾ _____. He said he would act immediately and he hoped the British people would be able to see clear signs of an ⁽⁸⁾ _____ in the economy by the end of the year.

8.3 Write down the name of the person who does these things.

Example: farm ...*farmer*.....

- | | | |
|------------------|--------------------|-------------------|
| 1 act | 4 sing | 7 economics |
| 2 employ | 5 murder | 8 translate |
| 3 football | 6 psychology | 9 manage |

8.4 Look at the two examples and then complete the rest of the definitions.

Example: An actor is a person who ...*acts in films, plays and on TV*.....

A murderer is a person who ...*murders someone*.....

- A journalist is a person who
- A ballet dancer is a person who
- A film director is a person who
- A bank manager is a person who
- An employer is a person who
- A pop singer is a person who
- A translator is a person who
- A lorry driver is a person who
- A photographer is a person who
- An artist is a person who

9

Adjective suffixes

Suffixes change word class, e.g. from verb to noun or noun to adjective, but they can also change meaning (see sections B and C below).

A Noun or verb + suffix

<i>Noun or Verb</i>	<i>Suffix</i>	<i>Adjectives</i>
danger, fame	-ous	dangerous, famous (= well-known)
music, politics industry, economics	-al	musical, political, industrial, economical (= saves you money)
cloud, fog, sun, dirt	-y	cloudy, foggy, sunny, dirty (≠ clean)
attract, create	-ive	attractive (= pretty, nice to look at); creative (= able to produce new ideas; with imagination)

Note: Sometimes there is a spelling change. Here are common examples:
 double the consonant, e.g. sun/sunny, fog/foggy
 leave out the final 'e', e.g. create/creative, fame/famous
 leave out the final 's' before 'al', e.g. politics/political; economics/economical
 change 'y' to 'i' before 'al', e.g. industry/industrial

B -able /əbl/

This suffix (also *-ible* in some words) is used to form many adjectives from nouns or verbs: **enjoyable**, **comfortable**, **knowledgeable** (= knows a lot), **suitable** (= right/correct for a particular situation).

Quite often, **-able** (and **-ible**) has the meaning 'can be done'. For example, something that is **washable** 'can be washed'. Other examples include:

drinkable, **comprehensible** (= can be comprehended or understood), **reliable** (= can be relied on or trusted, e.g. a car or other machine that never goes wrong or breaks down).

Words ending **-able** quite often express the opposite meaning by adding the prefix **un-**:

undrinkable, **unreliable**, **unbreakable** (= cannot be broken), **unsuitable**, **uncomfortable**

Words ending **-ible** add the prefix **in-**:

incomprehensible, **inflexible** (somebody who is **inflexible** has a fixed idea about something and cannot change quickly or easily; an **inflexible** timetable cannot be changed easily); **inedible** (= cannot be eaten).

C -ful and -less

The suffix **-ful** often means 'full of' + the meaning of the adjective: **careful**, you are full of care; if you are **helpful** you are full of help. Other examples are: **painful** (= hurts a lot), **useful**, and **thoughtful** (= someone who is **thoughtful** is kind and always thinks about others; a **thoughtful** action shows care for others)

The suffix **-less** means 'without' + the meaning of the adjective: if you are **careless**, you do something 'without care'. Other examples are: **painless**, **useless** (= has no use or function) **thoughtless**, **jobless** and **homeless** (= with nowhere to live)

Note: You can see that **-ful** and **-less** are often used with the same words to form opposites. This is not always true: a person with a home is NOT **homeful**.

Exercises

9.1 Write down an adjective (or adjectives) formed from these nouns or verbs. Cover the opposite page first.

thought	dirt	pain	comfort
attract	care	knowledge	fame
create	danger	suit	rely
fog	politics	sun	wash
home	enjoy	music	break
use			

9.2 Fill the gaps with suitable adjectives from the opposite page.

- 1 You must be very when you drive in wet weather.
- 2 It was so this morning that I couldn't see more than twenty metres in front of me.
- 3 Everyone in my country has heard of her; she's very
- 4 The people in the tourist information office were very and answered all our questions without any problems.
- 5 This is a very road; there were at least three serious accidents on it last year.
- 6 It was very when I hit my leg against the corner of the table.
- 7 This bag is very because I can use it for work or when I go on holiday.
- 8 We've never had any problems with our TV in ten years; it's been very
- 9 The factory is in the middle of the part of the city, surrounded by other factories.
- 10 I made some coffee but it was horrible. In fact, my sister said it was
- 11 I'm afraid my working hours are very; I have to start at exactly the same time every day and finish at the same time every day.
- 12 It seems terrible to me that there are so many people living in a city with thousands of empty houses.

9.3 How many of these words can form opposites with the suffix -less?

painful wonderful useful careful
beautiful tactful awful thoughtful

Can you think of words which mean the opposite of the other words (the ones without -less)?

9.4 From the adjectives on this page and the opposite page, choose three which could describe each of these people or things. (You can use the same adjective more than once.)

- 1 the weather
- 2 someone who is a very bad driver
- 3 Wolfgang Amadeus Mozart
- 4 a large city
- 5 Albert Einstein
- 6 a new car
- 7 a speech
- 8 yourself

10 Zero affixation

A What is zero affixation?

Many words in English can function as a noun and verb, or noun and adjective, or verb and adjective, with no change in form. The meaning is not always the same, but this unit looks at examples where the words do have the same meaning.

What's the **answer**? (noun)

I must **clean** my room. (verb)

Answer the question. (verb)

It's a **clean** room. (adjective)

I don't like the **cold**. (noun)

I didn't **reply** to the letter. (verb)

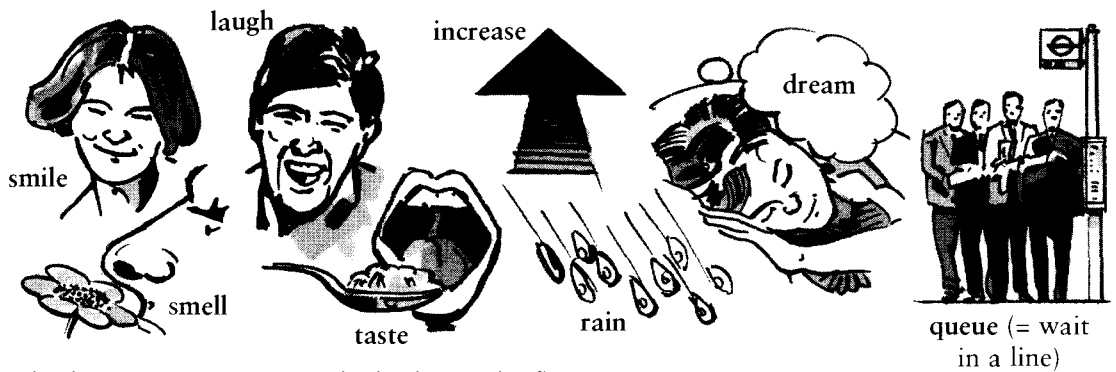
I don't like **cold** weather. (adjective)

I wrote a **reply** to the letter. (noun)

Note: Other examples in the book are marked like this: ache (n, v), damage (n, v), dry (v, adj). Keep a record of them in your notebook.

B Noun and verb

You may know these words in one form but not the other. (The definitions are for the verb.)



brake (= stop a car using the **brake** on the floor)

ring (= phone)

diet (= eat less and lose weight)

push (≠ **pull**)

guess (= give an answer without knowing the facts)

murder (= kill someone)

Note: Other words in this group include: **stay**, **drink**, **rest**, **look**, **cost**, and **wait**. Use a dictionary if you need to check the meaning. Here are a few examples:

We **queued** for half an hour.

We waited in a **queue** for half an hour.

This orange **smells/tastes** strange.

This orange has got a strange **smell/taste**.

I didn't know the answer, so I **guessed**.

I didn't know the answer, so I **had a guess**.

C Which verb?

When you use these words as nouns, you need to choose the correct verb to use with it.

Verb

Noun

We **stayed** in Paris for a short time.

We **had** a short **stay** in Paris.

We **rested** for a while.

We **had** a short **rest**.

She **braked** quickly.

She **put on** the **brakes** quickly.

He needs to **diet**.

He needs to **go on** a **diet**.

I'm going to **ring** him.

I'm going to **give** him a **ring**.

I **looked** in the paper.

I **had** a **look** in the paper.

He **pushed** me.

He **gave** me a **push**.

I **dreamt** about you last night.

I **had** a **dream** about you last night.

Exercises

10.1 Rewrite these sentences using the underlined nouns as verbs. The meaning must stay the same. Look at the example first.

Example: There was a lot of rain yesterday.
.....
It rained a lot yesterday.....

1 We had a long wait.
.....

2 I had a dream about you last night.
.....

3 We waited in the queue for half an hour.
.....

4 The cost of the holiday was about £500.
.....

5 I wrote a reply to his letter yesterday.
.....

10.2 Now rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

1 I'll ring him this evening.
.....

2 I diet if I put on weight.
.....

3 It was very hot, so we rested for a while after lunch.
.....

4 I braked but I still couldn't stop in time.
.....

5 He pushed me.
.....

6 Did you look in the paper?
.....

10.3 Sometimes the same word form can be a verb and noun but with a very different meaning. Read these pairs of sentences. Does the verb have the same meaning as the noun, a similar meaning, or a completely different meaning?

1 We had a long wait for the bus.

If we wait any longer, we may miss the train.

2 Could we have another bottle of water, please?

I asked her to water the garden.

3 I gave him the book.

Did you book the table in the restaurant?

4 They always take a break after an hour's work.

Did he break his arm skiing?

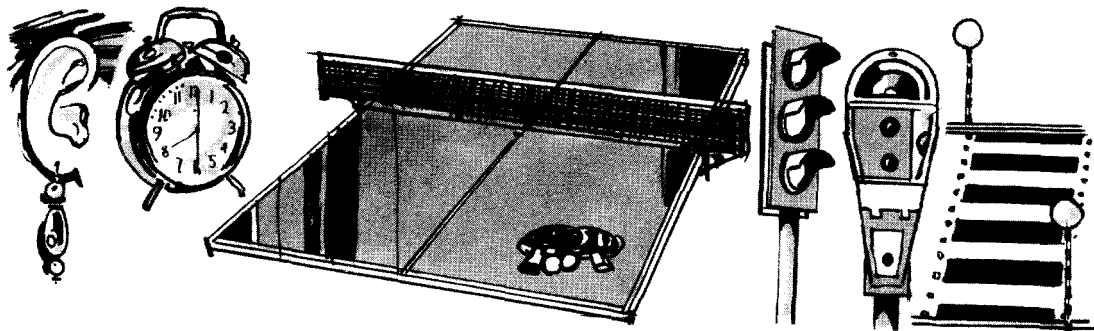
5 I go for a run most mornings.

I was late so I had to run to get to school on time.

Compound nouns

A Formation

A compound noun is formed from two nouns, or an adjective and a noun. Here are some common examples.



alarm clock

credit card

table tennis

T-shirt

earring

sunglasses

traffic lights

tin opener

parking meter

*first aid

*pedestrian crossing

dining room (= the room where you eat meals)

film star (e.g. Tom Cruise, Jodie Foster)

brother-in-law (= your sister's husband, your husband's brother)

income tax (= the tax you pay on your salary)

writing paper (= paper for writing letters)

washing machine (= the machine for washing clothes)

cheque book (= a book which has cheques)

baby-sitter (= he/she looks after children when parents are out)

*mother tongue (= your first language)

*science fiction (= stories about the future)

*box office (= where you buy tickets in cinemas and theatres)

B One word or two?

Compound nouns are usually written as two words (e.g. credit card), but sometimes they are joined by a hyphen (e.g. baby-sitter), or written as one word (e.g. sunglasses). Unfortunately there is no rule for this, so you may need to check in a dictionary.

C Pronunciation

The main stress is usually on the first part (e.g. parking meter) but sometimes it is on both parts (e.g. mother tongue). In A, the compounds marked *all have the stress on both parts. Some dictionaries show the stress on compounds.

D Forming new compounds

Quite often, one part of a compound forms the basis for a number of compound nouns.

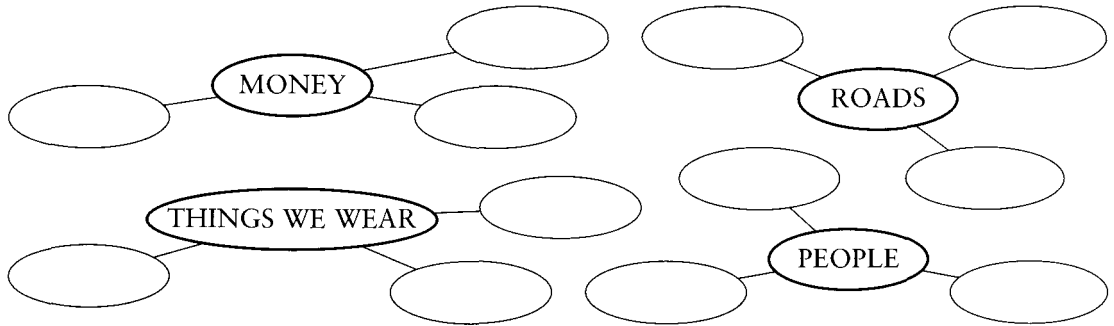
post/ticket/box office traffic lights/warden/jam film/pop/rock star

brother/sister/father/mother -in-law dining/sitting/waiting room

Note: A traffic **jam** is a long line of cars which are moving slowly because the road is busy; and **traffic wardens** patrol the streets to make sure you are not parked in the wrong place illegally. You buy theatre tickets at the **box office** and train tickets at the **ticket office**.

Exercises

11.1 Find compound nouns on the opposite page connected with each of these topics.



11.2 Complete these sentences with suitable compound nouns, then see if you can find them on the opposite page.

- 1 I'm late because there was a terrible in the centre of town.
- 2 Humphrey Bogart was a famous in the forties and fifties.
- 3 My didn't ring this morning and I didn't wake up until 9.30.
- 4 When I got to the surgery, I had to sit in the for forty minutes before I could see the dentist.
- 5 Mary really wanted to see the film but she couldn't find a for the children, so she had to stay at home.
- 6 When I'm driving I always wear if it's very bright and sunny.
- 7 You have to pay on your salary in Britain; the amount depends on how much you earn.
- 8 I often have the same problem: I park the car next to a, and then I discover that I don't have the right money.
- 9 In some countries you have to have a box in your car for minor injuries and illnesses.
- 10 My brother loves, but I prefer true stories about the present or the past.

11.3 Take one word (the first part or the second part) from each compound and create a new compound. Use a dictionary to help you if necessary.

Examples: brother-in-law mother-in-law
 table tennis table leg

dining room	.....	traffic lights	.....
film star	.....	sunglasses	.....
credit card	.....	post office	.....
toothpaste	.....	hairdryer	.....

Now mark the main stress on each of the compound nouns you have created.

11.4 Try creating your own compound nouns. Choose two or three common words and then try to form compound nouns from them. When you have two or three possibilities, check in a dictionary to see if your words exist. Start with these.

..... book or book

..... card

12 Compound adjectives

A Formation and pronunciation

A compound adjective is formed from two different words, and occasionally three. They are usually written with a hyphen (e.g. good-looking, well-known), and the stress is usually the same on both parts of the compound.

B Describing people

Many compound adjectives describe a person's appearance, character, and situation.

This is William. He isn't **well-known** (= famous), he isn't **well-off** (= rich), and I've never heard anyone say he was **good-looking** (= handsome/attractive). But he's a very nice man – kind, friendly and very **easy-going** (= relaxed). In this picture he's wearing a **short-sleeved** shirt and a **brand-new** (= completely new) hat.



C 'Well' and 'badly'

These adverbs combine with many past participles to form compound adjectives. You can use 'well' or 'badly' in front of the adjective (except **well-known**, which has no opposite).

a well-directed film

a badly-paid job (= a low salary)

a well-made pair of shoes

a badly-behaved child (= acting in a bad way)

a well-written story

a badly-dressed young man (= wearing horrible clothes)

D A 'five-minute' walk

It is common to combine a number and a singular noun to form a compound adjective.

It's a **fifteen-minute** drive to the centre. (= a drive of fifteen minutes)

He works in a **four-star** hotel. (= a hotel with a rating of four stars)

I gave her a **five-pound** note. (= a note with a value of five pounds)

The winner was a **ten-year-old** girl. (= a girl who is ten years old)

There was a **two-hour** delay on our flight. (= the plane was two hours' late)

E Common compounds

She had a **full-time** job in a bank, but after the baby was born she changed to a **part-time** job and just worked in the mornings.

The hotel is **north-west** of here, about ten miles away. (also **north-east**, **south-east**, and **south-west**)

Most of the population are **right-handed**, but about 10% are **left-handed**.

On trains and planes you can buy a **first-class** ticket if you are happy to pay a lot more.

Mary bought a **second-hand** BMW. (= the car was not **brand-new**, but was a new car for her)

Note: As with compound nouns, you can often combine different words with one part and form many different compound adjectives.

13 Collocation (word partners)

A What is collocation?

If you want to use a word naturally, you need to learn the other words that often go with it (word partners). These can be very different from language to language. For example, in English we say:

I missed the bus (= I didn't catch the bus) [~~NOT I lost the bus~~]

She made a mistake [~~NOT she did a mistake~~]

A heavy smoker (= someone who smokes a lot) [~~NOT a strong smoker or a big smoker~~]

It was a serious illness [~~NOT a big illness or a strong illness~~]

B Verb + noun

The meaning of many of these examples may be clear, but did you know these verbs and nouns go together? Is it the same or different in your language?

start the car (= turn on the engine) start a family (= think about having your first child)

tell a story

tell the truth (≠ tell a lie)

tell a joke

run a shop/company (= manage/control it)

get on a bus (≠ get off)

get in(to) a car (≠ get out (of) a car)

miss a person (= be unhappy because that person is not there)

miss a lesson (= when you don't come to a lesson)

C Adjective + noun

Common adjectives often combine with a wide range of nouns.

a soft drink (= non-alcoholic drink)

a soft voice (≠ a loud voice)

dry wine (≠ sweet wine)

dry weather (≠ wet weather)

strong coffee (≠ weak coffee)

a strong accent (≠ a slight accent)

hard work (= hard physically or mentally)

a great success (= very successful)

heavy traffic (= a lot of cars)

heavy rain (= raining a lot)

Look at some of these phrases in example sentences.

I can't understand his English because he has such a **strong accent**.

It was **hard work** organising the conference, but I think it was a **great success**.

You always get **heavy traffic** during the rush hour.

D Adverb + adjective

In these examples, all the adverbs mean **very**, but we choose to use them with certain adjectives. (You could still use **very** in all of these examples if you wish.)

I was **terribly** sorry to hear about your accident.

He's **highly** unlikely to come now. (= I'm almost sure he will not come)

She is **fully** aware of the problem. (= she knows all about the problem)

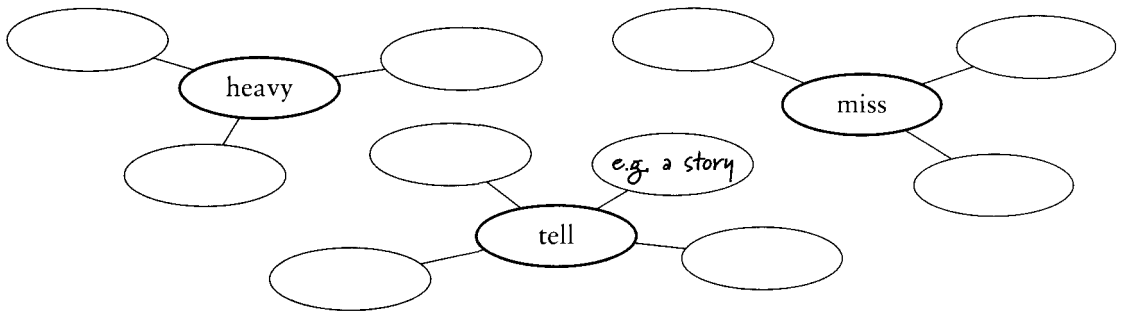
It is **vital**ly important that you make a note of common collocations in your notebook.

E Collocation in dictionaries

All good dictionaries now include examples of common collocations but they do it in different ways: sometimes they are in **bold print** after the definition; sometimes in *italics* after the definition; and sometimes in the definition and examples. (See Unit 3, Section B.)

Exercises

13.1 You can keep a record of common collocations by using 'spidergrams'. These are very clear on the page and you can add to them. Complete these.



13.2 Write the opposite of these phrases and expressions.

- | | |
|-------------------|------------------|
| 1 sweet wine | 5 get on the bus |
| 2 a strong accent | 6 tell the truth |
| 3 strong coffee | 7 catch the bus |
| 4 a soft voice | 8 get in the car |

13.3 Find a suitable adjective, verb or adverb from the opposite page to complete these sentences.

- 1 I'm sorry I'm late, but I the bus and had to wait ages for another one.
- 2 He everyone the same joke, and nobody laughed.
- 3 We had lots of snow in the night and I had a problem the car this morning.
- 4 Michael is the owner, but his brother John the company, and he has about 50 employees working for him.
- 5 I think they want to get married and a family.
- 6 That's the third mistake she's today.
- 7 It's important that we finish this work by the end of the week.
- 8 If this rain continues, I think he's unlikely to come.
- 9 I don't drink coffee at night because it keeps me awake.
- 10 I really my family when I stayed in Australia on my own last year.

13.4 The adjectives on the left can all mean 'very big', but we often use them specifically with the nouns on the right. Use a good dictionary to find the correct collocations, and then complete the sentences below.

wide	large
broad	vast

shoulders	range
majority	size

- 1 I used to be medium but I need a now because I've put on weight.
- 2 Fortunately the shop I go to has a of shirts and jumpers to choose from.
- 3 I've also got very, but my waist is quite small.
- 4 A few men can't find clothes to fit them, but the are small, medium or large.

14 Verb or adjective + preposition

A Verb (+ preposition)

Here are some common examples of verbs which are usually followed by a particular preposition. You will probably know most of these verbs, but do you always get the preposition right? Pay special attention to any that are different in your language.

I often **listen to** the radio.

My brother never **agrees with** me. (= he never has the same views/opinion as me)

I may go to the match; it really **depends on** the weather. (= the weather will decide for me)

He **suffers from** (= has the unpleasant/bad experience of) a type of diabetes.

He **got married to** a girl he met in France.

I'm going to **apologise** (= say sorry) **for** the mistakes we made.

She has **applied** (= made a written request) **for** a new job.

They were **waiting for** me when I arrived.

Don't **worry** (= be nervous) **about** your exam; it'll be OK.

She **complained** (= said she was not satisfied) **to** the waiter **about** the food. (You complain **to** someone **about** something.)

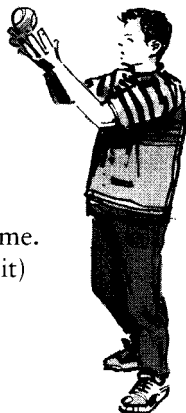
He **spends** a lot of money **on** clothes and discos.

That dictionary **belongs to** Rolf. (= it is Rolf's dictionary)

B Changes of meaning

Sometimes a verb may be followed by different prepositions, and the meaning changes.

He **threw** the ball **to** me.
(= for me to catch it)



He **threw** the ball **at** me.
(= in order to hit me; perhaps he was angry)



He **shouted to** me. (= in order to communicate with me)

He **shouted at** me. (= he was angry with me)

C Adjective (+ preposition)

I was never very **good at** mathematics.

She is **afraid of** (= frightened of) flying.

I'm very **keen on** Italian food. (= I like Italian food very much)

She is **similar to** (= almost the same as) her older sister, but very **different from** her brother.

He's very **interested in** antique furniture.

I was **surprised at** (or **by**) the weather; it rained nearly every day.

I think she is **aware of** (= knows about) the problems in her class.

I'm **tired of** studying foreign languages. (= I've had enough and I want to stop)

The streets are **full of** rubbish. (= there is rubbish everywhere in the streets)

There is something **wrong with** this TV. (= the TV is not working/functioning correctly)

Exercises

14.1 Finish these questions with the correct preposition, then write a short answer for each one.

- | | |
|--|----------|
| 1 A: What exactly is she worried | B: |
| 2 A: What subjects is she good | B: |
| 3 A: Who is she waiting | B: |
| 4 A: What job is she applying | B: |
| 5 A: What programme is she listening | B: |
| 6 A: What did she complain | B: |
| 7 A: What did she apologise | B: |
| 8 A: Who does this car belong | B: |
| 9 A: I know she was angry but who was she shouting | B: |
| 10 A: What kind of films is she interested | B: |
| 11 A: What will the decision depend | B: |
| 12 A: What is she afraid | B: |

14.2 Match the sentence beginnings on the left with the endings on the right.

- | | |
|---------------------------|-------------------------------|
| 1 He suffers | a at me, but it missed. |
| 2 She wasn't aware | b for a job in Australia. |
| 3 He threw the book | c from a rare illness. |
| 4 She complained | d to the man across the lake. |
| 5 She said it was similar | e for the mistake. |
| 6 She applied | f at his choice. |
| 7 She shouted | g of clothes. |
| 8 He said it depends | h to the one she has. |
| 9 The suitcase was full | i of working at weekends. |
| 10 She's tired | j of her mistakes. |
| 11 She apologised | k on me. |
| 12 I was very surprised | l about the bad service. |

14.3 Complete these sentences in a way that is logical and grammatically correct. If possible, compare your answers with someone who has also done this exercise.

- 1 My steak was overcooked, so I complained
- 2 When I was a child I sometimes wore clothes that belonged
- 3 I want to help poor people, so I have decided to apply
- 4 I work quite hard but I'm not very good
- 5 In the summer a lot of people suffer
- 6 I've always been interested
- 7 I'm very keen
- 8 A lot of people are afraid
- 9 People in my country are very different
- 10 When I went to, I was very surprised

14.4 A good dictionary will tell you if a verb or adjective is usually followed by a special preposition. Sometimes the preposition is shown after the verb or adjective; sometimes it is illustrated in the example sentences. Use a dictionary to find the preposition that often follows these words.

fond (adj) concentrate (v) responsible (adj) rely (v)

15 Preposition + noun

A Common patterns

There are many expressions formed by a preposition + noun, and sometimes a preposition is used with a particular meaning in a number of expressions, so they are very common.

A book **by** Stephen King, a film **by** Steven Spielberg, a song **by** Elton John.

You can go **for** a walk, **for** a drive, **for** a run, **for** a swim.

You can go **in** the morning, **in** the afternoon, **in** the evening (but ~~at night~~).

You can travel **by** car, **by** plane, **by** bus, **by** coach, **by** train, **by** taxi (but ~~on foot~~).

I heard it **on** the radio; I saw it **on** TV; I spoke to her **on the phone** (but I read it **in the newspaper, in a magazine**).

The man **in** the dark suit (= wearing the dark suit); the woman **in** the red dress.

B Fixed expressions

Sometimes it is difficult to know why a particular preposition is used, and you must learn these as fixed expressions.

I took his pen **by mistake**. (= I thought it was my pen)

I did all the work **by myself**. (= **on my own**; without help from others)

The shoes are made **by hand**. (= not by machine)

The workers are **on strike**. (= they refuse to work because of a problem over pay, hours, etc.)

I met them **by chance**. (= it wasn't planned – it was luck)

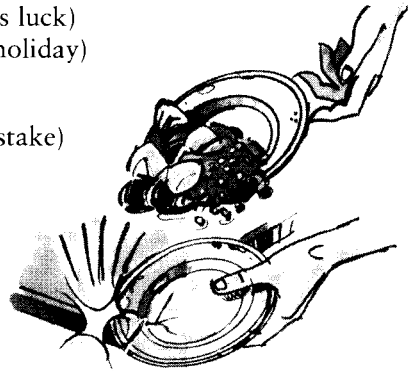
The children are **on holiday**. (= they are having a holiday)

He broke the plate **by accident**.

(= he did not want to do it – it was an error/mistake)

He broke the plate **on purpose**.

(= he wanted to do it and intended to do it)



There are two million **out of work**. (= without a job)

There were **at least** fifty people at the party. (= a minimum of 50)

C In time or on time?

Sometimes two prepositions can be used with the same noun, but the meaning is different.

Lessons begin at 8.30 and I always arrive **on time**. (= at 8.30)

Lessons begin at 8.30 and I always get there **in time**. (= before 8.30; I'm not late)

In the end we went home. (= finally, after a long period)

At the end of the book they get married.

The two men are **in business**. (= they are businessmen)

The two men are in Germany **on business**. (= they are there for work and not for a holiday)

I'll see you **in a moment**. (= very soon)

I can't speak to you **at the moment**. (= right now)

Exercises

15.1 Complete these sentences with the correct preposition. Cover the opposite page first.

- | | |
|---------------------------------|-------------------------------------|
| 1 I saw it TV. | 11 I went the afternoon. |
| 2 They came car. | 12 He came foot. |
| 3 They are all strike. | 13 The clothes are made hand. |
| 4 He is here business. | 14 She broke it accident. |
| 5 I did it my own. | 15 He did it purpose. |
| 6 It was written Goethe. | 16 I'll see you a moment. |
| 7 We went a walk. | 17 I'm very busy the moment. |
| 8 I read it a magazine. | 18 It's very quiet night. |
| 9 He's holiday this week. | 19 We met chance. |
| 10 She took it mistake. | 20 She's least 25 years old. |

15.2 Replace the underlined words with a suitable prepositional phrase. Look at the example first.

Example: The meeting was planned for 11 a.m. and we got here at 11 a.m. *on time*

- 1 I wrote the reports without any help from anyone else.
- 2 Did you get to the cinema before the film started?
- 3 Thousands of people are without jobs in my town.
- 4 She's making a phone call.
- 5 I saw the advertisement when I was watching TV last night.
- 6 He opened her letter because he thought it was addressed to him.
- 7 It was a very long journey but finally we got there.
- 8 He gets killed in the last scene of the film.
- 9 I'm afraid I'm very busy right now.
- 10 I saw her yesterday but I didn't plan to see her.

15.3 Respond to these questions with a negative answer and a suitable prepositional phrase. Look at the example first.

Example: Was it the man wearing the blue shirt?
No, the man in the white shirt.

- 1 Did she hit him on purpose?
.....
- 2 Did they go by car?
.....
- 3 Are they here on holiday?
.....
- 4 Did you read about the accident in the newspaper?
.....
- 5 Did the others help him?
.....
- 6 Do you want to sit down and have a rest?
.....

15.4 Look at the prepositional phrases on the opposite page again, and make a list of the ones which are not exact translations from your own language. Put the list in your pocket and carry it around with you. Test yourself as often as possible by thinking of a translation and/or explanation and/or example sentence for each one.

16 Phrasal verbs: form and meaning

A Formation

A phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition.

The price of petrol may **go up** (= increase) again next week.

He **fell over** (= fell to the ground) when he was running for the bus.

She's promised to **find out** (= learn/discover) the name of that new hotel.

Who is going to **look after** (= take care of) the children when she goes into hospital?

If you don't understand the meaning, you can **look it up** (= find the meaning in a book – in this case a dictionary).

He doesn't **get on with** (= have a good relationship with) his parents. (verb + adv + prep)

B Meaning

Sometimes the meaning of a phrasal verb is very similar to the base verb, and the adverb just emphasises the meaning of the base verb, e.g. **stand up**, **wake up**, **save up**, **hurry up**, **sit down**, **lie down** and **send off** (e.g. a letter). On other occasions, the adverb adds the idea of completing the action of the verb, e.g. **drink up** (= finish your drink), **eat up** (= finish eating), **finish off**.

But more often, the meaning of a phrasal verb is very different from the base verb, e.g. **go up** doesn't mean the same as **go**; **look after** is different from **look**; and **look after** is also quite different from **look up**. An adverb or preposition can therefore change the meaning of a verb a great deal.

Here are some more examples of this type of phrasal verb.

It took her a long time to **get over** (= get better / recover from) her illness.

He told me to **carry on** (= continue) as far as the traffic lights.

I persuaded my wife to **give up** (= stop) smoking.

I can't make any sandwiches because we've **run out** of bread. (= the bread is finished / all used, so we have no bread)

In the end my next-door neighbour had to come and **put out** (= extinguish/stop) the fire.

C Multiple meaning

Many phrasal verbs have more than one meaning, so you must be careful when you see a phrasal verb you think you know, or look up the meaning in a dictionary. In the examples marked *, the phrasal verb is much more natural than the explanation in brackets.

It was hot so I decided to ***take off** (= remove) my jacket.

I am always nervous when the plane ***takes off** (= leaves the ground).

I don't think I'll **get through** (= finish) this report before five o'clock.

I think she'll **get through** (= pass) the exam.

I ***picked up** the rubbish (= took it from the ground or a low place) and put it in the bin.

I had to go to the shop to **pick up** (= collect) my photos.

My alarm clock didn't **go off** (= ring) this morning.

The bomb could **go off** (= explode) at any minute.

The fish will ***go off** (= go bad) if you don't put it in the fridge.



Exercises

16.1 Fill the gaps to complete the phrasal verb in each sentence.

- 1 We went round the school and **up** all the rubbish.
- 2 I don't think they ever **out** how the man escaped.
- 3 This milk smells horrible; I think it has **off**.
- 4 Do you think they'll **through** the exam next week?
- 5 They had a bad relationship at first, but she **on** very well with him now.
- 6 The price has **up** three times this year.
- 7 I agreed to **after** my sister's cat when she goes to France.
- 8 We can **on** until the teacher tells us to stop.
- 9 Why didn't your alarm clock **off** this morning?
- 10 I'm afraid this photocopier has **out of** paper, but you can use the other one in my office.

16.2 Complete these sentences in a logical way.

- 1 It will take her a long time to get over
- 2 I'm afraid we've run out of
- 3 He had to look it up
- 4 I don't really get on with
- 5 She came in and took off
- 6 I had to put out
- 7 Who is going to look after
- 8 I went to the garage to pick up
- 9 The plane took off
- 10 My rent is going up

16.3 Look at the dictionary entry for *pick up*, and match the meanings with the sentences below.

pick up *v adv* **1** [T] (**pick** sbdy./sthg. ↔ **up**) to take hold of and lift up: *Pick up the box by the handles.* -see picture on page 669 **2** [T] (**pick** sthg. ↔ **up**) to gather together; collect: *Please pick up all your toys when you've finished playing.* **3** [I] to improve: *Trade is picking up again.* **4** [T] (**pick** sthg. ↔ **up**) to gain; get: *Where did you pick up that book/your excellent English?* **5** [I;T] (**pick** sthg. ↔ **up**) to (cause to) start again: *to pick up (the conversation) where we left off* **6** [T] (**pick** sbdy./sthg. ↔ **up**) to collect; arrange to go and get: *Pick me up at the hotel. I'm going to pick up my coat from the cleaner's.* **7** [T] (**pick** sbdy./sthg. ↔ **up**) to collect in a vehicle **8** [T] (**pick** sbdy. ↔ **up**)

- 1 I said I would pick her up at the airport.
- 2 I picked up most of the rubbish that was on the floor.
- 3 Where did he pick up that strange accent?
- 4 Business was bad at the beginning of the year but it's picking up now.
- 5 I hurt my back when I tried to pick up that chair.

16.4 Write two sentences for each of these phrasal verbs to show their different meanings.

pick up take off go off get through

17 Phrasal verbs: grammar and style

Look at Unit 16 on the form and meaning of phrasal verbs before you do this unit.

A Grammar: intransitive verbs

Some phrasal verbs are intransitive and do not need a direct object.

The children are **growing up**. (= getting older and more mature)

The doctor told me to **lie down** on the bed.

Don't wait out there. Please **come in**. (= enter)

I'm going to **stay in** (= stay at home) this evening.

With these verbs, you cannot put another word between the verb and adverb.

B Grammar: transitive verbs

But many phrasal verbs are transitive and do need a direct object. With some of these, you can put the object between the verb and adverb:

Put **on** your shoes ✓ Turn **on** the TV ✓

Put your shoes **on** ✓ Turn the TV **on** ✓

If the object is a pronoun, it must go between verb and adverb.

Put **them on** ✓ [NOT Put ~~on them~~] Turn **it on** ✓ [NOT Turn ~~on it~~]

Note: A dictionary will show you if you can put a word between the verb and adverb:

turn (obj) (SWITCH) /tɜːn/ \$tɜːrn/ v [always + adv/prep] to use a control to switch (a piece of equipment) on or off or to increase or reduce what it is producing • *Turn off/out the light.* [M] • *Who turned the telly on?* [M] • *I asked him to turn down the heating.* [M] • *Turn the sound up - I can't hear what they're saying.* [M] • *This programme's boring - shall I turn over* (= change the station) *to BBC?* [I] • *This sort of heater turns off* (= can be switched off) *at the mains.* [I] •

C Style: formal or informal

Some phrasal verbs can be used equally in written or spoken English. Sometimes this is because there is no other easy way to express the meaning of the phrasal verb.

I always **wake up** early, even at weekends.

The car **broke down** (= went wrong; stopped working) on the motorway.

The plane couldn't **take off** because of bad weather.

Thieves **broke into** (= entered by force and illegally) the house and took money, credit cards and all my jewellery.

D Informal phrasal verbs

But most phrasal verbs are informal and are more common in spoken English. In written English there is often a more formal word with the same meaning.

We had to **make up** a story. (= invent/create from our imagination)

I can usually **get by** on about £200 a week. (= manage)

You can **leave out** question 7. (= omit, i.e. you don't need to do question 7)

They've got a problem and they asked me to **sort it out**. (= resolve (it) / find a solution / do something about it)

Exercises

These exercises also practise and test some of the phrasal verbs from Unit 16.

17.1 Complete these sentences in a logical way.

- 1 I'm not very good at making up
- 2 Could you lie down
- 3 She asked me to turn on
- 4 Two men tried to break into
- 5 We have asked an engineer to come and sort out
- 6 Are you going to stay in
- 7 Why did you leave out
- 8 I'm afraid we broke down
- 9 Can you get by
- 10 I grew up

17.2 Is it possible to separate the two parts of the phrasal verb in the sentences below? Look at the examples first, and use a dictionary to check your answers. (You can also check your answers in the answer key.)

Examples: I forgot to **get off** the bus. NO (get the bus off ✗)
Why did he **take off** his trousers? YES (take his trousers off ✓)

- 1 She decided to **carry on** working.
- 2 He had to **put out** the fire.
- 3 Could you **turn on** the radio?
- 4 I had to **lie down** for a few minutes.
- 5 Could you go to the shop for me? We've just **run out of** coffee.
- 6 I think she **made up** that story.
- 7 I can't **get by** on the money my parents give me.
- 8 Children **grow up** very quickly these days.
- 9 I **turned off** the light when I went to bed.
- 10 Can we **leave out** this question?

17.3 Make these texts more informal by changing some of the verbs to phrasal verbs with the same meaning. (There are three in each text.)

- 1 The cost of living is increasing all the time and I find it quite difficult to manage on my salary. But I think I can probably continue for a few months.
- 2 She told us to enter, but then we had to remove our shoes and I had to extinguish my cigarette.
- 3 The teacher told the class to invent a story to go with the picture in their books, and then continue with exercise 4. She said they could all omit exercise 5.

17.4 There are many phrasal verbs in other units. Can you find:

- 1 three phrasal verbs in Unit 21 on page 46?
- 2 three phrasal verbs in Unit 47 on page 98?
- 3 three phrasal verbs in Unit 48 on page 100?
- 4 three phrasal verbs in Unit 56 on page 116?
- 5 three phrasal verbs in Unit 62 on page 128?
- 6 three phrasal verbs in Unit 75 on page 154?

8 Idioms and fixed expressions

A What is an idiom?

An idiom is a group of words with a meaning that is different from the individual words, and often difficult to understand from the individual words. Many of the phrasal verbs in Units 16 and 17 were idiomatic. Here are some more common idioms.

The teacher told us to **get a move on**. (= hurry; be quick)

My wife and I **take it in turns** to cook. (= I cook one day, she cooks the next, etc.)

I don't know the answer **off-hand**. (= without looking it up or asking someone)

It's not far. We can take a **short cut** (= a quick way) through the park.

I'm not very good at **small talk**. (= social talk; not about serious things)

I'm sorry I can't **make it** (= come) on Friday.

I asked her to **keep an eye on** (= watch / look after) my suitcase while I went to the toilet.

B Fixed expressions

There are also expressions in English where the meaning is easy to understand, but the same idea in your language may need a completely different expression. In other words, if you just translate from your language, you may say something in English which is completely wrong. For this reason, you need to learn some expressions as idioms. For example:

A: What was wrong with the hotel?

B: Well, **for a start** it was next to a motorway and very noisy. And **to make matters worse**, there were factories on the other side of the road, which stayed open 24 hours a day.

It's not a problem **in the short term** (= at the moment) but **in the long term** (= for the longer future) we will need to think about it and probably spend some money on it.

C Using idioms

Idioms are important but they can be difficult to use correctly.

- With many idioms, if you make just a small mistake, it can sound strange, funny, or badly wrong. For example: get a move; a small talk; put an eye on, off-hands, etc.
- Idioms often have special features: they may be informal or funny or ironic; they may only be used by certain people (e.g. young children, or teenagers, or elderly people); they may only appear in limited contexts; they have special grammar. For these reasons, you can often 'learn' the meaning of an idiom but then use it incorrectly. For example: After her husband died she was **down in the dumps**. (This idiom means 'sad and depressed' but is completely wrong here: the situation is too serious and the idiom is too informal.)

D Easy idioms to use

Some idiomatic expressions are used on their own, or with just one or two other words. These are often the easiest to use.

A: Are you coming?

B: Yes, **hang on**. (= wait)

A: **What's up?** (= what's the matter?)

B: Nothing.

A: Can I borrow your dictionary?

B: Sure, **go ahead**. (= help yourself; take it; do it)

A: I don't know which one to choose.

B: Well, **make up your mind**. (= make a decision)

A: I'm really sorry but I've forgotten to bring the book you lent me.

B: That's OK. **Never mind**. (= it's OK, don't worry; it's not important)

Exercises

18.1 It can be difficult to guess the meaning of an idiom, especially if you do not have the full context. Look at these examples (they are not presented on the opposite page).

- 1 I feel like a drink.
- 2 They've gone for good.
- 3 I'm tied-up all afternoon.
- 4 She was pulling my leg when she said that.
- 5 I can probably make do with a smaller flat.

Here is a fuller context for each of the above idioms. Can you guess the meaning now?

- 1 A: Are you hungry?
B: No, but I feel like a drink.
- 2 A: Do you think they'll ever come back to England?
B: No, they've gone for good.
- 3 A: Do you have a lot of clients to see?
B: Yes, I'm tied-up all afternoon.
- 4 A: Did she tell you there were no bathrooms in the hotel?
B: Yes. I think she was pulling my leg when she said that.
- 5 A: Do you really need a large flat?
B: Well, it's nice to have a big place, but I can probably make do with a smaller flat.

18.2 Replace the underlined words in each dialogue with a suitable idiomatic expression from the opposite page. (But try to answer the questions before looking at the opposite page.) Can you think of similar expressions in your own language?

- 1 A: Is Rebecca here?
B: Yes, wait a minute. I'll get her.
- 2 A: Does it take long to get there?
B: No, I know a quick way.
- 3 A: Could I borrow this for a minute?
B: Yes, take it.
- 4 A: Sorry I can't come on Thursday.
B: That's OK. Don't worry.
- 5 A: What's the matter?
B: Nothing. Why?
- 6 A: Look after my things for a minute?
B: Yeah, sure.
- 7 A: Do we have to go now?
B: Yes, hurry up, otherwise we'll be late.
- 8 A: You'll have to decide soon.
B: Yes I know, but it's very difficult.

18.3 Complete the expressions in these sentences.

- 1 It wasn't a very successful holiday. For a the beach was a long way from our hotel; then to make worse, the car broke down on the third day and we had to walk to the beach the rest of the time.
- 2 We take it in to look after the dog.
- 3 She asked me about the times of the trains but I couldn't tell her off-.....
- 4 I don't enjoy parties where you just stand around and make talk with lots of people you don't know.
- 5 We can probably make with a three-roomed flat for the moment, but in the long we will have to think about moving into a bigger place.

18.4 Can you find at least three idiomatic expressions in this text. What do they mean?

I went to stay with my cousin last week. We are the same age but have very little in common: he loves sport and I hate it; I'm mad about music and he's not interested in it. As you can imagine, we didn't have a very good time together, and by about Thursday we were really getting on each other's nerves, so I decided to come home.

19 Make, do, have, take

There are many common expressions with these verbs, and often they are different in other languages, so you need to learn them.

A Things we make

a mistake (= an error)
a meal (= prepare and cook something to eat)
money (= become rich)
friends
a decision

a noise
progress (U) (= improvement)

He **made** a few **mistakes** in the exam.
I had to **make** my own **dinner** last night.

He **made** a lot of **money** when he worked in America.
It's not always easy to **make friends** in a foreign country.
We can have the red ones or the green ones, but we must **make a decision** (choose the red or green) before 6 p.m.
I can't work when the children **make** a lot of **noise**.
Her English is good now; she has **made** a lot of **progress**.

B Things we do

homework (U)
the housework (U) (= cleaning)
subjects (= study subjects)
a course
the shopping (= buy food)
research (U) (= detailed study in one subject)
(someone) a favour (= do something to help someone)
something/anything/nothing

I forgot to **do** my English **homework** last night.
My mother **does** all the **housework** in our house.
Did you **do** **English** at school?
I **did** a one-week **course** in word processing.
I always **do** the **shopping** at the weekend.
He's **doing** **research** in physics at Rome University.

I don't have any coffee. Could you **do me** a favour and lend me some?
I didn't **do** **anything** last night. That boy has **done** **nothing** all day

C Things we have

a rest (= relax / do nothing)
food (= eat food) and drink
a drink (= drink something)
a bath/shower
a party
a baby (= be pregnant or give birth)
a (nice/great/terrible) time

They **had** a long **rest** after the game.
I **had** **steak** but Paul just **had** a **cup of tea**.
Let's **have** a **drink** before dinner.
I always **have** a **bath** when I get up.
I'm **having** a **party** for my birthday.
Mary is **having** a **baby** next month.
We **had** a very **nice time** in Switzerland last year.

D Things we take

an exam (also 'do an exam')
a photo
a decision (also 'make')
a shower (also 'have')
a bus/train/plane/taxi

I'm going to **take** four **exams** next month.
She **took** lots of **photos** on holiday.
I'm not very good at **taking** **decisions**.
I'm just going to **take** a **shower** before lunch.
We were late, so we **took** a **taxi** to the airport.

Note: Notice the use of **be + adjective** [NOT ~~have + noun~~] in these expressions:

She was **lucky** I'm **hungry** (= I want to eat) I'm **thirsty** (= I want a drink)

Exercises

19.1 Cross out the incorrect verbs in these sentences. Both verbs may be correct.

- 1 I couldn't do/make the homework last night.
- 2 She's going to make/have a party for her birthday.
- 3 Did he do/make many mistakes?
- 4 I often make/do the housework.
- 5 Did you make/take many photos?
- 6 When do you take/do your next exam?
- 7 I want to do/make a course in English.
- 8 We must take/make a decision soon.
- 9 He is doing/making research in chemistry.
- 10 They did/made a lot of noise during the party.

19.2 Replace the underlined word(s) with a suitable word or expression from the opposite page.

Example: I want to eat something. I'm hungry

- | | |
|---|---|
| 1 Let's <u>drink something</u> . | 6 I usually <u>buy my food</u> on Saturday morning. |
| 2 I'm going to <u>prepare lunch</u> tomorrow. | 7 They both want to <u>become rich</u> . |
| 3 I'll <u>clean the house</u> at the weekend. | 8 When are they going to <u>decide</u> ? |
| 4 I <u>ate a pizza</u> in the restaurant. | 9 I think she <u>enjoyed herself</u> last night. |
| 5 I <u>want a drink</u> . | 10 She is definitely <u>improving</u> . How many driving lessons has she had now? |

19.3 Look at the four split pictures. Describe what happened using at least two expressions from the opposite page in each one. Look at the example first.



Last Friday evening I had a party but the next-door neighbour complained and said we were making too much noise.



19.4 Test yourself. Without looking at the opposite page, write down six things you can:

Examples:

make ... a mistake... do ... the housework... have ... a rest...

20 Give, keep, break, catch, see

These common verbs have many different meanings (some of them in other parts of this book). This unit looks at some important meanings of these verbs, and in some cases they combine with specific nouns, e.g. give someone a ring, break the law, etc. You can learn these as expressions.

A Give

I'll **give** you a **ring** this evening. (= phone you this evening)

Could you **give** me a **hand**? (= help me)

Please **give** my **regards** to Paul. (= please say 'hello' to him from me) *or*

If you see Paul, please **give** him **my regards**.

B Keep

The coat will **keep** you **dry**; the gloves will **keep** your hands **warm**. (= the coat/gloves will help you to stay dry/warm) [keep + noun/pronoun + adjective]

I **keep** **losing** my glasses; I **keep** **getting** backache. (= I lose my glasses / get backache again and again) [keep + -ing]

Please **keep** **in touch**. (= don't forget to stay in contact, e.g. phone or write to me sometimes)

The school **keeps** a **record** (= clear written information) of the number of times that students are absent.

C Break

He **broke** the world **record** again. (= created a new record, e.g. He ran the 100 metres in 9.85 seconds, which is 0.1 seconds faster than anyone else.)

Most people **break** the **law** at some point in their life. (= do something wrong / against the law)

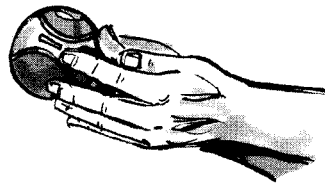
In my first lesson with a new class, I usually do something to **break** the **ice**. (= to make people feel more relaxed when they first meet strangers)

D Catch

We can **catch** a **bus** down the road. (= take a bus/travel by bus)

How did you **catch** that **cold**? (= get that cold/virus)

Catch the **ball** and throw it to James.



E See

A: This part of the picture doesn't look right compared with the other part.

B: Yes, I **see** **what you mean**. (= I understand what you are saying)

A: Do you think we need to hire a car?

B: I don't know. I'll **see** (= I'll ask and find out) what the others say.

I **don't/can't see** the **point of** practising six hours a day. (= I don't understand the reason for practising six hours a day; I think it's crazy)

Exercises

20.1 Match the nouns on the right with the verbs on the left to form common word partnerships. (There is one noun you need to use twice.)

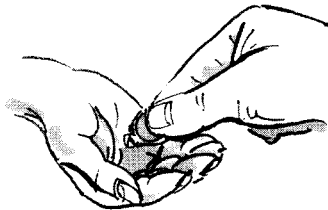
break (2)	keep (2)
catch (3)	give (2)

the ball	the law	a cold
me a hand	a bus	in touch
a record	my regards to ...	

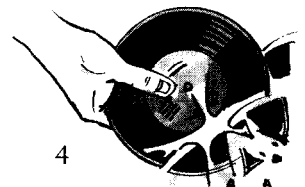
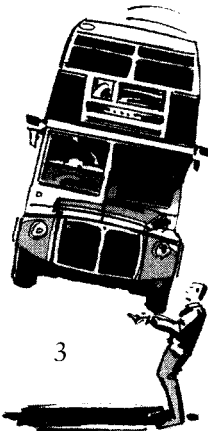
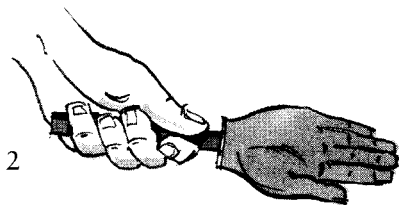
20.2 Fill the gaps with the correct verb in these sentences.

- I don't the point of spending a lot of money on tickets when we can watch the concert on television.
- These boots should your feet warm and dry.
- Please my regards to your mother when you go back home.
- Before we make a decision, let's what Patricia says.
- If it's too far to walk, we can a bus.
- I don't know what the problem is, but I getting headaches.
- When I meet people on holiday I always promise to in touch, but I never do.
- I didn't really enjoy the holiday because I a cold on the second day and spent most of the week sneezing and blowing my nose.
- When you organise a conference or a course, I think you need something to the ice, otherwise people are a bit nervous of each other.
- I don't the point of spending a lot of money on children's clothes because they only last for a few months and then they're too small.

20.3 What expressions are represented by these pictures? Can you complete the sentences below? Look at the example first.



Example: I'll ... *give you a ring*




- How did you? 3 I decided to
- He agreed to 4 He finally

20.4 Look through the key expressions in bold on the opposite page again. Can you translate these expressions into your own language? If so, do you use the same verb in your own language? Concentrate on the ones that are different.

21 Get: uses and expressions

A Meanings

Get is an informal word, so it is more common in spoken English than written English. It has many meanings. Here are some of the basic ones.

receive	I got a letter this morning. You get a certificate at the end of the course.
obtain (sometimes = buy)	She's trying to get a new job. Where did you get those shoes?
become (= a change in state)	It gets dark very early at this time of year. My hands are getting cold.
arrive	When did you get here? I'll phone when I get home.
fetch 	Could you get the books from the cupboard? She went to get the children from school.

B 'Get' + past participle

We sometimes use the more informal 'get' + past participle:

get married (= marry)	She got married in France.
get divorced (= divorce)	They got divorced last year. (= the marriage has ended officially)
get dressed (= dress)	I got dressed quickly and went out.
get undressed (= undress)	He got undressed and got into bed.
get changed (= change clothes)	When I got home I went to my room and got changed.
get lost (= lose one's way)	I got lost on my way to the station.

C Common collocations

Get is so common with certain words (often describing a change of state) that it is a good idea to learn them as expressions.

It's getting hot/cold	I'm getting hot/cold
dark/light	tired
late	better/worse
better/worse	hungry
busy	ready (= preparing)

Note: The expression **getting better** at something can describe an improvement in your ability to do something, e.g. I'm getting better at English/swimming; it also describes an improvement in your health, e.g. She was very ill but she's **getting better** now. (\neq **getting worse**)

D Phrasal verbs and special expressions with 'get'

I **get on** very well with my sister. (= I have a very good relationship with my sister)

How are you **getting on**? (a) (= a general question: how is life?)

(b) (= what progress are you making, e.g. with your English?)

It's difficult to **get to know** people in a foreign country. (= meet people and make friends)

I want to **get rid of** all my old records. (= sell them or throw them away or give them away)

My alarm wakes me up at 7 a.m., but I don't usually **get up** (= get out of bed) until 7.15.

Exercises

21.1 Write a synonym for *get* in each of these sentences.

- 1 Where can I get something to eat round here?
- 2 I'm just going to get some paper from the office. I'll be back in a minute.
- 3 What time did they get here last night?
- 4 He got very angry when I told him what you did with his CDs.
- 5 I couldn't get a room; all the hotels were full.
- 6 We normally get five weeks' holiday.
- 7 This book is getting quite interesting.
- 8 I must get some stamps before I go home.
- 9 He sent the letter last week but I didn't get it until yesterday.
- 10 Do they often get here early?

21.2 Write appropriate sentences using *I'm getting + adjective* or *it's getting + adjective*.

- 1 A:
B: Yes it is. I'll turn on the heating.
- 2 A:
B: OK, let's have something to eat, then.
- 3 A:
B: Yes me too. I'll open the window.
- 4 A:
B: Yes it is. I think I'll go to bed.
- 5 A:
B: Yes. I'll put the lights on.
- 6 A:
B: No you're not. You're getting much better. You understand a lot now.

21.3 Rewrite each of these sentences using an expression with *get*. The meaning must stay the same.

- 1 They're preparing to go out.
They're
- 2 I had to put on my clothes very quickly.
I had to
- 3 How do you meet people and make friends in this country?
How do you
- 4 I have a good relationship with my boss.
I
- 5 We're going to throw away most of these chairs.
We're going to
- 6 Someone told me you're doing a new course. How's it going?
Someone told me you're doing a new course.?

21.4 Write down examples of 'get' that you see or hear, then try to group your sentences according to the different meanings. This will help you to get (= obtain) an idea of the ways in which this important word is used in English.

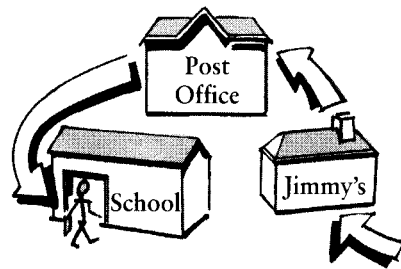
22 Go: uses and expressions

A Come vs. go

Go usually expresses a movement away from the position the speaker is in now; **come** expresses a movement towards the speaker.

Imagine you are at school. The time is 9.30 a.m.

I had to **go** to Jimmy's to pick up some books; then I **went** to the post office before I **came** to school.



Sometimes the speaker is in one place but imagines that they are already in another place. When Thomas meets Marta in Spain, he invites her to Switzerland. He says:

'Would you like to **come** and visit me in Bern?' (He imagines he is there and so her movement is towards him.)

We can also imagine that the listener is in a different place. Talking to Marta, Thomas says: 'I'll **come** to your flat at 7.30 p.m.' (She will be at home, so his movement is towards her.)

Note: It is a similar difference between **bring** and **take**:

I think I'll **take** my bike to the match and Peter can **bring** it back here tomorrow.

B Different meanings of 'go'

- When you leave a place in order to do an activity, you often express it either with **go + -ing noun** or **go (out) + for a + noun**. Here are some common examples:

We could go shopping.

riding (on horses).

They went sightseeing.

swimming (also 'for a swim').

She wants to go (out) for a walk.

(out) for a drink.

Let's go (out) for a drive.

(out) for a meal.

- Go is followed by certain adjectives to describe a change in state (usually to a worse state) with the meaning 'become' (**get** is also used with some adjectives).

My brother's hair is **going grey**, and my father is **going bald**. (= losing all his hair)

The company **went bankrupt** last year. (= lost all its money and had to stop operating)

My grandmother is **going deaf**. (deaf = cannot hear)

He'll **go mad** (= get very angry *infml*) if you wear his jacket.

- It is often used to describe the speed something is travelling (also **do**):

We were **going** about 80 kph when the accident happened.

- When you want to say/ask if a road or form of transport takes you somewhere:

Does this bus **go** to (= take me to) the National Gallery?

I don't think this road **goes** to (= leads to) the station.

C Expressions

I've never tried bungee jumping but I'd love to **have a go**. (= try it)

How's it going? (= How are you? *infml*) And you can use the same question if you want to know if something is easy, difficult, enjoyable, etc. For example, if you are doing an exercise in class, your teacher may ask: **How's it going?** (also **How are you getting on?**)

It's my **go** (also it's my **turn**). This expression is used in games such as chess or monopoly where you move from one player to another, then back.

Exercises

22.1 Complete the dialogue with suitable forms of these verbs: *come, go, bring, take*. (There are two verbs that can be used in one of the answers.)

A: What time are you (1)..... to Jim's party this evening?

B: I'm not sure because Christopher is (2)..... here first, and then we'll (3)..... together.

A: Right. Do you know what's happening about the music?

B: Yeah. I'm going to (4)..... some CDs, and Sue is (5)..... her guitar. I'll probably leave quite early though, so do you think you could (6)..... my CDs back here tomorrow?

A: Yeah sure. What time.

B: Well, I want to (7)..... to the shops in the morning. Could you (8)..... before ten?

A: No problem.

22.2 Replace the underlined words and expressions. The meaning must stay the same.

1 It's hard to say exactly but I think the lorry was going about 60 kph.

2 Some people aren't interested in scuba diving but I've always wanted to have a go.

3 Come on John, it's your go.

4 Hi Sue. How's it going?

5 Excuse me. Does this road go to the bus station?

6 A: How's it going?

B: Not bad. We've nearly finished the first exercise.

22.3 Complete these sentences with an *-ing noun* (e.g. riding), or *for a + noun* (e.g. for a walk).

1 I went this morning and bought some books and clothes.

2 We didn't have much food in the house so we decided to go out

3 Why don't we go in that nice new bar near the square?

4 I wanted to go because I had never been to Venice before, but the others wanted to hire a car and go in the countryside.

5 The pool was at the end of the road, so we decided to go

6 There are some stables near where we live with about a dozen horses, and we go most weekends.

22.4 Complete these sentences with a suitable word. Use a dictionary to help you.

1 You can wear a hearing aid if you go

2 If business doesn't improve they could go

3 You can dye (= change the colour of) your hair if you start going

4 And you can wear a wig if you go

5 If she sees the dog destroying her flowers, she'll go

22.5 Look back at the different meanings of *go* (as verb and noun) on the opposite page. Translate these meanings into your own language. How many meanings use the word *for go* in your language? How many are expressed with a different word or in a different way? Compare with someone who speaks the same language if possible.

22.6 Now look up *go* in a good English dictionary. You will find many meanings (including phrasal verbs and idioms), but just concentrate on two or three that you think may be useful to you. Try to learn them. Write down the meanings with example sentences in your notebook. Write a translation as well if you want.

23 Apologies, excuses, and thanks

A Apologies (= saying sorry)

We can apologise (= say sorry) in different ways in different situations:

(I'm) sorry. I beg your pardon (*fm*).

I'm very/terribly/so/awfully sorry.

I'm very/really sorry I'm late.

Sorry to keep you waiting. I won't be long. (= I will talk to you soon)

Situation

A general apology, e.g. you close the door in someone's face, interrupt someone, etc.

A stronger apology, e.g. you step on someone's foot or take their coat by mistake.

When you are late for an appointment.

Someone is waiting to see you and you are busy, e.g. with someone else.

Note: In formal situations (especially in writing), we often use **apologise** and **apology**:
I must apologise for (being late). I would like to **apologise for** (the delay). Unfortunately, ...
Please accept our **apologies** for the mistakes in your order. We tried to ...

B Excuses and promises

If the situation is quite important we usually add an explanation or **excuse** after the apology. An **excuse** is the reason for the apology, which may or may not be true. (If it is not true, it should still be a reason that people will believe.) Here are some common excuses:

I'm sorry I'm late but I was **delayed/held up** at the airport.

I'm sorry I'm late, but my train was **cancelled**. (= the train was timetabled but did not run)

Note: To **be/get delayed** or **be/get held up** (*infml*) both mean to be late because of a problem that is out of your control.

If you are responsible for a problem, you can offer or promise to do something about it.

I'm sorry about the mess in here. I'll **clear it up**. (= I'll tidy it up)

I'm sorry about the confusion, but I'll **sort it out**. (= I will solve the problems)

C Reassuring people

When people apologise to us, it is very common to say something to **reassure** them (= tell them that 'everything is OK'), and that we are not angry. These are all common expressions. Note that we often use two of them to emphasise the fact that 'it's OK'.

A: I'm sorry I'm late. B: **That's OK. Don't worry.** or **Never mind. It doesn't matter.** or **That's OK. No problem.**

D Thanks

These are the most common ways of thanking people in everyday situations:

A: Here's your pen. B: Oh, **thank you / thanks** (very much).

A: I'll answer that. B: Oh, **thanks a lot** (*infml*).

A: I'll post those letters for you. B: Oh, thank you. **That's very kind of you.**

If you go to someone's house for dinner, or stay with people in an English-speaking country, you will need to **thank** them for their **hospitality** (= when people are kind and friendly towards their guests). You could say something like this:

Thank you very much for inviting me. It's been a lovely evening.

Thank you very much for everything. You've been very kind.

Exercises

23.1 The opposite page includes a number of expressions, or groups of words that often appear together. How many can you remember? Complete these dialogues in a suitable way.

- 1 A: I'm sorry.
B: That's OK.
- 2 A: I'm sorry late. I'm afraid I got up.
B: That's OK. No
- 3 A: Sorry to you waiting.
B: That's OK. Never
- 4 A: I'll carry your bags for you.
B: Oh, thank you. That's very of you.
- 5 A: I must for missing the meeting.
B: That's OK. It doesn't
- 6 A: I'm busy right now but I won't be
B: mind. I'll come back later.
- 7 A: I your pardon.
B: It's OK. Don't
- 8 A: I think the boss has got a real problem.
B: Yes, but don't worry, he'll it out.

23.2 What could you say in these situations? (If it is an apology, give an explanation/excuse if you think it is necessary.)

- 1 You get on a bus at the same time as another person and he/she almost falls over.
.....
- 2 You arrange to meet some friends in the centre of town but you are twenty minutes late.
.....
- 3 You are pushing your car into a side road and a stranger offers to help you.
.....
- 4 A friend borrows a pen from you and then loses it. When they apologise, you want to reassure them.
.....
- 5 Some English friends invite you to dinner. How could you thank them as you leave their house at the end of the evening?
.....
- 6 A colleague at work tells you that a number of files are in a mess: papers are all in the wrong order and he doesn't know what to do. When he apologises to you for this mess, how can you reassure him, and what offer can you make?
.....
- 7 You are unable to go to a meeting you arranged with a client at their office, and now you must write to them to explain.
.....
- 8 Your company promised to send some information about new products to a customer last week. You still haven't sent the information and must now write to explain.
.....

23.3 Do you apologise, reassure, explain and thank people in similar ways in your own language? Read the left-hand page again and think about any differences between English and your language.

24 Requests, invitations and suggestions

A Requests and replies

We use different expressions to introduce a request – it depends who we are talking to, and the ‘size’ of the request (‘big’ or ‘small’). These are some of the most common (the ‘small’ requests first), with suitable positive and negative replies.

A: **Could you** pass me the salt?

B: Yes, sure.

A: **Could I** (possibly) borrow your dictionary?

B: Yes, **of course**. *or* Yes, **help yourself** (= yes, take it) *or* **Go ahead**.

A: Do you think you could possibly lend me two or three pounds?

B: Yes sure *or* I’m afraid I can’t.

I’m afraid not.

I wish I could but, / I’m sorry but,

I haven’t any money
on me at all.

A: I was wondering if I could (possibly) leave work half an hour early today. *or* **Would you** mind if I left work ...

B: Yeah, no problem. *or* Well I’d rather you didn’t (actually), because ...

B Invitations and replies



A: **Would you like to** go out this evening?

B: Yeah great / lovely / I’d love to *or* I’m sorry I can’t.



A: We’re going to a restaurant and we were wondering if you’d like to come with us?

B: I’d love to, but I’m afraid I can’t.

Oh, I’m afraid I have to look after my younger sister.



C Suggestions and replies

Here are some common ways of asking for and making **suggestions** (= ideas for things to do/say/make, etc.) and suitable replies.

Asking for suggestions

What shall we do tonight? **Where shall we go** this evening?

Making suggestions

How about (or **what about**) **going** to the cinema? (*Note: How/What about + -ing*)

We **could** go to the leisure centre and watch the basketball.

Why don’t we try that new club in the main square?

Responding

Yeah, **great** / **fine** / **OK** / **that’s a good idea**.

Yeah, **if you like**. (= if you want to go, then I am happy to go)

Yes, I **don’t mind**. (= I have no preference)

I think I’d **rather** (= I would prefer to) go out for a meal.

Note: In this situation, learners often say ‘it’s the same for me’. We don’t use this expression in English; we say **I don’t mind**.

Exercises

24.1 Correct the mistakes in this dialogue.

- A: Do you like to go out this evening?
B: I'm afraid but I haven't got any money.
A: That's OK, I'll pay. How about go to see a film?
B: No, actually I think I'd rather to stay at home and do my homework.
A: Why you don't do your homework this afternoon?
B: I'm busy this afternoon.
A: OK. How about tomorrow evening, then?
B: Yeah good.
A: Great. What film shall we go to?
B: For me it's the same.

24.2 Complete these dialogues with a suitable word or phrase.

- 1 A: Could you open that window? It's very hot in here.
B: Yeah,
- 2 A: Clive and Sally are here at the moment and we were if you'd like to come over and join us for a meal this evening?
B: Yes, I'd
- 3 A: What we do this evening?
B: I don't know really. Any ideas?
A: Why go to the cinema? We haven't been for ages.
B: Yeah, that's a
- 4 A: OK. Where we go on Saturday?
B: going to the beach if the weather is good?
A: Yeah. Or we try that new sports centre just outside town.
B: Mmm. I think I'd go to the beach.
A: Yeah OK, if you
- 5 A: What you like to do this weekend?
B: I don't You decide.

24.3 Here are eight requests, invitations or suggestions. Respond to each one as fast as you can with a suitable reply. If possible, do this activity with someone else: one of you asks the questions, the other answers.

- 1 Could I borrow a pen for a minute?
- 2 Do you think you could post a letter for me?
- 3 I was wondering if you've got a suitcase you could lend me?
- 4 Would you like to go out this evening?
- 5 I've got some tickets for a concert of classical music and I was wondering if you'd like to go with me?
- 6 How about going to a football match at the weekend?
- 7 Why don't we meet this afternoon and practise our English for an hour?
- 8 We could invite some other people from our English class to meet us as well.

24.4 There will be many situations when you make requests, invitations and suggestions in your own language, and respond to the requests, invitations and suggestions of others. Try using English expressions in place of your first language. If your friends don't understand, you can teach them a bit of English.

25 Opinions, agreeing and disagreeing

A Asking someone for their opinion

What do you think of his new book?
How do you feel about working with the others?
What are your feelings (*pl*) about the change in the timetable?
What's your honest opinion of that painting?

B Giving your opinion

I think Charles had the best idea.
I don't think he knew very much about the subject.
Personally, I think his first book is terrible.
In my opinion we should sell the old car and buy a new one.
As far as I'm concerned the whole evening was a waste of time.

Note:

- If you want to say something isn't a good idea you make 'think' negative:
I don't think it's a good idea. [NOT I think it's not a good idea.]
- Personally and As far as I'm concerned are more common in spoken English.
- As far as I'm concerned can mean, 'this is my opinion and I don't care what others think'.

C Giving the opinion of others

According to one of the journalists on television (= in the opinion of this journalist), the Prime Minister knew nothing about it.
The newspaper says that the Prime Minister knew weeks ago. (Note: we still use the verb say when referring to a written opinion)

D Agreeing with someone

We often agree by continuing with the same opinion or adding to it.

A: I think we should concentrate on this one project.

B: Yes, it's better to do one thing well than two things badly.

But if we want to make it clear we agree, we can use these expressions:

Yes, I agree (with you). (Note: agree is a verb in English. [NOT I am agree])

Yes, I think you're right.

E Disagreeing with someone

It is very common in English to begin with a short expression of agreement, and then give a different opinion. Here are some expressions used to introduce the disagreement:

Yes, <u>perhaps/maybe/possibly</u>	|	but don't you think ...
<u>that's true,</u>	|	but I'm not sure that ...
<u>you could be right</u>	|	but don't forget ...

If you disagree strongly with someone you can say: I'm afraid I totally disagree (with you).

Note: When we want to disagree but not completely, we can use these phrases:

Yes, I partly agree (with you), but ...

I agree to some extent / a certain extent, but ...

Exercises

25.1 Complete these sentences in at least three different ways to ask people their opinion.

- 1 the proposed changes?
- 2 the new building?
- 3 the transport system?
- 4 the new divorce law?
- 5 the government's decision to make parents responsible?

25.2 Fill the gaps with the correct word. (One word only.)

- 1 A: What did you think it?
B: Well, I didn't like it.
- 2 to the radio, we won't know the result until tomorrow morning.
- 3 I agreed with him to a certain
- 4 As far as I'm, we need to buy a new photocopier immediately.
- 5 I'm afraid I disagree with you.

25.3 Rewrite these sentences without using the underlined words and phrases. The meaning must stay the same.

- 1 In my opinion you can't learn a language in three months.
.....
- 2 I think the club needs to buy new players.
.....
- 3 Yes, I think you're right.
.....
- 4 According to the newspaper, terrorists started the fire.
.....
- 5 I agree with her to some extent.
.....

25.4 Continue these short conversations. You can either agree with the point of view and add to the argument; or introduce a different point of view. If you introduce a different point of view, remember to start with a short expression of agreement first.

- 1 A: A lot of women are quite happy to stay at home and be housewives.
B:
- 2 A: The state shouldn't give money to people who don't want to work.
B:
- 3 A: People from developing countries need all the help we can give them.
B:
- 4 A: We should think about legalising cannabis.
B:
- 5 A: It can be very dangerous if people become too nationalistic.
B:

26 Specific situations and special occasions

You will know many of these expressions but may not be sure exactly how they are used.

A Greetings: 'hello'

- Hi/Hello.** How are you? This is the normal greeting when you meet someone you know. (also: **How's it going?** *informal*) The usual reply is: **Fine thanks.** **And you?** Or possibly, **Not bad.** **How about you?**
- Good morning, good afternoon, good evening** These expressions are used at different times of the day (most people say **Good morning** until lunchtime). British people do not usually say **Good day**, but Australians do.
- How do you do?** For formal situations when you meet someone for the first time. The reply can be the same (How do you do?) or **Pleased/nice to meet you.**

B Farewells: 'goodbye'

- Nice to meet you.** For formal situations, when you say goodbye to someone you have just met for the first time.
(**Nice to have met you.**)
- Bye. See you later.** If you plan to see someone you know later the same day.
- Bye. See you soon.** When you know you will see them again, but have no specific plans to meet them.
- Goodnight** When you say goodbye to someone late at night, or if you (or they) are going to bed.
- A: Have a nice weekend.** The statement and reply when you say goodbye to a colleague/
B: Yes. Same to you. friend at work, school or college on Friday afternoon.

C Happy occasions and celebrations

- Happy Birthday** To someone on his/her birthday. You can also say **Many Happy Returns**, and write either expression in a birthday card.
- Happy/Merry Christmas** To someone just before or on Christmas Day. You also write this in a card.
- Happy New Year** To someone at the beginning of the year.
- Congratulations** To someone who has just done something, e.g. passed an exam or got a job. In many situations we can also say **Well done.**

D Special conventions

- Excuse me** (a) To get someone's attention (b) When you want to get past, e.g. in a crowded place (c) To tell others you are going to leave the room.
- Sorry** (a) To say **sorry**, e.g. you stand on someone's foot. You could also say **I beg your pardon** in this situation. And (b) When you want someone to repeat what they said.
- Cheers** To express good wishes when you have a drink with other people. Informally it can also mean 'goodbye' (also **cheerio**) and 'thank you'.
- Good luck** To wish someone well before a difficult situation, e.g. a job interview, an exam, a driving test, etc.
- Bless you** To someone when they sneeze. They can reply by saying **Thank you.**

Note: In English there is no special expression when people start eating. If you want to say something, you can use the French expression **Bon appetit**, but it is not common.

Exercises

26.1 What message could you say on the phone or write in a card to these people?

- 1 A friend. Next week is 25 December.
- 2 A friend who is 21 tomorrow.
- 3 A friend on January 1st or soon after.
- 4 A very good friend who has just passed some important exams.
- 5 A friend who is going to take his driving test in three days' time.
- 6 A friend you know you are going to meet in the next few days/weeks.

26.2 Complete the conversations in a suitable way.

1 This is Charles Dobson.
.....

2 Thanks.

3

4

26.3 What could you say in these situations?

- 1 You are in a meeting. Someone enters the room and says you have an important telephone call. What do you say as you leave?
- 2 Someone says something to you but you didn't hear all of it. What do you say?
- 3 You met a new business client for the first time fifteen minutes ago, and now you are leaving. What do you say?
- 4 You are in a crowded bus. It is your stop and you want to get off. What do you say to other passengers as you move past them?
- 5 You are staying with some English friends. What do you say to them when you leave the room in the evening to go to bed?
- 6 You are in the street. A woman walks past you and at the same time something falls out of her bag. She has her back to you. What do you say?
- 7 A friend tells you they have just won a competition.
- 8 Another friend is going for a job interview this afternoon.

26.4 Here are some more special expressions. When do we use them and do you have equivalent expressions in your own language?

hard luck say 'cheese' watch out I've no idea

27 Uncountable nouns and plural nouns

A Uncountable nouns

Uncountable nouns (e.g. information):

- don't have a plural form (information~~s~~);
- are used with a singular verb (the information ^{is} ~~are~~);
- cannot be used with the indefinite article 'a/an'. (I want ~~an~~ ^{some} information)

These uncountable nouns are often countable in other languages. Look at them carefully.

He refused to give me more **information** about the hotel.

She gave me lots of **advice** about the best dictionary to buy.

We are going to sell all the **furniture**. (= tables, chairs, armchairs, desks, etc.)

My **knowledge** of German is very limited.

You need a lot of **equipment** for camping (e.g. tent, sleeping bag, things for cooking, etc.)

She is making good **progress** in her English. (= her English is improving / getting better)

We had fabulous **weather** in Italy.

The teacher gave us a lot of **homework** last night.

I never take much **luggage** (= bags and suitcases) when I go on holiday.

B In dictionaries

Countable nouns are usually shown with a (C) after them; uncountable nouns have (U) after them; and some nouns can be countable with one meaning and uncountable in another.

book (C) The books are on the table.

housework (U) I did a lot of housework this morning.

hair (U) My hair is getting very long and untidy. I need to get it cut.

hair (C) There is a hair on my dinner plate.

C Plural nouns

Plural nouns (e.g. trousers):

- only have a plural form and cannot be used with 'a/an' (~~a trouser~~ trousers)
- usually have a plural verb (the trousers ~~is~~ ...) **are**
- some plural nouns can be made singular using a pair of, e.g. a pair of trousers/sunglasses

Other words which are usually plural include:

I bought a pair of **jeans** yesterday.

These **shorts** are too long.

I bought a new pair of **pyjamas** when I went into hospital.

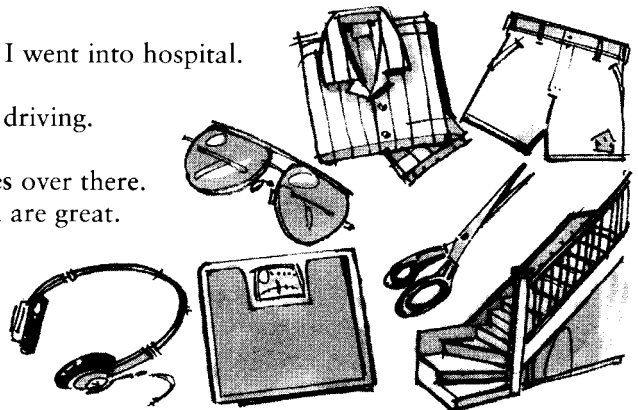
The **scissors** are on the table.

When it's sunny I wear **sunglasses** for driving.

These **stairs** are dangerous.

You can weigh yourself on those **scales** over there.

The **headphones** on my new walkman are great.



Exercises

27.1 Correct the mistakes in these sentences.

- 1 I need some informations.
- 2 We had a lovely weather.
- 3 The furnitures are very old.
- 4 I'm looking for a new jeans.
- 5 Your hairs are getting very long.
- 6 Do you have a scissors?
- 7 We had a lot of homeworks yesterday.
- 8 Do you think she's making a progress with her English?
- 9 These trousers is too small.
- 10 She gave me some good advices.

27.2 Are these nouns countable, uncountable, or countable with one meaning and uncountable with another? Use a dictionary to help you. If they can be countable and uncountable, write sentence examples to show the difference.

butter	cup	housework	insurance
spaghetti	coffee	grape	money
television	coin	work	travel

27.3 Complete these dialogues using a suitable plural noun or uncountable noun from the opposite page. Make sure the form of each word is correct. Look at the example first.

Example: A: It's too hot for jeans.

B: You need a pair of shorts.

- 1 A: I have to cut this paper into three pieces.
B: You need
- 2 A: I can't see because the sun is in my eyes.
B: You need
- 3 A: I don't know what to do when I leave school.
B: You need
- 4 A: My room looks so empty.
B: You need
- 5 A: I want to find out how much I weigh.
B: You need
- 6 A: I can't play my music loud because my mother always complains.
B: You need
- 7 A: I'm starting to feel cold in bed.
B: You need
- 8 A: My teacher said my English wasn't getting any better.
B: You need

27.4 Read this text from a radio broadcast. Can you find two more uncountable nouns and two more plural nouns? (These words are not included on the opposite page.)

Traffic has been bad throughout the day because of roadworks on the A40 at Uxbridge which are causing long delays for motorists heading into London. The authorities are advising drivers to avoid the area if at all possible, and we will, of course, keep you informed of the situation with the latest news every half hour, so don't go away.

28 Verbs + -ing form or infinitive

A Verb + -ing form

Some verbs are followed by an -ing form if the next word is a verb:

enjoy finish imagine
(don't) mind can't stand (= hate) feel like (= want/desire *informal*)

give up (= stop doing something for the last time)

avoid (If you avoid something, you keep away from it; if you avoid someone, you stay away from them. You do these things by intention.)

admit (If you admit something, you agree it is true, and usually it is something bad.)

deny (= the opposite of admit; in other words, you say something isn't true)

Look at these sentences to help you with the meaning of the more difficult verbs.

I stayed in last night but I feel like going out this evening.

At the police station, he admitted stealing the woman's money but denied hitting her.

Cigarettes are very expensive, so he's decided to give up smoking.

I've lived in New Zealand all my life; I can't imagine living anywhere else.

Some people can't stand working at the weekend but I don't mind. (= it's not a problem)

I always try to avoid driving through the city centre during the rush hour.

B Verb + infinitive

Some verbs are followed by an infinitive if the next word is a verb:

offer want seem decide hope forget
mean (= intend, plan) expect (= think or believe something will happen)

manage (= be able to do something, even when it is difficult)

refuse (= say 'no' when someone asks you for something)

promise (= say you will definitely do something, or that something will definitely happen)

Look at these sentences to help you with the meaning of some of the verbs.

We were very busy but we managed to finish before 6 p.m.

It was getting late and there were no buses so I offered to take them home in my car.

He hit one of the boys but he didn't mean to do it; I meant to go but I forgot.

I asked her to carry the suitcases but she refused to help.

I don't expect to see them before next week.

They promised to phone as soon as they arrive.

C Verb + infinitive without 'to'

There are two common verbs followed by an object + infinitive without 'to'. They are: make someone do something, and let someone do something.

My parents make me do my homework every night. (= they force me to do my homework)

My parents let me go out after I've done my homework. (= they allow/permit me to go out)

D Verb + -ing form or infinitive

Some verbs can be followed by an -ing form or infinitive, but the meaning is very similar, e.g. love, like, hate, and prefer. But with some verbs there is a difference in meaning:

I remembered to buy a present for my brother. (= I didn't forget to buy a present)

I remember buying her a present. (= it's in my memory; it happened and I remember)

Exercises

28.1 Cross out the incorrect answers.

- 1 We decided to work / working during our holiday.
- 2 She promised to help / helping us.
- 3 I don't feel like to go / going for a walk at the moment.
- 4 He forgot to take / taking the cake out of the oven.
- 5 Do you really hate to drive / driving when it's wet?
- 6 I can't imagine to eat / eating pasta every day of the week.
- 7 Most of the time she prefers to work / working on her own.
- 8 I don't remember to go / going to the zoo when we stayed in Madrid.
- 9 He hopes to finish / finishing his thesis by the end of the month.
- 10 I don't mind to help / helping you if I'm not busy.

28.2 Complete part c) of each number in a suitable way.

- 1 Most people want:
a) to be rich b) to get married c)
- 2 A lot of people can't stand:
a) getting wet b) getting up early c)
- 3 Most people enjoy:
a) going to parties b) lying on a beach c)
- 4 On hot days most people don't feel like:
a) working b) eating big meals c)
- 5 Most people expect
a) to be happy b) to find a job they will like c)
- 6 A lot of people don't mind:
a) washing-up b) ironing c)
- 7 Some parents make their teenage children:
a) wear certain clothes b) do housework c)
- 8 Other parents let their teenage children:
a) wear what they like b) stay out all night c)

Now think about each of the above statements. Are they true, and are they (or were they) true of you? If possible, compare and discuss your answers with someone else.

28.3 Read the story and answer the questions below.

When Julie was 17, her father said she could go on holiday with two school friends. He also said that he would lend her the money for a hotel, but she must pay for the air fare and her entertainment. Julie was delighted and said she would bring him back a wonderful present and pay him back in six months. But first they had to decide where to go. They looked at lots of brochures and finally agreed on a two-week holiday in the south of France. They had a great time, but unfortunately Julie spent all her money and forgot to buy a present for her father.

- 1 What did Julie's father let her do when she was 17? He let
- 2 And what did he offer to do? He offered
- 3 But what did he refuse to do? He refused
- 4 In return what did Julie promise? She promised
- 5 What did the three girls decide? They decided

29 Verb patterns

A Verb + object

<i>subject</i>	<i>verb</i>	<i>object</i>	
She	proposed (= suggested <i>fml</i>)	the plan	at the meeting.
The travel agent	confirmed (= said it was sure)	my reservation.	
They	discussed (= talked about)	the film	for hours.

B Verb + object + question word

<i>subject</i>	<i>verb</i>	<i>object</i>	<i>question word</i>	
I	told	them	where	to find it.
She	asked	us	why	we wanted it.
He	showed	everyone	what	to do.

Note: A common mistake is: 'He explained me what to do.' After explain + question word, there is no direct object. We say: 'He explained what to do / what I had to do.'

C Verb + object + infinitive

<i>subject</i>	<i>verb</i>	<i>object</i>	<i>infinitive</i>	
She	asked	everyone	to leave.	
They	told	us	to wait	outside.
The doctor	advised	him	to stay	in bed.
I	wanted	the others	to help	us.
He	persuaded	me	to go	to the party.
She	warned	them	to be	careful.

persuade = make somebody change their mind.

John wanted to get an IBM but I **persuaded** him to buy an Apple Macintosh.

warn = tell someone of a possible danger, and often tell them what they should(n't) do.

She **warned** the children not to swim near the rocks.

D Verb + (object) + (that) clause

<i>subject</i>	<i>verb</i>	<i>object</i>	<i>(that) clause</i>
He	said	–	(that) it was good.
She	suggested	–	(that) we go together.
He	insisted	–	(that) we work until 5 p.m.
They	told	him	(that) it was expensive.
She	warned	me	(that) it was dangerous.

insist = demand something strongly and not accept refusal.

She **insisted** that I stay with them (= she did not want me to stay in another place).

We can also use **-ing** after **suggest**, e.g. She suggested going there together.

E Verb + (object) + preposition

He **insisted on** paying for the hotel. (*Note:* use the **-ing** form of the verb after a preposition)

They **blamed** the driver **for** the accident. (= they said he was responsible / it was his **fault**)

He **complained** (to the manager) **about** the bad service. (= he said he was not satisfied)

The manager **apologised** (to the customer) **for** the bad service. (= the manager said sorry)

Exercises

29.1 Correct the mistakes in these sentences. (Most are the result of translating from the first language.)

- 1 She said me the film was terrible.
- 2 He told it's not possible.
- 3 Can you explain me what to do?
- 4 She suggested us to go to an Italian restaurant.
- 5 Can we discuss about my report?
- 6 I want that he leaves.
- 7 I need to confirm me the booking.
- 8 I apologised my mistake.
- 9 She advised me buy a dictionary.
- 10 She insisted to pay.

29.2 What is the missing verb in each of these sentences? (There may be more than one answer.)

- 1 I didn't understand how the photocopier worked but she kindly me.
- 2 She wasn't satisfied with her course, so she went to see the Principal to
- 3 It was a terrible thing to say to him, but she refused to
- 4 He knew it was dangerous but he didn't me.
- 5 I didn't want to go at first but she me.
- 6 She advised them to stay here but they on going.
- 7 I booked the room by phone but they asked me to it in writing.
- 8 I don't think it was my fault but they still me.
- 9 She didn't know the way but I how to get there.
- 10 They watched the film together and then they it in small groups.

29.3 Complete these sentences in a logical way.

- 1 Some of us were getting hungry so I suggested
- 2 They were making a lot of noise next door and I told
- 3 She went to that new Italian restaurant and said
- 4 We read the book for homework and discussed
- 5 The streets are quite dangerous at night so I insisted
- 6 It was only a few minutes to the beach , but I still couldn't persuade
- 7 She wasn't feeling very well and the teacher advised
- 8 The whole team played badly but most of the newspapers have blamed
- 9 The water there can make you ill and I warned
- 10 If you don't understand the instructions, someone will explain

29.4 When you learn new verbs, you may need to know the constructions that are used with them. So, look at the grammar information about a word in a good dictionary, and always look carefully at the example sentences, then write one or two of your own. Do it for these three examples. What patterns from the opposite page are used after these verbs?

- order recommend prevent

30 Adjectives

A 'Scale' and 'limit' adjectives

(absolutely) terrible awful dreadful	(very) bad	OK	(very) good	(absolutely) marvellous wonderful great terrific
--	------------	----	-------------	---

We can use **very** before 'scale' adjectives e.g. very good, very bad; we can use **absolutely** before 'limit' adjectives e.g. absolutely awful, absolutely great. (You cannot say 'very wonderful'; you cannot say 'absolutely good'.) Here are some more examples.

<i>Scale</i>	<i>Limit</i>	<i>Scale</i>	<i>Limit</i>
big	huge/enormous	hot	boiling
small	tiny	cold	freezing
tired	exhausted	crowded (= full of people)	packed
interesting	fascinating	frightened (= afraid of sth.)	terrified
surprised	astonished	hungry	starving (<i>informal</i>)

B Adjectives ending -ing and -ed

There is a large group of adjectives which can have an **-ing** or **-ed** ending. The **-ing** ending is used on adjectives which describe a person or thing or situation; the **-ed** ending is on adjectives which describe the effect this person, thing or situation has on us.

It was such a **boring** party; I was **bored**, and so was everyone else.

I didn't think the film was very **frightening**, but my younger brother was **frightened** by it.

I think the students are **depressed** largely because the weather is so **depressing**.

Other examples of common adjectives ending **-ing** and **-ed** include:

surprising/surprised	exciting/excited
exhausting/exhausted	terrifying/terrified
confusing/confused	tiring/tired
frightening/frightened	fascinating/fascinated
astonishing/astonished	embarrassing/embarrassed
interesting/interested	disappointing/disappointed

Look at these examples to help you with the meaning of some of these words.

John wasn't very good at maths, so I was very **surprised** when he passed the exam. And I was **astonished** when I discovered that he'd got 98%.

In London there are lots of streets with the same name and it's very **confusing** if you are a tourist. Another problem is that it's a huge place. We walked everywhere on our last trip and we were **exhausted** at the end of each day. But it's an **exciting** city, with so much to do.

It's been a terrible week for Greg. He was very **disappointed** last Saturday because he played badly in an important match. Then on Monday, his girlfriend left him for someone else, so he's very **depressed** at the moment.

One of our teachers can never remember our names. It seemed funny at first, but now it's getting a bit **embarrassing**.

Exercises

30.1 Write at least one limit adjective for these scale adjectives. Cover the opposite page before you begin.

big	.....	hot	.....
small	.....	cold	.....
tired	.....	bad	.....
surprised	.....	hungry	.....
interesting	.....	frightened	.....

30.2 Rewrite this postcard using limit adjectives where possible to give a more positive and/or more extreme effect.

Arrived on Sunday. The hotel is good — we've got a big room and the food is nice. It's been hot every day so far, so we've spent most of the time on the beach, along with everyone else — it's very crowded. But the sea is actually cold — that's because it's the Atlantic coast, I suppose.
 Tomorrow we're going to walk to a small seaside village about ten kilometres from here — I imagine I'll be really tired by the time we get back, but it does sound an interesting place and I'm looking forward to it.
 I'll write again in a couple of days and tell you about it.
 Until then, love, Benita

30.3 Complete these dialogues using the correct limit adjective in the correct form (-ing or -ed).

- 1 A: Was it very tiring?
 B: Yes we were absolutely
- 2 A: I was very interested in her talk.
 B: Yes it was absolutely
- 3 A: Maria said it was a frightening film.
 B: Yes it was absolutely
- 4 A: It was a surprising decision, wasn't it?
 B: Yes I was absolutely
- 5 A: Was it very cold?
 B: Oh yes, it was

30.4 Can you think of an adjective from the opposite page to describe how the people felt in each of these situations?

- 1 They walked about ten miles in the morning, then spent the afternoon helping some friends to cut down some trees.
- 2 From the description in the travel brochure, they expected a beautiful big villa by the sea. In actual fact it was quite small, not very nice, and miles from the beach.
- 3 They decided to wear jeans to the party but when they arrived everyone else was wearing formal evening dress.
- 4 One person told them the street was on the left, another told them to turn right, and a third person said they had to go back to the station.
- 5 When they got home there was a new car outside their house. They went inside and there was a new sofa in the lounge and a new dining table in the dining room.

3 | Prepositions: place

A At, On, In

Learn these rules.

at a point/place **x**

e.g. I met her at the bus stop. She lives at 43 Duke Road.

He's at work (i.e. not at home). They're at a party tonight.

on a surface **x**

e.g. The book is on the desk. We sat on the floor.

in an area or space **x**

e.g. Malawi is a country in Africa. She lives in Milan. He's in the kitchen. The key's in my pocket. Put it in the box.


B Opposites

Some prepositions form pairs of opposites.

up ↑

down ↓

into 

out of 

over/above

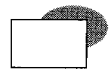


under/below

in front of



behind

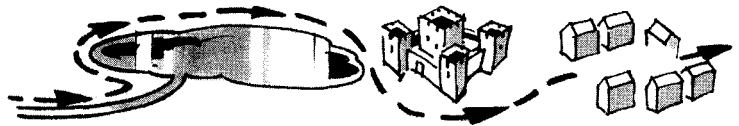


Note: Over/above are often synonymous, so are under/below, but over and under sometimes suggest movement.

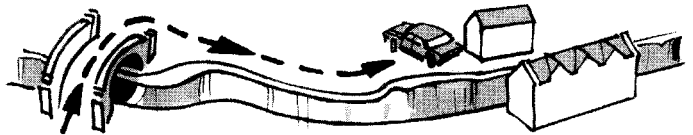
When we flew over Paris we couldn't see much because we were above the clouds. Below us was the river which ran under the bridge.

C Here are some more common prepositions of place

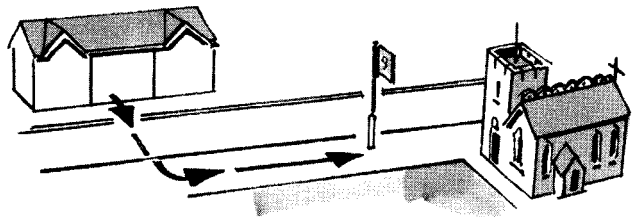
We drove along the river, round the lake, past the old castle, and through the village.



We came over the bridge, and parked next to the house, which was opposite the hotel.



Our house is between two shops and it is near a bus stop; you just go across the road and walk along the other side towards the church.



Exercises

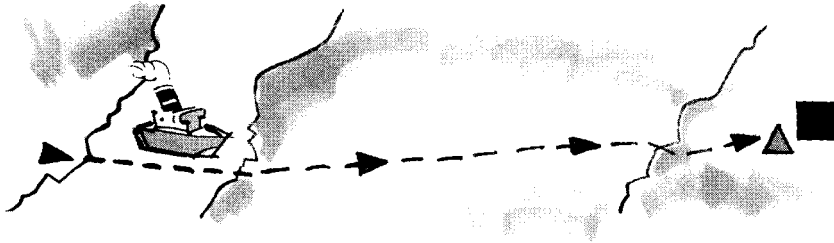
31.1 Fill the gaps with *at*, *on* or *in*.

- 1 I put the books the table.
- 2 The butter is the fridge.
- 3 We saw them the bus stop.
- 4 I met her a party.
- 5 She works Barcelona.
- 6 The dictionary is my desk.
- 7 I sat the bed and wrote the letter.
- 8 I left my books school.
- 9 There was still a lot of snow the ground when I arrived.
- 10 He lives a very nice area.

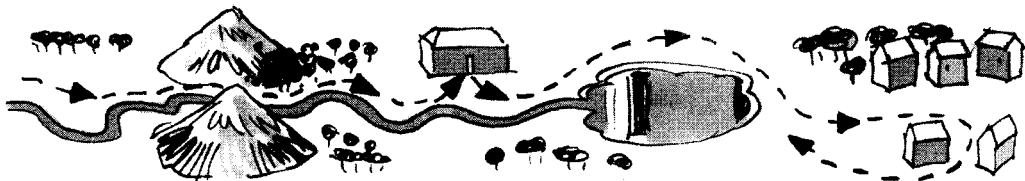
31.2 Answer the questions using the opposite preposition.

- 1 Was he standing in front of the picture?
No,
- 2 Is it up the hill to his house?
No,
- 3 Did you climb over the fence?
No,
- 4 Did you see her get into the car?
No,
- 5 Did you fly below the clouds?
No,
- 6 Does she live in the flat above you?
No,

31.3 Look at the map and complete the description of the route you took on the first day.



We took the boat (1)..... the channel, then we drove (2)..... France and (3)..... Switzerland, where we spent the first night (4)..... a small town quite (5)..... Lucerne. Now look at the diagram and complete the description of the second day.



The next morning we walked (6)..... a river which ran (7)..... two mountains. We had lunch (8)..... a small restaurant and then walked (9)..... the lake and (10)..... the small town of Stans, before going back.

Exercises

32.1 Organise these mixed up words into correct sentences.

- 1 brother often us Sunday visits on my
- 2 me ever phones she hardly
- 3 have leg my broken never I
- 4 visit saw I hardly his him during
- 5 get occasionally I early up
- 6 always she Monday on early is work for a

32.2 Replace the underlined adverb with a different adverb that has the same meaning.

- 1 She seldom goes to conferences now.
- 2 I can barely remember the first house we lived in.
- 3 There were almost fifty people there, you know.
- 4 I thought it was a bit disappointing, didn't you?
- 5 I'm afraid I'm extremely busy next week.

32.3 Respond to these sentences using 'rather' to show surprise. (You can also add 'actually' at the end of the sentence.)

- 1 A: Was it a boring evening?
B: No, it
- 2 A: Were the children very noisy?
B: No, they
- 3 A: I've heard it's a very dirty town. Is that true?
B: No, it
- 4 A: Was the weather awful?
B: No, it

32.4 Change the underlined adverbs to make the first two sentences slightly more positive, and the last three sentences slightly less negative.

- 1 I thought they were very good.
- 2 He's been getting quite good marks in his exams.
- 3 John said the flat was very small.
- 4 They said it was fairly boring.
- 5 The clothes were very expensive.

32.5 Put a frequency adverb into each of these sentences to make a true sentence about yourself. Make sure you put the adverb in the correct place. Compare your answers with someone else if possible.

- 1 I buy clothes I don't like.
- 2 I clean my shoes.
- 3 I remember my dreams.
- 4 I give money to people in the street if they ask me for money.
- 5 I speak to strangers on buses and trains.
- 6 I'm rude to people who are rude to me.

Now think about each of your answers to the above sentences. Do you think they are:

- a) very typical? b) fairly typical? c) slightly unusual? d) extremely unusual?

If you compared your answers with someone else, how would you describe their answers?

33 Time and sequence

A When and as soon as

I'll phone my uncle when I get home. / As soon as I get home I'll phone my uncle.
When you've finished you can go home. / You can go home as soon as you've finished.

Note: The meaning is the same, but **as soon as** suggests it is more *immediate*. Note also that both items can be followed by the present tense or the present perfect (but not *will*).

B Two things happening at the same time

Pat wrote some letters **while** I cooked the dinner. (two actions in the same period of time)
The accident happened **while** I was on my way to work. (Here there is a longer action 'on my way to work' and a shorter action 'the accident'. We can also use **when** or **as** here.)
I saw him (**just**) **as** I came out of the office. (For two very short actions we use **as** (not **while**), and we often use **just as** to emphasise that these two short actions happened at exactly the same moment: He opened the door **just as** I touched the handle.)

C One thing after another

We met the others in the cafe, and **then** we went to the match.
I finished my homework, **after that** I played a couple of computer games.
After my visit to New York, I decided to have a rest.
We had something to eat **before** we went out.

Note: We can also follow before and after with an **-ing** form:

After visiting New York, I ... We had something to eat **before** going out.

D A sequence of actions

We had a great holiday. **First of all** we spent a few days in St. Moritz. **Then / After that** we drove down to the Italian Riviera and stayed in Portofino for a week. **Finally**, we went back to Switzerland and visited some old friends in Lucerne.

Note:

- If one action happens soon after the other, we often use **afterwards** in place of **after (that)**: First of all we met the others for a meal, and **afterwards** we went to the disco.
- If you want to say that something happened after a lot of time and/or a lot of problems, you can use **eventually** or **in the end**.

We took several wrong turnings and the traffic was awful, but **eventually** we got there.

E A sequence of reasons

There are different combinations of words and phrases we can use here:

SON: Why can't we go away this weekend?

DAD: **First(ly)** because I'm busy this weekend. **Second(ly)** you've got a lot of school work to do. And **third(ly)** we're planning to go away next weekend.

Note:

- We can also start with the phrases **to begin with / to start with**.
- In spoken English we can start with **for one thing**, followed by **and for another (thing)**.
- For the second or final reason, we sometimes use **(and) besides** or **anyway (informal)**:

We can't go to that club because it's too far. And **besides**, I'm not a member.

Exercises

33.1 Cross out the incorrect answers. Sometimes both answers are correct.

- 1 I'll give them your message as soon as I get / will get there.
- 2 Maria cleaned the kitchen as/while I did the bathroom.
- 3 We must go to that gallery before leave/leaving.
- 4 I had a lot of problems at the shop but eventually/finally they agreed to give me a refund.
- 5 The phone rang while / just as I was leaving the house.
- 6 The letter arrived while/as we were getting ready.

33.2 Complete these sentences in a suitable way.

- 1 We had a game of squash and afterwards
- 2 I'll meet you as soon as
- 3 I must remember to lock the back door before
- 4 I think I dropped the letter as
- 5 I looked up half of the words in my dictionary while
- 6 We had to wait for hours but eventually
- 7 My car is too big for you to drive. And besides,
- 8 I saw him break the window just as

33.3 Add a final sentence (starting with a suitable link word or phrase) to each of these texts.

- 1 A: Why do you want to stay in this evening when we could go to Karl's party?
B: Well, for one thing because my ex-boyfriend will be there and I really don't want to see him.
- 2 A: What did you do?
B: First of all we spent a few days in Paris. After that we took the train down to Marseilles and stayed with friends.
- 3 A: Why can't we send one of our staff to the conference?
B: Well, to start with, I don't think that the company should send anyone to the conference. And

33.4 You spent a week at a hotel and had these problems:

- There was very little variety in the food.
- The service was very slow.
- When you mentioned this to the staff, they were very rude.

The manager was on holiday during your stay, so you have decided to send a letter of complaint. Write the next part of this letter and then look at the model answer for the whole letter in the answer key.

Dear Sir/Madam

I have just returned from a weekend break at The Royal Malvern Hotel, and I am writing to express my dissatisfaction with the food and service provided in your restaurant.

34 Addition and contrast

A In addition, moreover, etc. (X and Y)

When you add a second piece of information in a sentence to support the first piece of information, you often use **and**, e.g. The food is excellent **and** very good value. When you put this information in two sentences, these link words and phrases are common:

The food is usually very good. **Furthermore**, it is one of the cheapest restaurants in town.
The set menu is £10, which is excellent value. **In addition**, you get a free glass of wine.
The restaurant has a reputation for excellent food. It's **also** very good value.
The food is excellent in that restaurant. It's very good value **as well** (or **too**).
You get very good food in that place. **What's more**, it's excellent value.

Note: The first two examples are more formal and more common in written English. The last two examples are more common in spoken English.

B Although, in spite of, etc. (X but Y)

When you want to contrast two pieces of information in a single sentence and say that the second fact is surprising after the first, you can use these link words:

She still won the game **although** / **though** / **even though** she had a bad knee.
They still went for a walk **in spite of the fact that** it was pouring with rain.
The service is worse **despite the fact that** they have more staff.

Note:

In these examples you can also begin the sentence with the link word:

Although she had a bad knee, she still won the game.

It is very common to use **still** in these sentences to emphasise the surprise (as in examples).

In the last two example sentences you can use a noun or -ing form:

They went for a walk **in spite of** the rain. The service is worse **despite** having more staff.

After **although**, you can only have a noun/pronoun + verb (i.e. although she had a bad knee / her knee was bad).

C Whereas

This word is used to connect a fact or opinion about a person, place or thing, with something different about another person, place or thing (you can also use **whilst**). In other words, the second fact is a contrast with the first, but not always a surprise (as in B above).

John is very careful **whereas** Christopher makes lots of mistakes.

The south is hot and dry **whereas** the north gets quite a lot of rain.

D However

You can use **however** to contrast two ideas in two sentences, and say that the second sentence is surprising after the first (as in B); and you can use **however** or **on the other hand** to make a contrast between different people/places or things (as in C above):

I don't agree with a lot of his methods. **However**, he is a good teacher.

We didn't like the hotel at all. **However**, we still enjoyed ourselves.

Marcel thought it was a great film. Joe, **however** / **on the other hand**, thought it was stupid.

Most big cats, such as tigers and leopards, are very solitary creatures. Lions, **however** / **on the other hand**, spend much of their time in groups.

Exercises

34.1 Cross out the incorrect answers. Both answers may be correct.

- 1 Although / in spite of we left late, we still got there in time.
- 2 It was a fantastic evening although / in spite of the terrible food.
- 3 We have decided to go in spite of / despite the cost of the tickets.
- 4 They enjoyed the course even though / whereas it was very difficult.
- 5 I love the sea furthermore/whereas most of my friends prefer the mountains.
- 6 We found a lovely villa near the lake that we can rent. In addition / Moreover it has its own swimming pool, and we have free use of a car provided by the owners.
- 7 We both told John the car was too expensive. However / On the other hand, he still decided to buy it.
- 8 Most people we met tried to help us. They were very friendly too / as well.
- 9 During the week the town centre is very busy. At the weekend on the other hand / whereas, it is very quiet and almost empty.
- 10 My uncle is the owner of the factory opposite. He also/however runs the restaurant next door and the car hire company down the road.

34.2 Combine parts from each column to form five short texts.

A	B	C
He went to school today	even though	the pay isn't very good.
He always did his best at school	in spite of	he's the most experienced.
He's got the right qualifications.	However	the help I gave him.
He didn't pass the exam	whereas	he didn't feel very well.
He decided to take the job.	What's more	most of his schoolfriends were very lazy.

34.3 Fill the gaps with a suitable link word or phrase.

- 1 taking a map, they still got lost.
- 2 It took me two hours to do it the others finished in less than an hour.
- 3 The hotel has a very good reputation., it is one of the cheapest in the area.
- 4 She managed to get there she had a broken ankle.
- 5 It's not the best dictionary you can buy;, it's better than nothing.
- 6 She's younger than the others in the group, and she's better than most of them

34.4 Complete these sentences in a logical way.

- 1 I was able to follow what she was saying even though
- 2 I was able to follow what she was saying whereas
- 3 We enjoyed the holiday in spite of
- 4 If you buy a season ticket, you can go as often as you like. Furthermore,
- 5 The exam was very difficult. However,
- 6 Although it was a very long film,

34.5 Answer the questions and test yourself on these different link words and phrases.

- 1 Write down all the link words and phrases from the opposite page that you can remember.
- 2 Organise them into groups according to their meaning.
- 3 Write your own examples for each one and keep them on one page in your notebook. In future, you can add more examples as you meet them.

35 Similarities, differences and conditions

A Similarities

These are ways of saying that two or more things are similar, or have something the same. Peter is **similar to** (= **like**) his brother in many ways. Peter and his brother are very **similar**. Peter and his brother are quite **alike**.

Maria and Rebecca **both** passed their exams. (= Maria passed and Rebecca passed)

But **neither** wants to go to university. (= Maria doesn't want to go and Rebecca doesn't want to go either)

The two boys **have a lot in common**. (= they have many things e.g. hobbies, interests, beliefs, that are the same or very similar) See also section B.

B Differences

These are ways of saying that two or more things are different.

His early films are **different from** his later ones.

Paula is **quite unlike** (= very different from) her sister.

They **have nothing in common**. (= they have no interests or beliefs that are the same)

C Using 'compare'

We want to **compare** the prices of all the televisions before we decide which one to buy.

They made a **comparison of** average salaries in different parts of the country.

Our new flat is very big **compared with/to** our old one. (= if you compare it with the other)

If you **compare** this one **with** the others, I'm sure you'll see a difference.

D Exceptions

When we make a general statement about things or people and then say that one thing or person is not included or is different from the others, we use these words and phrases:

It snowed everywhere **except** on the west coast.

The two girls are very similar **except** that Louise has slightly longer hair.

The museum is open every day **except (for) / apart from** Sunday(s).

Everyone heard the fire alarm **except (for) / apart from** the two boys in room 7.

Note: **Except** can be followed by different words (nouns, prepositions, etc.), but **except for** and **apart from** are followed by nouns or noun phrases.

E Conditions

Here are some words/phrases which introduce or connect conditions. Like 'if', they are used with certain tenses, and the rules are quite difficult. For the moment, notice the tenses underlined in the examples, and use them in this way until you meet other examples.

We will be late **unless** we hurry. (= we'll be late if we don't hurry)

Unless the weather improves (= if the weather doesn't improve), we won't be able to go.

I must go now **otherwise** (= because if I don't) I'll miss the last bus.

You can borrow it **as long as** (= **on condition that**) you bring it back by Thursday.

Note: The meaning is very similar to **if** here, but the use of **as long as** shows that the condition is very important to the speaker.

Take your umbrella with you **in case** it rains. (= because of the possibility it may rain later)

I brought food **in case** we get hungry. (= because of the possibility we may be hungry later)

Exercises

35.1 Read the information, then complete the sentences using the words/phrases from A and B.

MICHEL ...

is 21 and lives with his parents. He has worked in a shop. He is shy, hard-working and very good at sport. He would like to become the manager of a sports shop.

PHILIPPE ...

is 22 and lives alone. He is at university. He is clever but lazy, and spends most of his time at parties. He has no plans for the future.

PAUL ...

is 18 and lives with his parents. He is a trainee in a bank, but one day would like to be the manager. He is a very good footballer.

- 1 Michel and Paul are very
- 2 Philippe is quite the other two.
- 3 Paul and Michel have
- 4 Paul and Philippe have almost nothing
- 5 Paul and Michel both
- 6 Neither of them

35.2 Rewrite these sentences. You must start with the words you are given and use the words in brackets. The meaning must stay the same. Look at the example first.

Example: He's like the others.

He's ~~very similar to the others~~ (similar)

- 1 Martin is quite unlike his brother.
Martin is very (different)
- 2 When you see the houses, you realise that the flats are very good value.
The flats are very good value (compare)
- 3 In her class, Carla was the only one who didn't pass the exam.
Everyone (except)
- 4 The two boys have completely different interests.
The two boys have (common)
- 5 You don't have to wear a tie except for Saturday(s).
You don't have to wear a tie (apart)

35.3 Fill the gaps with the correct link word or phrase from E opposite.

- 1 You must write these words down you may forget them.
- 2 I've made extra food for the party more people come than we expect.
- 3 I can meet you for dinner on Friday evening I have to work late at the office.
- 4 We agreed to buy my daughter a dog she takes it for a walk every day.

35.4 Complete these sentences in a suitable way.

- 1 I want to finish this report today otherwise I'll
- 2 You can't get in that disco unless you
- 3 You can borrow the money as long as you
- 4 I've cleaned the spare room and made the bed in case
- 5 I'm not going to work on Saturday unless
- 6 I'm going to take my cheque book with me in case

35.5 How many different sentences can you write beginning with these words?

Compared with Britain, my country

36 Reason, purpose and result

A Reason

I went home early **because/as/since** I was feeling a bit tired.

Note: With **as** or **since**, the reason (in this example 'feeling tired') is often known to the listener or reader, so it is less important. It is also common to put **as/since** at the beginning of the sentence: '**As/since** I was feeling tired, I went home early'. In spoken English, many native speakers would use **so** after the reason: I was feeling a bit tired, **so** I went home early.

We can also use **because of**, but with a different construction. Compare:

We always go there **because** the weather is absolutely wonderful. (because + noun + **verb**)

We always go there **because of** the wonderful weather. (because of + (adjective) + noun)

Due to and **owing to** have the same meaning as **because of**, but they are more formal, and are often used in sentences which explain the reason for a problem:

The plane was late **due to** bad weather. (**due to** is often used after the verb 'to be')

Due to / Owing to the power cut last night, I missed the late film on TV.

B 'Cause' and 'result' verbs

There are some verbs which we can use in similar ways to the words above:

Police think the bus **caused** the accident. (= **was responsible for** the accident)

The extra investment should **lead to** more jobs. (= **result in** more jobs)

'Cause' and 'result' verbs sometimes appear together in this way:

Police think that a cigarette **caused** the fire which **resulted in** the destruction of the building.

C Purpose

A 'purpose' is an intention, an aim or a reason for doing something:

The **purpose of** buying this book **was** to improve my English.

But we often introduce a purpose using **so (that)**:

I bought this book **so (that)** I can improve my English.

They went home early **so (that)** they could watch the match on television.

We moved house **so (that)** we could send our children to this school.

Note: In spoken English, people often just say **so** (without **that**). It is also very common (as in the examples) to use a modal verb, e.g. **can** or **could**, after **so that**.

D Result

These words introduce a result:

I left the ticket at home, **so** I'm afraid I had to buy another one.

I forgot to send the letters. **Consequently**, some people didn't know about the meeting.

She was extremely hard-working and **therefore** deserved the promotion.

Both the manager and his assistant were ill. **As a result**, there was no-one to take decisions.

Note: **So** is the most common, and usually links ideas in a single sentence. **As a result** and **consequently** are more formal, and usually connect ideas in two separate sentences (as in the examples). **Therefore** (also more formal), can be used in a single sentence (as in the example), but may also connect two sentences.

Exercises

36.1 Combine the two sentences into one sentence using *so*, *so that*, *because*, *as*, or *since*. More than one answer is possible in some sentences.

- 1 I didn't phone you. It was very late.
- 2 I turned up the radio in the lounge. I could hear it in the kitchen.
- 3 The restaurant was full. We went to the bar next door.
- 4 I stayed at home. I was expecting a phone call.
- 5 It's a very large city. You have to use public transport a lot.
- 6 I learned to drive. My mother didn't have to take me to the riding school every week.

36.2 Transform these sentences using *because of*. Make any changes that are necessary.

Example: He couldn't play because he had an injured shoulder.

He couldn't play because of his injured shoulder.

- 1 She got the job because her qualifications are excellent.
- 2 The weather was terrible, so we couldn't eat outside.
- 3 She had to stay at home because she has a broken ankle.
- 4 The light was very bad, so the referee had to stop the game.
- 5 The flowers died because it was so dry.
- 6 The traffic was very heavy. I was half an hour late.

36.3 Read this memo from a manager to the staff. Fill the gaps with suitable words or phrases.

To: All staff
From: The Manager
Date: 9.8.96
Subject: Temporary roadworks

From next Monday (and continuing throughout the week), there will be roadworks on all major approach roads to the factory. ⁽¹⁾_____ this will ⁽²⁾_____ considerable delays, could I please ask staff to leave home a few minutes early in the morning ⁽³⁾_____ everyone arrives on time.

I have been told that these roadworks could also ⁽⁴⁾_____ severe traffic congestion. ⁽⁵⁾_____ it may be advisable to leave your cars at home and use public transport instead.

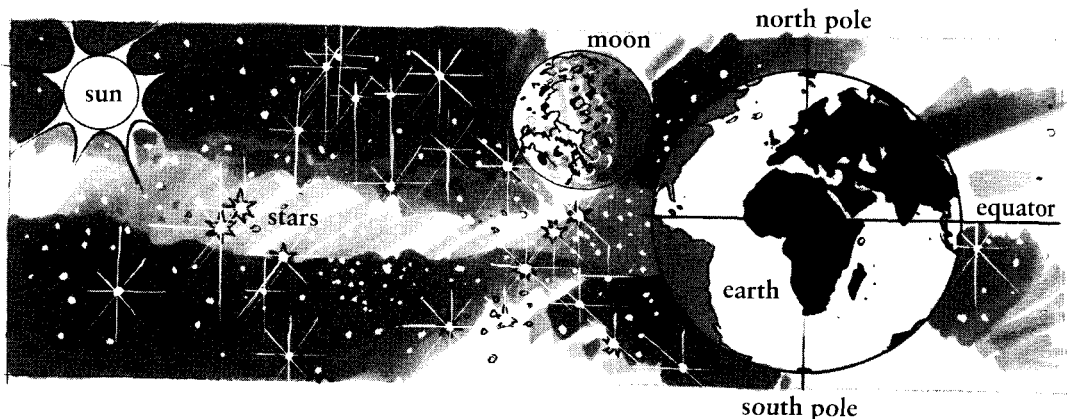
Thank you for your cooperation in this matter.

DP

36.4 These sentences are all about learning English. Complete them in a logical way.

- 1 I want to improve my English because
- 2 I bought myself a walkman so that I
- 3 I study English at the weekend as
- 4 I always write words down in my notebook so that
- 5 I don't get many opportunities to practise my English. Consequently,
- 6 My brother has got a number of American friends. As a result,
- 7 If he could speak almost perfect English it could lead to
- 8 Some people find English difficult because of

37 The physical world



A Physical features

continents	e.g. Asia, Europe
countries	e.g. China, Brazil
islands	e.g. Sicily, Corsica, Hong Kong
group of islands	e.g. The Bahamas, The Balearics
oceans	e.g. The Atlantic Ocean, The Pacific Ocean
seas	e.g. The Red Sea, The Dead Sea
lakes	e.g. Lake Tanganyika, Lake Titikaka
rivers	e.g. The Nile, The Mississippi
falls	e.g. Niagara Falls, The Iguacu Falls
mountains	e.g. Mount Everest, Mount Fuji
mountain ranges	e.g. The Andes, The Alps
jungles	e.g. The Amazon (also called The Amazon rainforest)
forests	e.g. The Black Forest
deserts	e.g. The Sahara, The Gobi

Note: Sometimes you need the definite article 'the', e.g. The Atlantic Ocean, The Alps; sometimes no article is used, e.g. Mount Everest and Lake Titikaka. Compare this with your own language.

B Natural disasters

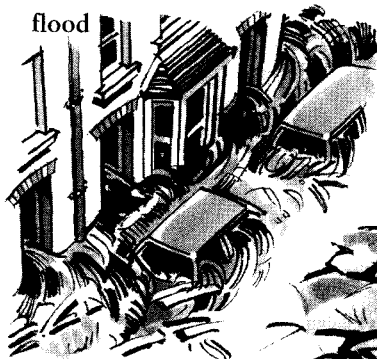
A disaster is when something terrible happens, which often results in death, destruction and suffering.

volcanic eruption



earthquake

flood



hurricane



drought

Exercises

37.1 Complete these sentences, as in the example.

Example: The Nile is ... a river

- 1 The Atlantic is
- 2 The Alps are
- 3 Greece is
- 4 The Sahara is
- 5 The Amazon is
- 6 The Mediterranean is
- 7 The Bahamas is
- 8 Africa is
- 9 Crete and Corsica are
- 10 Everest is the highest in the world.
- 11 Michigan and Eyrie are two of the Great
- 12 The 'Great Bear' is a group of

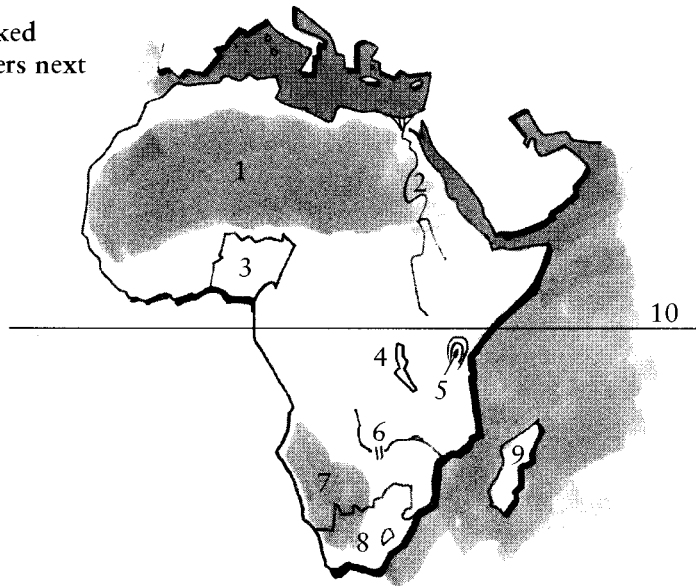
37.2 Fill the gaps in the text with *the* if necessary.

My journey took me across Atlantic Ocean from Europe to South America. I travelled through Amazon rainforest and down through the interior of Brazil as far as Iguacu Falls. From there I headed north again, through Bolivia, round Lake Titikaka and up to Cuzco. Then I crossed Andes and finally arrived in Lima. For the last part of the journey I flew to Jamaica in West Indies.

37.3 What disaster is being described in each of these sentences?

- 1 It lifted a car about ten feet off the ground, and then we saw it disappear down the street.
- 2 It was about two metres deep and we watched as most of our furniture just floated away.
- 3 The grass turned yellow and most of the crops died.
- 4 The walls began to move visibly, and large cracks opened up in the ground.
- 5 We could see the lava slowly advancing towards the town just ten miles away.

37.4 Can you name everything marked on this map? Write your answers next to the symbols.



38 Weather

A Weather conditions

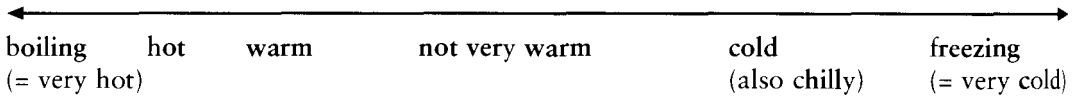
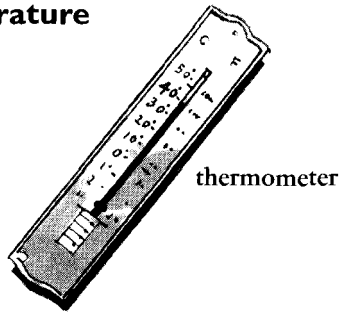
Look at this list of common weather words. Notice that it is very common to form adjectives by adding '-y'.

<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
sun	sunny	wind	windy
cloud	cloudy	ice	ic(e)y
fog	foggy	shower	showery
heat	hot	humidity	humid

Note: When it rains for a short period of time, we call it a **shower**, e.g. We had several showers yesterday afternoon.

When it is raining a lot we often say it's **pouring** or it's **pouring with rain**. This phrase is much more common than 'it's raining cats and dogs', which many students seem to learn.

B Temperature



People round the world have different ideas about temperature:

5°C (five degrees centigrade) is **freezing** for many Brazilians.

-10°C (minus ten degrees *or* ten degrees below zero) is very cold but quite normal in the mountains in Switzerland during the winter when it usually snows a lot.

30-35°C is **boiling** for England and very unusual, but it is very common in parts of Spain during the summer.

C Wind

The first word here is very gentle; the last is more than 100 km per hour and can be very dangerous.

a breeze a wind a strong wind a gale a hurricane

It was a hot day but there was a lovely breeze.

The wind blew my hat off.

The hurricane in Florida destroyed trees and buildings.

D Thunderstorms

A **spell** (= period) of very hot weather often ends with a **thunderstorm**. First it becomes very **humid** (= hot and wet), then you get **thunder and lightning**, and finally, very **heavy rain** (= it pours with rain). Afterwards, it is usually cooler and it feels fresher.

Exercises

38.1 Identify the weather conditions in these pictures.



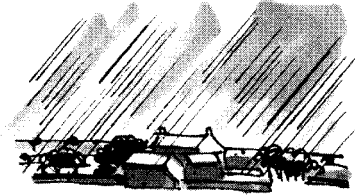
1



2



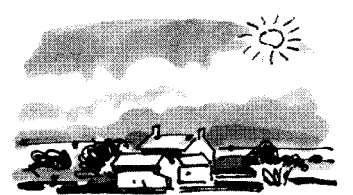
3



4



5



6

38.2 *True or false?* If a sentence is *false*, write a *true* sentence about the weather conditions in the sentence.

- 1 It often pours with rain in the desert.
- 2 It gets quite chilly in the desert in the evening.
- 3 Thunder makes a noise.
- 4 Lightning can kill people.
- 5 A shower is a gentle breeze.
- 6 A spell of hot weather may end in a thunderstorm.
- 7 If it is humid, the air will be very dry.
- 8 Below zero, water turns to ice.
- 9 Heavy rain means that it is pouring with rain.
- 10 When it's foggy you need sunglasses.

38.3 Complete these scales.

..... → wind → strong wind → → hurricane
 → hot → warm → not very warm → cold →

38.4 Complete this text with suitable words.

The single greatest influence on Japanese weather is the wind. During the summer it ⁽¹⁾..... from the Pacific, causing ⁽²⁾..... and humid weather, but in winter, the north-westerly ⁽³⁾..... from Siberia are very cold and it ⁽⁴⁾..... heavily on the mountains of the north west. The south-eastern parts receive cold dry air. Between June and mid July, there is a ⁽⁵⁾..... of wet weather when the rice fields get the water vital for growth. After that, there is less ⁽⁶⁾..... rain, but the air is still ⁽⁷⁾..... Autumn, however, is drier, and usually very pleasant.

Write a paragraph about the weather in your own country, or a specific part of your country, e.g. your own region. Try to use as many words as possible from the opposite page.

39 Using the land

A Ground and soil

When we walk, our feet are on the **ground** (= the general word for the surface of the earth). For the top part of the ground where grass and flowers grow, we use the word **soil**.

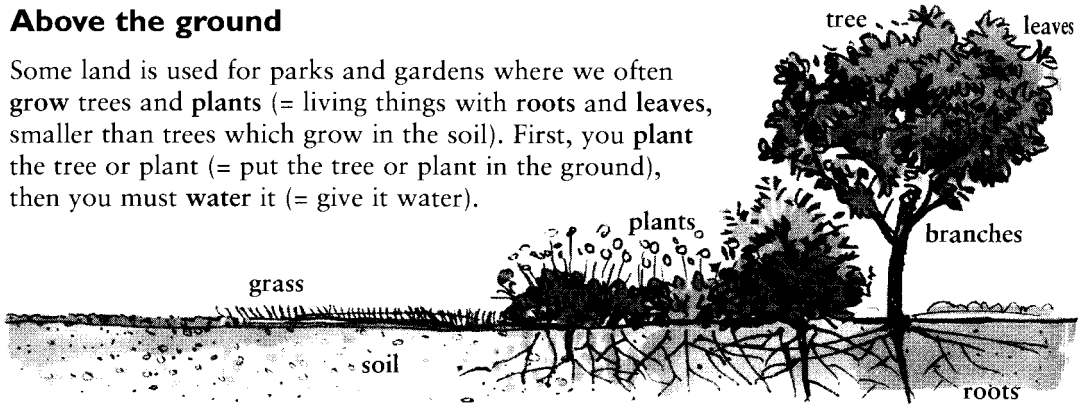
There were no seats in the park, so we had to sit on the **ground**.

The **ground** is very hard because it hasn't rained for weeks.

Plants don't grow very well here because the **soil** is too dry.

B Above the ground

Some land is used for parks and gardens where we often **grow** trees and **plants** (= living things with roots and leaves, smaller than trees which grow in the soil). First, you **plant** the tree or plant (= put the tree or plant in the ground), then you must **water** it (= give it water).



Land in the country is often used for **agriculture/farming**. Some farms concentrate on **dairy produce** such as milk, butter and cheese. Other farms **keep** animals which are **slaughtered** (= killed) and sold for their meat, e.g. cows and lambs. Some farms use the land to **grow** fruit, e.g. apples and pears; vegetables, e.g. potatoes and carrots; and **cereals**, e.g. wheat, maize and barley. When they are ready, farmers **pick the fruit** and **harvest** the other **crops** (= take the other crops from the ground). This period is called the **harvest**. We use the word **crop(s)** as a general word to describe all the things that are grown to be eaten:

In parts of Africa the **crops** failed because of the **drought** (= long period without rain). We had a wonderful **crop** of barley last year.

C Below the ground

One of the main activities below the ground is **mining**. This is the process of **extracting** (*fml*) (= removing or taking out) different materials, e.g. coal or gold, from below the **ground**. We call the place a mine, e.g. a coal mine or gold mine.

These are some of the **metals** we take out of the ground:

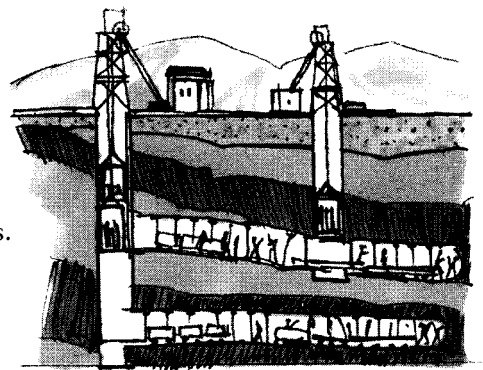
gold: a valuable yellow metal used to make coins and jewellery

silver: a valuable whitish metal used to make coins and jewellery

iron: usually takes the form of a hard dark-grey metal, and is used in building and to make tools.
It is also used to make steel

tin: a softer metal often used to cover other metals

copper: a soft reddish metal; it permits heat and electricity to pass through it easily



Exercises

39.1 Which nouns on the right often follow the verbs on the left? (There may be more than one noun for several of the verbs.)

- | | |
|-------------|--------|
| 1 plant | coal |
| 2 water | cows |
| 3 pick | wheat |
| 4 extract | apples |
| 5 grow | plants |
| 6 slaughter | trees |

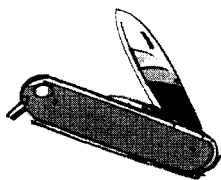
39.2 Are these statements *true* or *false*? If *false*, correct them.

- 1 Plants need roots.
- 2 Soil is the top part of the ground.
- 3 Drought is a long period of rain.
- 4 If you extract something, you remove it.
- 5 The harvest is the period when we plant the crops.
- 6 Iron is used to make silver.

39.3 Complete the descriptions of these objects with a suitable 'metal'.



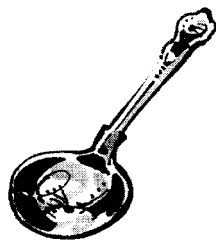
1 a can



3 a knife with a
..... blade



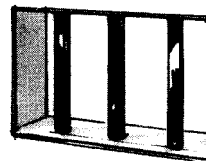
5 a ring



2 a spoon



4 a frying pan with
a base



6 these bars
are very strong

39.4 Complete these sentences with the correct 'general' word. Look at the example first.

Example: Apples, oranges and bananas are all types of ...fruit.....

- 1 Potatoes, beans and carrots are types of
- 2 Silver, tin and copper are types of
- 3 Milk, butter and cheese are all products.
- 4 is the general word for wheat, maize, barley, etc.
- 5 We use the word as a general word for plants which are grown to be eaten.

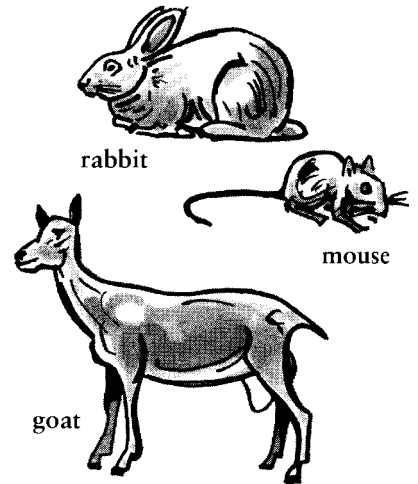
39.5 Answer these questions about your own country.

- 1 Which of these are the most important to your economy: agriculture, mining or fishing?
- 2 Are any **precious** (= valuable e.g. gold or silver) metals found in your country?
- 3 What are some of the main crops grown in your country?

40 Animals and insects

A Pets and farm animals

Many people keep **pets** (= domestic animals that live with people) in Britain. The most common are dogs and cats, but children in particular sometimes keep **mice** (singular = a **mouse**) and rabbits.

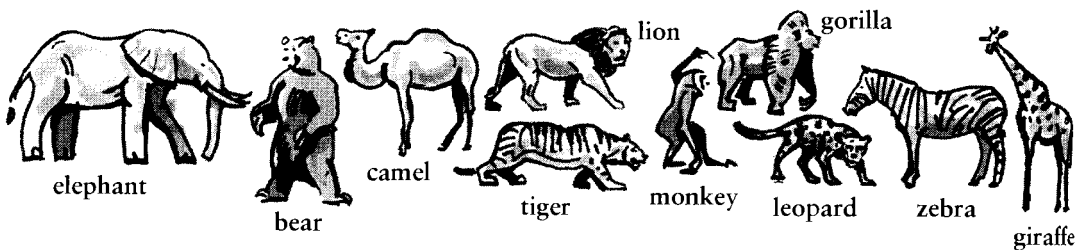


Farm animals include: sheep, pigs, cows, horses, chickens and goats.

Note: The word 'sheep' is the singular and plural form i.e. a sheep or some sheep. A young sheep is called a **lamb**.

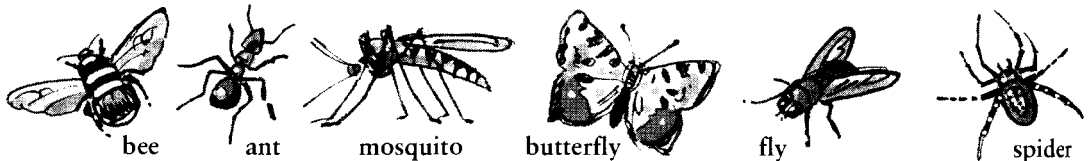
B Wild animals

In a zoo or in the wild, you will find these wild animals.



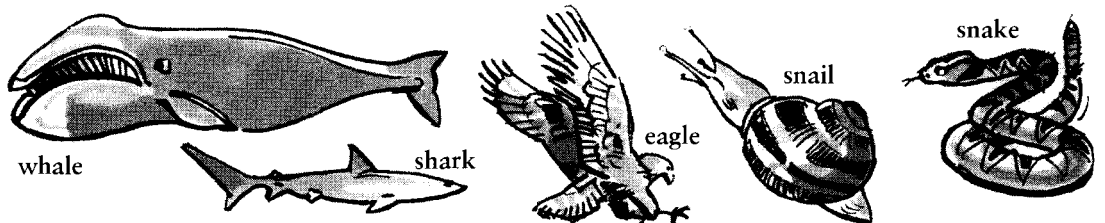
C Common insects

Here are some common insects.



D In the water, in the air, and on the ground

Here are some creatures (= living things, e.g. animals, birds, fish) that swim, fly, or move along the ground.



Exercises

40.1 Look at the underlined letters in each pair of words. Is the pronunciation the same or different? Look at the examples first.

Examples: whale water (different) cat camel (same)

- | | | | |
|--------------------|-------------------|--------------------|-------------------|
| 1 l <u>i</u> on | t <u>i</u> ger | 6 m <u>o</u> nkey | m <u>o</u> squito |
| 2 le <u>o</u> pard | m <u>o</u> squito | 7 c <u>a</u> mel | s <u>n</u> ake |
| 3 b <u>e</u> ar | e <u>a</u> gle | 8 le <u>o</u> pard | sh <u>a</u> rk |
| 4 g <u>o</u> rilla | g <u>i</u> raffe | 9 d <u>o</u> g | w <u>a</u> sp |
| 5 sp <u>i</u> der | w <u>i</u> ld | 10 m <u>o</u> use | c <u>o</u> w |

40.2 Divide these words into three groups and give each one a title.

monkey horse goat fly lion cow elephant pig mosquito
butterfly tiger wasp sheep camel ant leopard bear chicken

40.3 Start each sentence with a suitable creature from the opposite page.

- 1 can fly at a great height.
- 2 can swim very long distances.
- 3 can understand lots of human commands.
- 4 can run very fast.
- 5 can travel through the desert for long distances without water.
- 6 can be 30 metres in length.
- 7 can eat fruit from tall trees.
- 8 change their skin several times a year.
- 9 can pick things up with their trunk.
- 10 provide us with wool.

40.4 Complete the sentences with a suitable word.

- 1 They've got lots of pets: two dogs, four cats, and a
- 2 Their farm animals include cows, sheep and
- 3 The children love to see the 'big cats' at the zoo such as lions, tigers and
- 4 I hate most insects, but particularly mosquitoes and
- 5 We saw some really large animals at the Safari Park: elephants, giraffes and

40.5 Can you match these creatures with their maximum speeds?

lion	spider	elephant
rabbit	pig	snail
shark	golden eagle	

64 kph	0.05 kph	80 kph
56 kph	40 kph	18 kph
270 kph	1.88 kph	

4 Countries, nationalities and languages

A Who speaks what where?

<i>Country</i>	<i>Nationality</i>	<i>Language</i>
Germany	German	German
France	French	French
Italy	Italian	Italian
Spain	Spanish	Spanish
Britain	British	English
Portugal	Portuguese	Portuguese
Japan	Japanese	Japanese
Korea	Korean	Korean
China	Chinese	Mandarin (also Cantonese)
Thailand	Thai	Thai
Australia	Australian	English
The United States of America	American	English
Saudi Arabia	Saudi Arabian	Arabic
Brazil	Brazilian	Portuguese
Sweden	Swedish	Swedish
Switzerland	Swiss	Swiss-German, French, Italian
Egypt	Egyptian	Arabic
Holland	Dutch	Dutch
Mexico	Mexican	Spanish
Russia	Russian	Russian
Israel	Israeli	Hebrew
Greece	Greek	Greek
Turkey	Turkish	Turkish
Argentina	Argentinian	Spanish

B The people

When you are talking about people in general from a particular country, there are some nationalities that you can make plural with an 's', but others can only be formed with the definite article (and no plural 's'):

Brazilians		The British
Germans		The French
(The) Italians	are (usually very ...)	The Swiss are (usually very ...)
Russians		The Dutch
Israelis		The Japanese

Note:

- With both groups you can also use the word 'people': British people, German people, etc.
- When you talk about one person from these countries, you need to add woman/man/person to the group on the right: a Brazilian but a Japanese person; a German but a Swiss person, etc.

Exercises

41.1 Answer these questions without looking at the opposite page.

- 1 Write down three countries where the first language is English.
- 2 What language is spoken in Brazil?
- 3 What are people from Holland called?
- 4 Write down three languages spoken in Switzerland.
- 5 What language is spoken in Saudi Arabia?
- 6 What nationality are people from Sweden?
- 7 What language is spoken in Mexico?
- 8 What are people from Egypt called?
- 9 What is the first language in Israel?
- 10 Where do people speak Mandarin?

41.2 Mark the main stress on the words in the box, and practise saying them.

Japan	Japanese	Brazilian	Egyptian	Arabic	Italian
Austria	Australia	Chinese	Portuguese	Saudi Arabia	

What do you notice about the stress on words ending *-ia*, *-ian*, and *-ese*?

41.3 Complete these sentences with the name of the people from the country on the right.

Examples: I've worked a lot with Germans.....
 I've spent a lot of time with the French.....

- 1 We do a lot of business with
- 2 are usually hard-working.
- 3 I have always found very friendly.
- 4 People often say that are reserved.
- 5 are very organised.
- 6 I met a lot of on my trip to Athens.

Germany
France
Japan
Israel
Brazil
Britain
Switzerland
Greece

41.4 Complete these sentences.

- | | |
|--|-------------------------------------|
| 1 Bangkok is the capital of | 6 Riyadh is the capital of |
| 2 Buenos Aires is the capital of | 7 Athens is the capital of |
| 3 Ankara is the capital of | 8 Tel Aviv is the capital of |
| 4 Seoul is the capital of | 9 Stockholm is the capital of |
| 5 Cairo is the capital of | 10 Lisbon is the capital of |

41.5 Can you identify these languages?

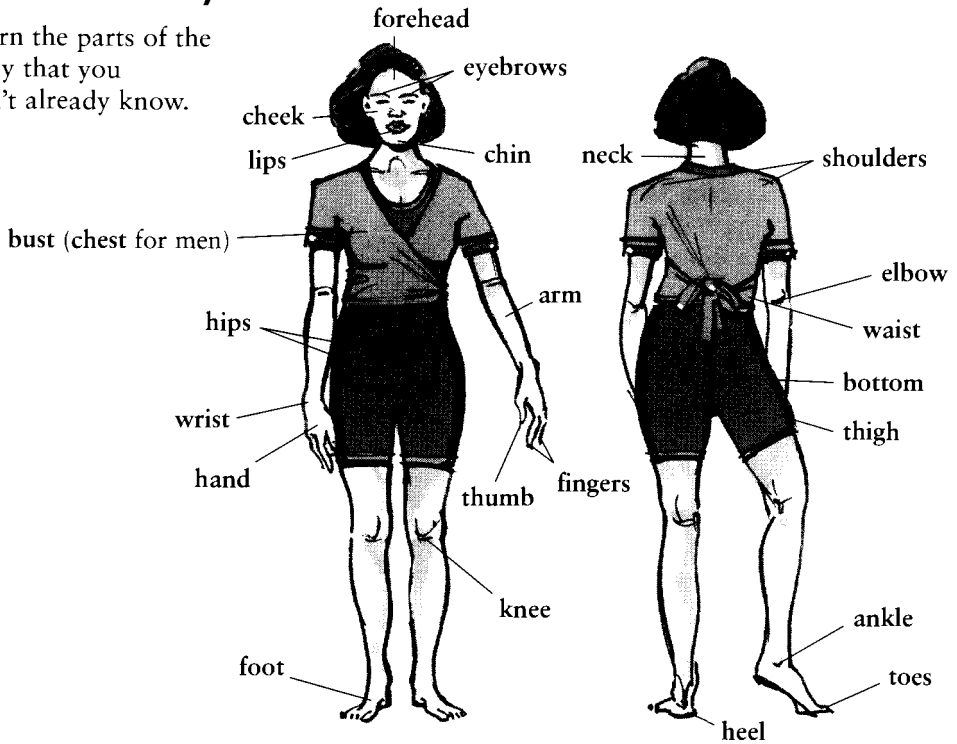
- | | | | |
|-----------------------|------------|-------------|------------|
| 1 <i>Здравствуйте</i> | 4 今日は | 7 goede dag | 10 Bonjour |
| 2 안녕하세요 | 5 Γεια σου | 8 Hola | 11 Hej! |
| 3 Ciao | 6 你好 | 9 Grüezi | |

41.6 Have you met someone from each of the countries on the opposite page? Go through the list and tick the ones you have.

42 The body and what it does

A Parts of the body

Learn the parts of the body that you don't already know.



B Physical actions

You can **breathe** through your nose or your mouth. Most people **breathe** about 12–15 times a minute. People **smile** when they're happy, or to be polite; they **laugh** when people say something funny; they may **cry** when they're sad; they **yawn** when they're tired, or bored. Many people **nod** their head to mean 'yes', and **shake** their head when they mean 'no'. When you pick up something heavy, you must **bend** your knees and keep your back straight.



C Common expressions



shake hands



blow your nose



fold your arms



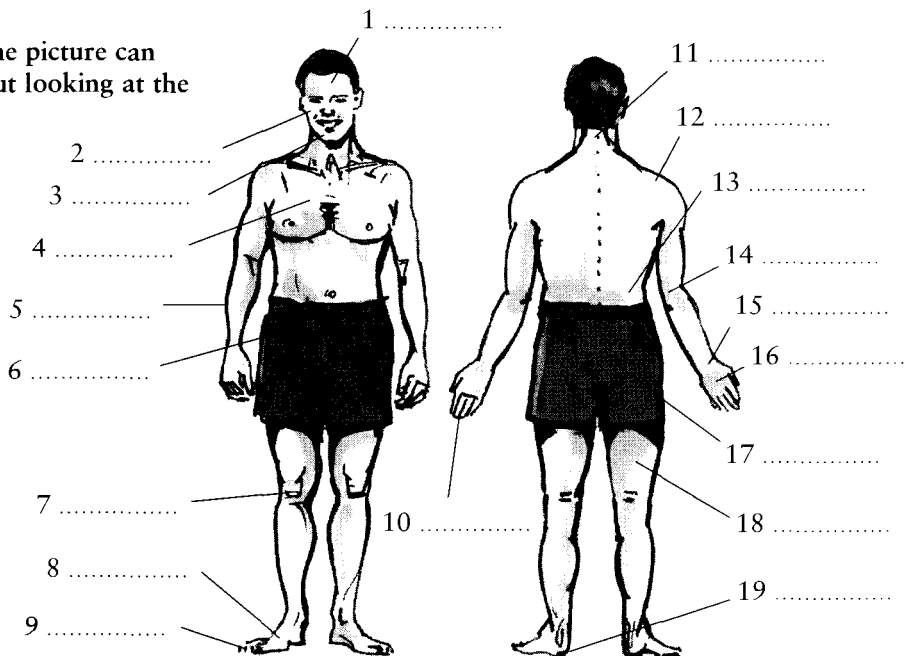
bite your nails



comb your hair

Exercises

42.1 How much of the picture can you label without looking at the page opposite?



42.2 Match the verbs on the left with a suitable part of the body on the right to form common expressions. Use each verb and noun once only.

- | | |
|---------|------------|
| 1 blow | your knees |
| 2 shake | your nose |
| 3 comb | your nails |
| 4 fold | your head |
| 5 bend | your arms |
| 6 nod | your hair |
| 7 bite | hands |

42.3 What do these actions often mean? (There may be lots of possible answers.)

- 1 People often smile when
- 2 They often breathe quickly after
- 3 They laugh when
- 4 They may bite their nails'
- 5 They blow their nose
- 6 They shake their head
- 7 And nod their head
- 8 They cry
- 9 They yawn when

42.4 There are fourteen words describing parts of the body, either across or down, in this word square. Can you find them?

C	E	L	B	O	W	A
H	T	I	A	E	N	R
I	O	P	C	Y	A	M
N	E	C	K	E	I	H
I	H	A	N	K	L	E
K	C	H	E	S	T	E
C	H	E	E	K	A	L

43 Describing people's appearance

A General

Positive: **beautiful** is generally used to describe women; **handsome** is used to describe men; **good-looking** is used for both; **pretty** is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'.

Negative: **ugly** is the most negative word to describe someone; **plain** is more polite.

B Height and build



tall and slim



medium height and build



short and fat



medium height and very muscular

Note: Another word for **slim** is **thin**, but **slim** has a more positive meaning, e.g. John is lovely and slim, but his brother is terribly thin. **Skinny** also has the same meaning but is very negative. It is not very polite to say someone is **fat**; **overweight** is more neutral and polite.

C Hair



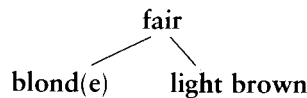
straight



wavy



curly



D Special features

The man on the left has got very **pale skin** (= white skin). He also has **broad shoulders**, with a small scar at the top of his left arm. The other man has **dark skin**. He also has a **beard** and **moustache** and quite a **hairy chest** and a **tattoo**.



E Asking questions about a person's appearance

Q: What does she look like?

Q: How tall is she?

Q: How much does she weigh?

A: She's quite tall, with short fair hair.

A: About 1 metre 65.

A: I don't know and it may be rude to ask. Probably about 45 kilos.

Exercises

43.1 Complete these sentences in a suitable way. (More than one answer may be possible.)

- 1 She's got blonde
- 2 He's got very pale
- 3 They've both got curly
- 4 I would say he was medium
- 5 Her brother has got very broad
- 6 She doesn't like men with hairy
- 7 Last time I saw him he had grown a
- 8 He's got very muscular
- 9 Both men were very good-.....
- 10 All of them have got dark

43.2 Replace the underlined word in each sentence with a word which is either more suitable or more polite.

- 1 He told me he met a handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful men at the tennis club.

43.3 You want to know about the following:

- someone's general appearance
- their height
- their weight

What questions do you need to ask? Complete these questions.

What

How

How much

Now answer these questions.

- 1 How tall are you?
- 2 How would you describe your build?
- 3 How much do you weigh?
- 4 What kind of hair have you got?
- 5 What colour is it?
- 6 Would you like it to be different? If so, what would you like?
- 7 Do you think you have any special features?
- 8 Are there any special features you would like to have?
- 9 Do you like beards?
- 10 Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

44 Describing character

A Opposites

Many positive words describing character have clear opposites with a negative meaning.

Positive

warm and friendly

kind

nice, pleasant

generous (= happy to give/share)

optimistic (= thinks positively)

cheerful (= happy and smiling)

relaxed and easy-going

strong

sensitive

honest (= always tells the truth)

Negative

cold and unfriendly

unkind

horrible, unpleasant

mean (= never gives to others)

pessimistic (= thinks negatively)

miserable (= always seems unhappy)

tense (= nervous; worries a lot; not calm)

weak

insensitive (= does not think about others' feelings)

dishonest

Jane is very **tense** at the moment because of her exams, but she's usually quite **relaxed** and **easy-going** about most things.

I think the weather influences me a lot: when it's sunny I feel more **cheerful** and **optimistic**; but when it's cold and raining I get very **miserable**.

He seemed a bit **unfriendly** at first, but now I've got to know him I realise he's very **warm** and **kind**.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very **insensitive** of her, but at least she was being **honest**, I suppose.

B Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

Positive

hard-working

punctual (=always on time)

reliable

clever, bright (*infrm*)

flexible

ambitious

Negative

lazy (= never does any work)

not very punctual; always late

unreliable (= you cannot trust / depend on someone like this)

stupid, thick (*infrm*)

inflexible (= a very fixed way of thinking; unable to change)

unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**.

People often say the British are very **reserved** (= do not show their feelings), but when you get to know them they can be very **emotional** like anyone else.

C Using nouns

Some important qualities are expressed through nouns.

One of her great qualities is that she **uses her initiative**. (= she can think for herself and take the necessary action; she does not need to wait for orders all the time)

That boy has got no **common sense** (= he does stupid things and doesn't think what he is doing). His sister, on the other hand, is very **sensible**. (= has lots of **common sense**)

Exercises

44.1 Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive

Negative

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

44.2 What prefix forms the opposite of each of these words? (You need three different prefixes.)

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

44.3 How would you describe the person in each of these descriptions?

- 1 He never bought me a drink all the time we were together.
- 2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
- 3 He often promises to do things but half the time he forgets.
- 4 She's always here on time.
- 5 I don't think he's done any work since he's been here.
- 6 She finds it difficult to meet people and talk to strangers.
- 7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
- 8 One of the great things about her is that she is so aware of what other people think or feel.
- 9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
- 10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

44.4 What nouns can be formed from these adjectives? Use a dictionary to help you.

Example: kind *kindness*

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

44.5 Choose three words from the opposite page which describe you. Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality described on the opposite page? If possible, compare your answers with a friend.

45 Human feelings and actions

A Feelings

Noun

love (≠ hate)

happiness (≠ sadness)

anger

fear

pride

jealousy

embarrassment

Adjective(s)

–

happy (≠ sad)

angry

afraid (of) / frightened (of)

proud (of)

jealous (of)

embarrassed/embarrassing (see Unit 30)

Note:

- **Pride** has different meanings, but the most common is the feeling of satisfaction you have because you (or people you are connected with) have done something well.
He was very **proud** when his wife became the first President of the organisation.
- **Jealousy** is a feeling of anger and unhappiness you may have if (a) someone you love shows a lot of interest in others, or (b) if someone has something you want / don't have.
a) My boyfriend gets very **jealous** when I talk to other boys.
b) He's **jealous** of his brother because his brother is more intelligent and makes more money.
- A common adjective is **upset**, which means unhappy, sad, and even angry, because something unpleasant has happened, e.g. He was very **upset** when we didn't invite him.

B Ways of ...

Ways of speaking

whisper (v, n) (= speak very quietly)

shout (v, n) (= speak in a very loud voice)

Ways of looking

stare (v, n) (= look at someone/something in a fixed way for a long time)

glance (at) (v, n) (= look at someone or something very quickly)

Ways of walking

stroll (v, n) (= walk in a slow casual way)

march (v, n) (= walk quickly and with a clear purpose/reason)

C Things we do with our hands



clap



knock (on a door) (v, n)



wave (goodbye)



point (at sth./sb.)



press (a button)



punch someone

Exercises

45.1 What nouns can be formed from these adjectives?

angry sad happy proud jealous embarrassed

45.2 Find the logical ending on the right for each of the sentence beginnings on the left.

- | | |
|--------------------------------|---|
| 1 He was very proud when | a someone stole his money. |
| 2 He was very jealous when | b his father appeared on TV with the Prime Minister. |
| 3 He was very embarrassed when | c he heard that his aunt had died. |
| 4 He was very angry when | d he saw those big dogs running towards him. |
| 5 He was very sad when | e he bought her a birthday present on the wrong day. |
| 6 He was very frightened when | f his best friend went out with the girl he really liked. |

45.3 Answer these questions. If possible, ask someone else the same questions.

- 1 Would you feel embarrassed or upset (or both) if you forgot your mother's birthday or your father's birthday?
- 2 Do you ever feel frightened in a car (as a passenger) because you are going very fast?
- 3 Do you get angry when other people want you to do things that you don't want to do?
- 4 If you made a stupid mistake in English, would you feel embarrassed?
- 5 Is there any one thing that you are very proud of?
- 6 Are there any common situations where you sometimes feel embarrassed?

45.4 What are these people doing? Describe their actions using words from the opposite page.



45.5 Replace the underlined words with a single verb that has the same meaning.

- 1 She stopped working and looked quickly at the clock.
- 2 As we were in the library, he spoke very quietly in my ear.
- 3 We walked casually along the beach and then stopped for a drink.
- 4 He made us all walk quickly up the hill.
- 5 The man kept looking at Susan, but she didn't seem to notice.
- 6 Jim doesn't know what happened, except that the man hit him hard on the side of his face.

46 Family and friends

A Relatives (= members of your family)

These are the most important relatives (also called **relations**):

	<i>male</i>	<i>female</i>
Your parents' parents	grandfather	grandmother
Your parents' brother and sister	uncle(s)	aunt(s)
Your aunt's/uncle's children	cousin(s)	cousin(s)
The father and mother of the person you marry	father-in-law	mother-in-law
The brother and sister of the person you marry	brother-in-law	sister-in-law
Your brother's/sister's children	nephew(s)	niece(s)
The person you marry dies, so you are a ...	widower	widow
Your mother or father remarries, so you have a ...	step-father	step-mother

B Family background (= family history)

My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegetables, and sold them in the market every day. He worked hard all his life, and when he died, his son (now my uncle) and daughter (my mother) **inherited** a large house and garden (= received this house and garden from my grandfather when he died). They carried on the business together until my mother met my father. They got married, moved to England, and I was born two years later. They didn't have any more children, so I am an **only child**.

C Family names

When you are born, your family gives you a **first name**, e.g. James, Kate, Sarah and Alex are common first names in Britain. Your **family name** (also called your **surname**) is the one that all the family share e.g. Smith, Brown, Jones, and O'Neill are common surnames in Britain. Some parents give their children a **middle name** (like a first name), but you do not usually say this name. Your **full name** is all the names you have, e.g. Sarah Jane Smith.

D Changing times

Society changes and so do families. In some places, people may decide to live together but do not get married. They are not husband and wife, but call each other their **partner**. There are also many families in some parts of the world where the child or children live(s) with just their mother or father; these are sometimes called **single-parent families**.

E Friends

We can use a number of adjectives before **friend**:

- an **old friend** (= someone you have known for a long time)
- a **close friend** (= a good friend; someone you like and trust)
- your **best friend** (= the one friend you feel closest to)

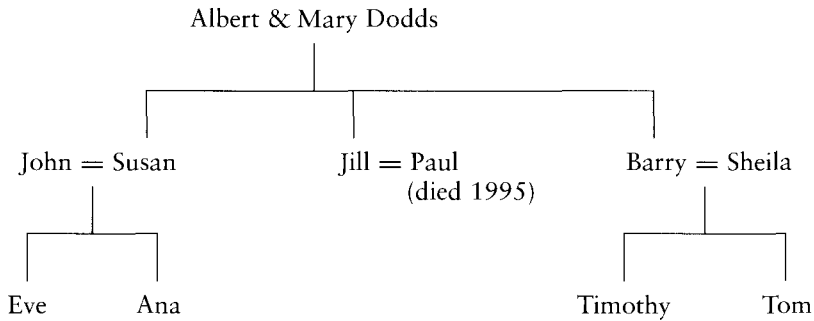
We use the word **colleagues** to describe the people we work with.

F Ex-

We use this for a husband/wife/boyfriend/girlfriend we had in the past but do not have now:
The children stay with my **ex-husband** at the weekend.
I saw an **ex-girlfriend** of mine at the disco last night.

Exercises

46.1 Look at the family tree and complete the sentences below.



- 1 John is Jill's
- 2 Timothy is Jill's
- 3 Eve and Ana are Timothy's
- 4 Eve is Sheila's
- 5 Albert Dodds is Tom's
- 6 Barry is Eve's
- 7 Susan is Timothy's
- 8 As Paul died in 1995, Jill is a
- 9 Tom is Mary's
- 10 The only two people who are not related are and

46.2 Answer these questions about yourself and your country.

- 1 What's your first name?
- 2 What's your surname?
- 3 Is that a common name in your country?
- 4 Do you have a middle name?
- 5 Are you an only child?
- 6 Who is your oldest friend?
- 7 Do you work? If so, how many of your work colleagues are also your friends?
- 8 Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
- 9 Are single-parent families becoming more common in your country?
- 10 In your country, do more and more people live together without getting married?

46.3 Draw your own family tree. Are there any relationships you cannot describe in English? Can you also write a short summary of your family background (as in B on the opposite page)?

47 Ages and stages

A Growing up

Age	Stage
0–1 approximately	a baby
1–2	a toddler
2–12 approximately	a child – this period is your childhood
13–17 approximately	a teenager (14 = early teens)
18+	an adult
20–30	in your twenties (24–26 = mid twenties)
30–40	in your thirties (38 = late thirties)
40+	people are middle-aged ; in middle age
60 or 65	retirement (= when people stop work; they are retired)
75+	old age (you can also use elderly)

Note: For boys, the period between 14–17 approximately (slightly younger for girls) is called **adolescence**, i.e. you are an **adolescent**. In law you are an **adult** at the age of 18, but many people think of you as an adult when you leave school.

B Childhood and adolescence

Sam (on the right) was **born** in Scotland but when he was two, his father got a new job in London and he **grew up** in the south of England. He **went to university** at 18 where he ...



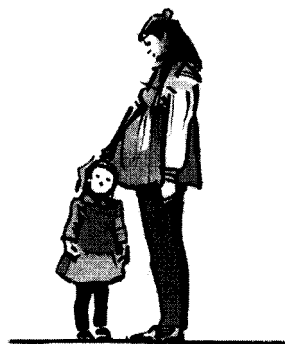
C Romance

... where he **met** Anthea. He **went out with** her (= she was his **girlfriend**; he was her **boyfriend**) for three years, but towards the end they had lots of **rows** (= arguments) and they **split up** (= **broke up** / separated). In his **mid twenties** ...



D Marriage

... in his mid twenties he **met** Maureen. They **fell in love** and **got married** within six months. A year later she got **pregnant** and they had their first child, a boy. As you can see, she is now **expecting** their second child (to be pregnant = to be expecting a baby). But sadly Sam met another woman and he left Maureen two months ago to live with the other woman.



Exercises

47.1 What stage of life are these people at?

- 1 Paul isn't 2 yet, so he's still a
- 2 Albert was a bus driver for 40 years but stopped work two years ago, so he is now
- 3 Susan is 25, so she is in her
- 4 Caroline is 50 this year so she is now in her
- 5 Ron is 33 and his wife is 32, so they are both in
- 6 Joan is 75 this year, so she is quite
- 7 Jason was born six weeks ago, so he's a
- 8 Leyla is 13 this year, so she'll soon be a
- 9 Ravi is 18 this year, so legally he becomes
- 10 15 is often a difficult age for boys going through

47.2 Are these sentences *true* or *false* about the people on the opposite page? If the sentences are *false*, write the correct answer below. Try to answer the questions first without looking at the opposite page.

- 1 Sam was born in Scotland.
.....
- 2 He grew up in the south of Ireland.
.....
- 3 He went out with Anthea for two years.
.....
- 4 They split up because Sam went to live in Japan.
.....
- 5 Sam fell in love with Maureen.
.....
- 6 They had a baby a year after they got married.
.....
- 7 Maureen is now expecting her third child.
.....
- 8 Maureen left Sam.
.....

47.3 Find the logical ending for each of the sentence beginnings on the left and construct Rebecca's life.

- | | |
|--------------------------|--|
| 1 Rebecca was born | a was a boy at her secondary school. |
| 2 She grew up | b in her early thirties. |
| 3 Her first boyfriend | c on a farm with lots of animals. |
| 4 She went out with him | d when she was in her late twenties. |
| 5 She went to university | e in a small local hospital in 1972. |
| 6 She fell in love | f for six months. |
| 7 They got married | g just after the baby was born. |
| 8 She had a baby | h with another student doing medicine. |
| 9 Her father retired | i when she left school. |

How many of the sentence beginnings on the left can you answer about your own life? Answer the ones you can.

48 Daily routines

A Sleep

During the week I usually **wake up** at 6.30 a.m. I sometimes **lie in bed** for five minutes but then I have to **get up** (= get out of bed and get dressed). Most evenings, I **go to bed** at about 11.30 p.m. I'm usually very tired, so I **go to sleep** / **fall asleep** very quickly. Occasionally though, I can't **get to sleep** (= succeed in sleeping). When that happens, I sometimes manage to **fall asleep** about 3 a.m., then I **oversleep** (= sleep too long) in the morning. If I **have a late night** (= go to bed very late; ≠ an **early night**), I try to **have a nap** (= a short sleep, e.g. 20–25 minutes) in the afternoon. The weekends are different. On Saturday and Sunday I **have a lie-in.** (= stay in bed until later, e.g. 8 a.m. or 8.30 a.m.)

B Food

In the week I **have breakfast** at 7.30 a.m., lunch at 1.00 p.m., and dinner around 7 p.m. I also have one or two **snacks** (= small amounts of food), e.g. cakes, biscuits or fruit, during the day at work. As I **live alone** / **on my own** / **by myself** (= without other people), I also have to **make my own breakfast and dinner** (= prepare breakfast and dinner for myself), but during the week I don't **bother** (= make an effort) to cook very much. I also have to **feed** (= give food to) my two cats twice a day as well.

Note: With **breakfast**, **lunch** or **dinner** in general, there is no definite article (the).

C Keeping clean

In the summer I **have a shower** in the morning, but in the winter I often **have a bath instead** (= in place of a shower). Sometimes I **have a shave** at the same time, or I shave when I **have a wash and clean/brush my teeth** after breakfast. I **wash my hair** two or three times a week.

Note: In some contexts, it is more common in English to use **have + noun** than a single verb, e.g. I'm going to **have a wash.** [NOT ~~I'm going to wash.~~]

D Work

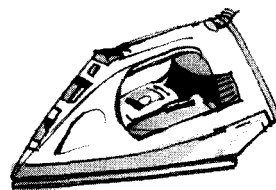
In the morning I **leave home** about 8.15 a.m. and **get to work** (= arrive at work) by 9 a.m. I **have a lunch break** (= stop work for lunch) from 1–2 p.m., and a couple of short **breaks** during the day. I **leave work** around 5.30 p.m. and **get home** about 6.15 p.m.

E Evenings

During the week I usually **stay in** (= stay at home) and **have a rest** (= relax and do nothing). But at the weekend I often **go out** (= leave the house for social reasons, e.g. go to the cinema or disco with friends), but quite often I also **have friends for dinner** (= invite friends to my house and cook dinner for them), or friends just **come round** (= visit me at the house) for a **chat** (*informal*) (= conversation) or we **play cards**, e.g. poker or bridge.

F Housework

I do the **shopping** (= buy the food) on Saturday. **Fortunately** (= luckily) I have a **cleaner** (= a person who cleans) and she does most of the housework: she **does my washing** (= washes the clothes), the **washing-up** (= washes the dishes) and **does most of the ironing.**



Exercises

48.1 The opposite page includes a number of expressions with 'have + noun', e.g. have breakfast, have a shower. Can you remember six more?

have	have
have	have
have	have

48.2 Now complete some more word partnerships and expressions by matching the verbs on the left with the correct word on the right.

1 fall	a rest
2 do	my teeth
3 have	the dog
4 play	asleep
5 go	cards
6 clean	the ironing
7 feed	early
8 get up	to bed

48.3 Complete this dialogue with suitable words or phrases from the opposite page.

A: Don't (1)..... to cook a meal this evening.
 B: Why not?
 A: We could (2)..... instead.
 B: Yeah. Where?
 A: Well I'd like to go to that new Korean restaurant. We could ask Karen and Mike to come.
 B: That's miles away. No, I think I'd rather (3)..... and have an (4)..... night.
 A: But it's Friday. You can have a (5)..... tomorrow if we have a late night.
 B: Yes I know but I'm tired. Look, why don't you ask Karen and Mike to (6)..... for a meal. I can order some pizzas from the takeaway and we'll have a nice evening here.
 A: Sorry, but if you don't want to come to the restaurant with me, I'll go (7).....

48.4 Here are some common sentences in English. Translate them into your own language and then decide which of these sentences you often use in your own language.

- 1 Did you go out last night?
- 2 I think I'm going to stay in this evening.
- 3 I overslept this morning.
- 4 I couldn't get to sleep last night.
- 5 Do you want to come round this evening?
- 6 I forgot to do the shopping.
- 7 What time did you get home?
- 8 I nearly fell asleep in the lesson today.

48.5 Can you find three facts from the opposite page which are exactly the same in your routine, three which are similar, and three which are completely different? Complete the table below.

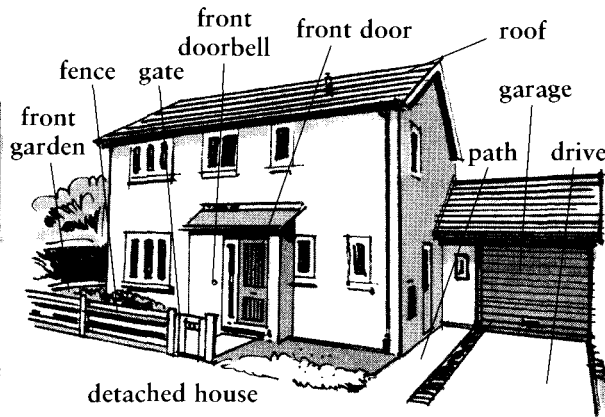
<i>same</i>	<i>similar</i>	<i>completely different</i>
1 I go to bed around 11.30 p.m.	I leave home at 8.40 a.m.	I never do any ironing.
2 .....	.....	.....
3 .....	.....	.....
4 .....	.....	.....

49 Homes and buildings

A Houses



semi-detached house

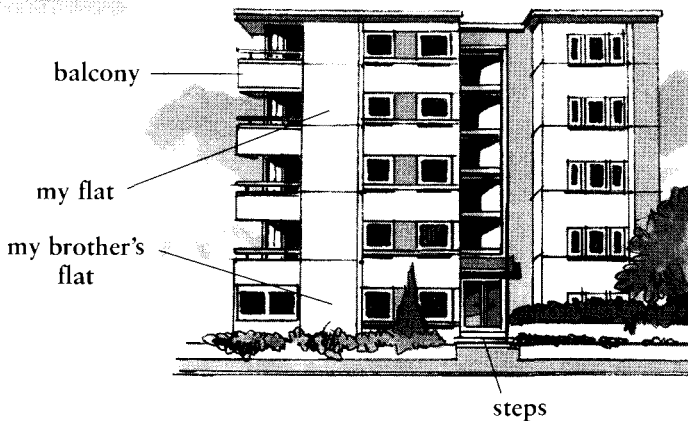


detached house



terraced houses

B Flats



I live in a **block of flats**.

My brother lives **on the ground floor**, and I have a flat **on the third floor**. Unfortunately there is no **lift**, so I have to climb three flights of stairs to reach my flat. But I do have a **balcony** with a wonderful view of the park opposite the flats.

Note: Steps are usually outside a building or inside a public building; they are stone or wooden. Stairs (*pl*) connect floors inside a building and are often covered with a carpet.

C Buying and renting

Some people buy a flat or house (= they **own** it / it **belongs** to them). When they do this in Britain, people usually borrow money from a bank or an organisation called a Building Society. This money, which is called a **mortgage**, is often paid back over 25 years.

Other people **rent** a house or flat (= they pay money every week or month to the person who owns the house). When they do this, the **money** they pay is called **the rent**, and the person who owns the house or flat is the **landlord**.

D Describing a flat or house

The rooms on the ground floor are quite **dark** (\neq light) because they don't **get** (= receive) very much sun. They are also quite **noisy** (\neq quiet) because they are near the roads and the traffic. The other negative thing is that the rooms are **draughty** (= cold air comes into the room through the windows and under the doors because they don't fit very well). This means it is expensive to **heat** the rooms (= to keep the rooms warm). Fortunately I have a very good **central heating** system. In other ways, it is also very nice: it's **in good condition** (= in a good state/doesn't need to be repaired; \neq **in bad condition**), and the rooms are **huge/enormous** (= very, very big; \neq **tiny** / very, very small)

Exercises

49.1 What can you remember about the house and block of flats on the opposite page? Without looking, try to answer these questions. If you think an answer is false, correct it. Finally, check your answers by looking at the opposite page.

- 1 Does the house have a garage?
- 2 Does it have a fence around the front garden?
- 3 Is there a window in the roof?
- 4 Is the gate open or shut?
- 5 How many steps are there in front of the entrance to the block of flats?
- 6 Does each flat have a balcony?
- 7 Does the brother live on the first floor?
- 8 Do the flats have a view of the countryside?

49.2 Complete these sentences with a suitable noun or verb.

- 1 I opened the, walked up the and rang the
- 2 We had to six flights of stairs to get to her flat because the wasn't working.
- 3 I've got a great from my balcony.
- 4 Do you own the flat or do you it?
- 5 I'm living in the house now but it actually to my brother. He bought it two years ago. It was in very bad then, but he spent a lot of money on it.
- 6 It costs a lot of money to a house when you live in a cold climate. Central is usually quite expensive.

49.3 Write down four more positive things and four more negative things you could say about a house/flat or the rooms in a house/flat. When you have finished, compare your answers with section D opposite.

<i>Positive</i>	<i>Negative</i>
..... the rooms are very light .....	..... the rooms are very dark
.....
.....
.....

Now think about your answers again. Which positive features are the most important for you? Which negative features do you hate the most?

49.4 What about your home? Answer these questions.

- 1 Do you live in a house or flat?
- 2 If you live in a flat, what floor is it on?
- 3 If you live in a house, do you have a garden?
- 4 Does the house/flat belong to you (or your family), or do you rent it?
- 5 Do you have your own garage or personal parking space?
- 6 Would you describe your house/flat as dark or light?
- 7 Is it noisy or quiet?
- 8 Do you have central heating?

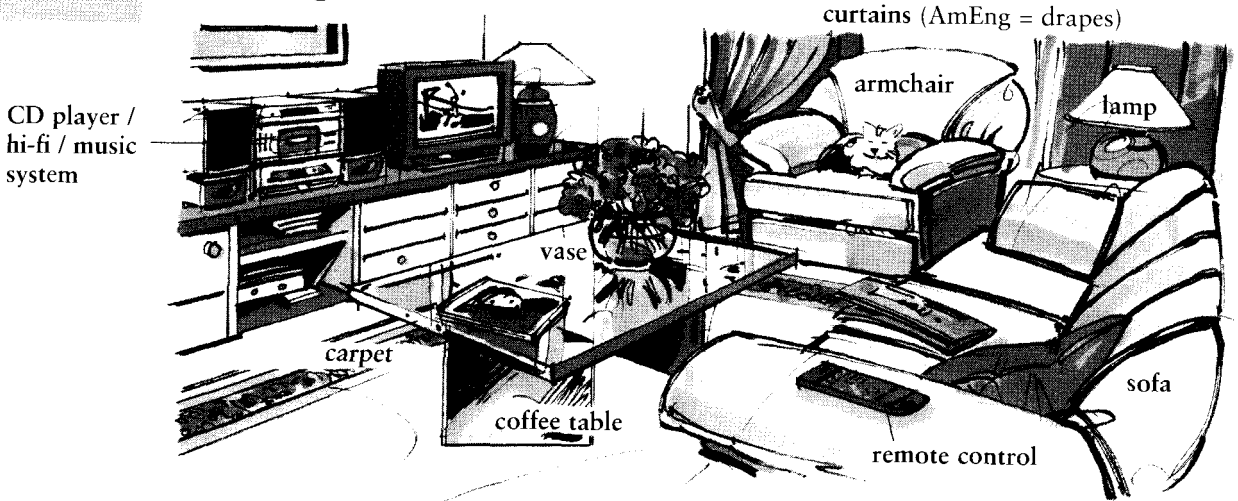
50 Around the home I

A Rooms

The living room or lounge (= where you sit, relax, talk and watch TV); the dining room; the kitchen; the bedroom(s); and the bathroom(s).

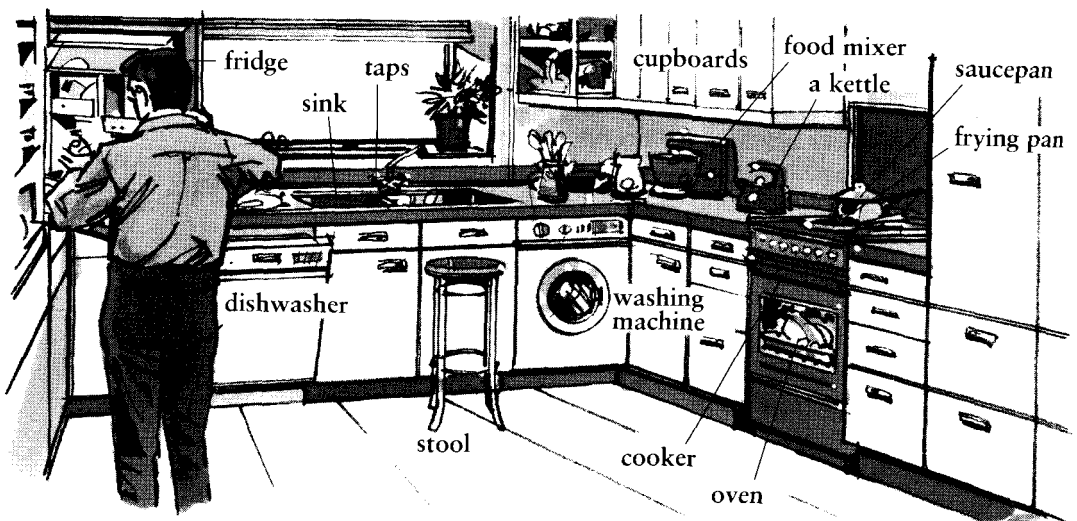
Some people also have a study (= room with a desk where you work), a utility room (= a room usually next to the kitchen, where you have a washing machine), a spare room (= a room you don't use every day. Often this is a room that guests can use), and possibly a playroom for small children.

B The lounge



While the cat was asleep in the armchair, I sat on the sofa and had a look at the paper. Then I turned on the TV and went to make a cup of tea.

C The kitchen



I put the meat in the oven, put my dirty clothes in the washing machine, made the coffee and put the milk back in the fridge.

Exercises

50.1 Complete the descriptions. (There may be more than one possible answer.)

- 1 The bedroom, that's where you ...*sleep*.....
- 2 The kitchen, that's where you do the
- 3 The bathroom, that's where you have a and
- 4 The lounge, that's where you and
- 5 The dining room, that's where you
- 6 A spare room, that's often where
- 7 A study, that's usually where you
- 8 A utility room, that's often where

50.2 You are in the kitchen. Where would you put these things?

- 1 milk
- 2 meat that you are going to cook
- 3 dirty clothes
- 4 dirty cups and saucers
- 5 clean cups and saucers
- 6 biscuits and a packet of spaghetti

50.3 Here are some things you find in the lounge or kitchen but the letters are jumbled. What are they, and where do they belong?

skin nacitusr rapcet shadriswhe teklet
faos veon digref hiamcrar pobcadru acepasnu

50.4 Complete these sentences with the correct adverb or preposition.

- 1 He put the plates the cupboard.
- 2 I took the ham of the fridge, made myself a couple of sandwiches, and then I put the rest of the ham in the fridge.
- 3 I usually sit the sofa and my husband sits an armchair.
- 4 I was bored, so I turned the television.
- 5 You normally cook it the oven for about forty minutes.
- 6 I took the butter of the fridge and put it the table.

50.5 Imagine you have just moved into a new flat, and for the first six months you can only have six of the following. Which would you choose?

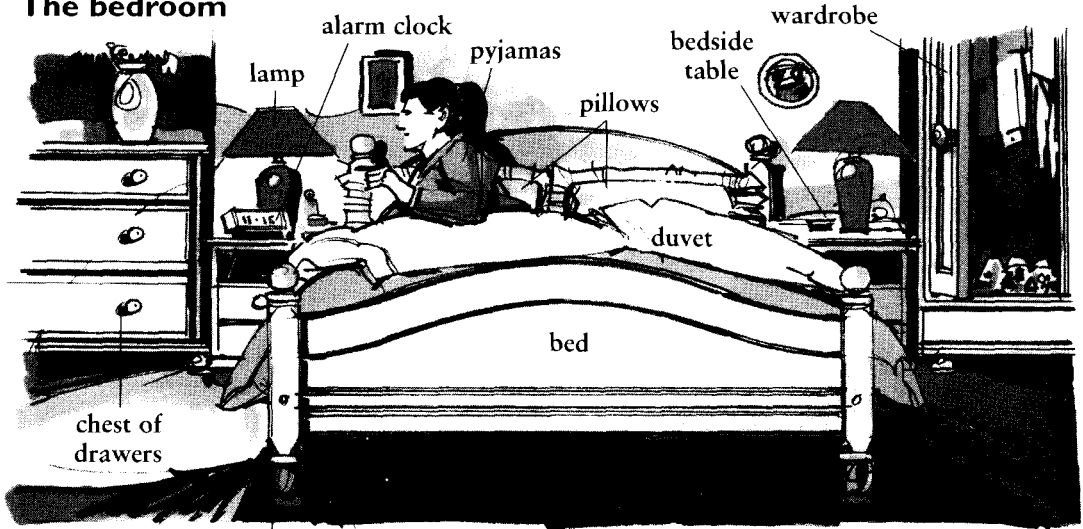
sofa carpets dishwasher TV cooker curtains fridge desk
hi-fi bed dining table washing machine kettle saucepans
food mixer armchair

50.6 Write down:

- 1 three things in the lounge and kitchen you can turn on/off.
- 2 three things in the kitchen you can wash.
- 3 three things in the lounge and kitchen you can sit on.
- 4 two things you can use to boil water.

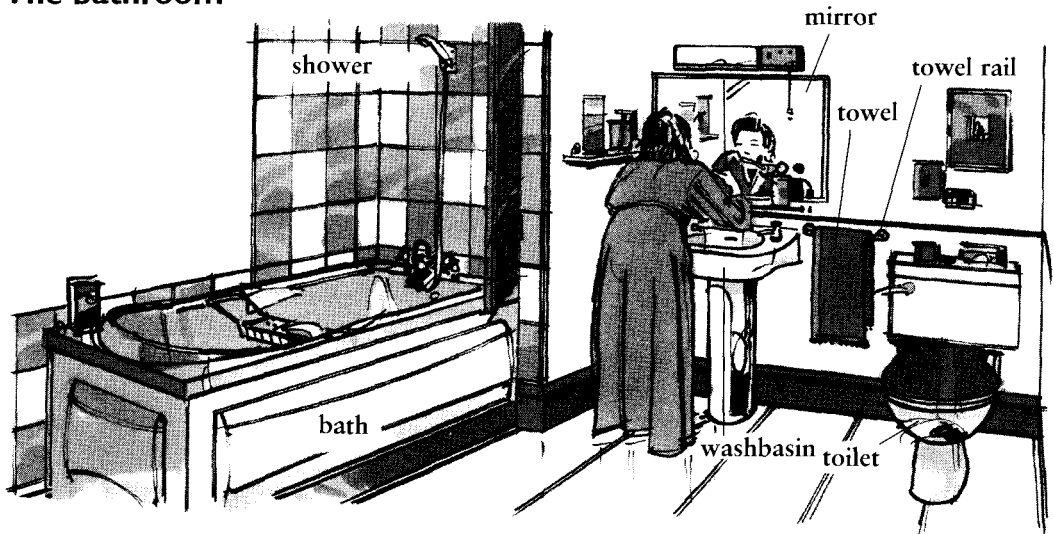
5 | Around the home 2

A The bedroom



I put on my pyjamas, got into bed, set the alarm clock, switched off the light, and went to sleep.

B The bathroom



I didn't have time for a bath, but I had a wash, cleaned my teeth, and then I went to school.

C Housework (U)

My room is very clean and tidy (= everything in order), but my brother is very untidy; he leaves his clothes all over the floor and never makes his bed. What's worse, he doesn't clean his room very often, so most of the time it is quite dirty.

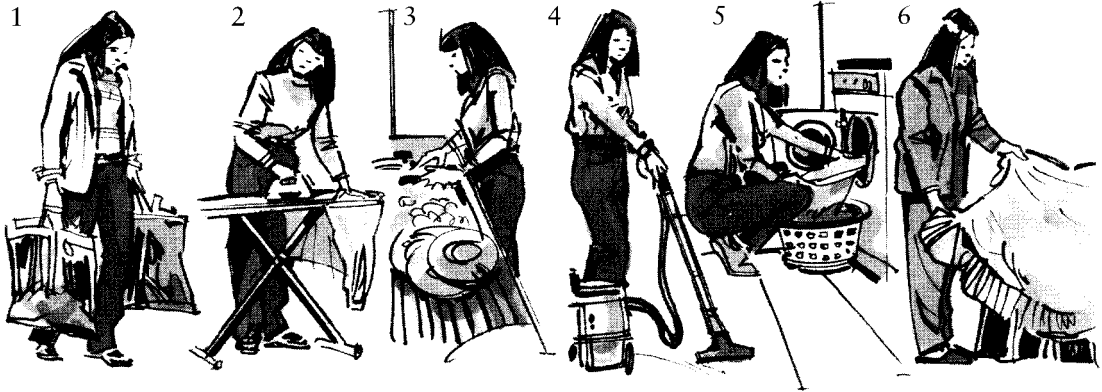
I do the washing-up every evening after dinner, and I normally do the washing and ironing at the weekend when I have a bit more free time. I also hoover the carpets and polish the dining room table once a week.

Exercises

51.1 Find the correct ending on the right for each of these sentence beginnings on the left, then put the sentences in the most logical order.

- | | |
|------------------|-----------------|
| 1 I cleaned | the light |
| 2 I went | into bed |
| 3 I set | a wash |
| 4 I switched off | my teeth |
| 5 I had | to sleep |
| 6 I put on | the alarm clock |
| 7 I got | my pyjamas |

51.2 The pictures show six things the woman did this morning. Complete the sentences below.



- | | |
|-------------|-------------|
| 1 She | 4 She |
| 2 She | 5 She |
| 3 She | 6 She |

How often do you do these things? Complete these sentences about yourself.

- | | |
|------------------------|--|
| 1 I often | |
| 2 I sometimes | |
| 3 I occasionally | |
| 4 I never | |
| 5 I | |
| 6 I | |

51.3 Test your memory. Cover the opposite page and answer these questions about the pictures.

- | | |
|--|--|
| 1 Does the alarm clock show 11.30? | 5 Is the girl in the bathroom holding a towel? |
| 2 Does he have one pillow or two? | 6 Is she looking in the mirror? |
| 3 Is the wardrobe open? | 7 Is the shower above the bath? |
| 4 How many drawers does the chest of drawers have? | 8 Can you see any soap on the washbasin? |

How well do you know your own home? Answer these questions as quickly as possible.

- 1 Have you got a mirror above the washbasin in the bathroom?
- 2 Have you got a towel rail on the same wall as the washbasin?
- 3 Is the toilet next to the bath/shower?
- 4 Have you got a wardrobe and chest of drawers in your bedroom?
- 5 Have you got a lamp on your bedside table?
- 6 Have you got an alarm clock?

52 Everyday problems

A There's something wrong with ...

If there is a problem with a machine or a thing that you use e.g. TV, light, washing machine, computer, food mixer, pen, etc., we often use these expressions:

There's **something wrong with** the TV. (= there is a problem with it)

The light's **not working**. (= not functioning / there is no light)

The shower's **not working properly**. (= it is functioning but not very well)

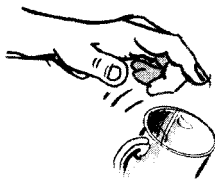
The telephone is **out of order**. (= not in use / not functioning)

Note: The phrase **out of order** is often used when a public machine or piece of equipment isn't working, e.g. public telephone, public toilet, drinks machine at a station, etc.

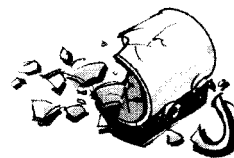
B In the home

Yesterday morning Paul had a lot of problems.

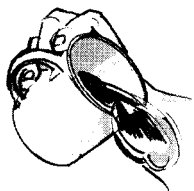
He dropped a cup



and it broke



He got another cup, made a coffee, and then spilt it.



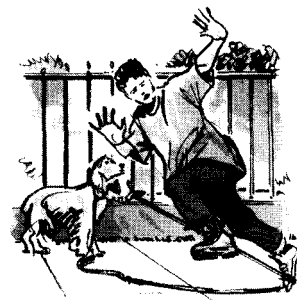
It **ruined** (= destroyed) his T-shirt because there was a large **stain** on it.



He decided to make some toast, but he **burnt** the first piece (if you **burn** something, you damage it with fire), then realised he'd **run out** of bread (= the bread was finished / there was no more bread). He did not leave home **in a good mood** (= feeling very happy).

C Out and about

After Paul went out, things got worse. He left home with a ten-pound note in his pocket, and walked to the bus stop. Unfortunately he was a bit late and the bus was a bit early, so he **missed the bus**. While he waited for the next one, he got out his walkman, but the **batteries had run out** (= the batteries were finished). When the bus arrived, he got on and put his hand in his pocket – no ten-pound note (he had **lost his money**). The driver told him to get off. He didn't want to be late for school, so he started running. Moments later, he saw a dog, but not its lead – and **tripped over the lead**.



He got to his feet, carried on to school, then he realised he had **left** his bag on the bus.

Note: Students often say 'he forgot his bag on the bus' in this situation. In English, we must use the verb **leave** if we say where something is. For example:

I've **forgotten** my bag; *but* I **left** my bag on the bus.

Exercises

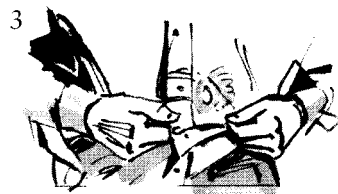
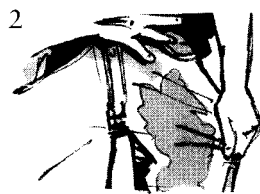
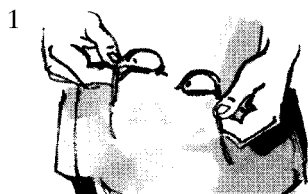
52.1 Complete the past tense and past participle of these verbs.

<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
burn break drop spill trip lose leave		

52.2 Match the sentence beginnings on the left with the correct ending on the right.

- | | |
|------------------------------------|-------------------------------------|
| 1 I dropped the radio on the floor | a when I lit that cigarette. |
| 2 The batteries have run out | b and had to wait ages for another. |
| 3 I'm afraid I left | c and it made a mess on the carpet. |
| 4 I spilt the drink | d to bring my money. |
| 5 I missed the bus | e my money at home. |
| 6 I burnt myself | f and now I can't get it to work. |
| 7 I forgot | g so I can't listen to my walkman. |

52.3 This is what happened when Paul had a party at his house. Write a description of the damage.



52.4 Write logical answers for each of these questions, using vocabulary from the opposite page.

- How did you break that glass?
- Why can't we watch TV?
- How did you cut your knee like that?
- I'm cold. What's wrong with the central heating?
- What happened to the money I gave you?
- Where's your homework?
- What's wrong with this radio?
- Why can't you use the public phone in the station?

52.5 Answer these questions using *often* / *occasionally* / *hardly ever* / *never*.

How often do you:

- | | | |
|-------------------|----------------------|--------------------|
| drop things? | break things? | burn things? |
| spill things? | lose things? | forget things? |
| trip over things? | leave things behind? | run out of things? |

What sort of things do you drop, burn, run out of, etc.?

Exercises

53.1 Fill the gaps using the past tense of verbs from the box. Be careful, most of them are irregular.

buy	spend	lose	pay	cost
sell	win	waste	find	give

- 1 My car was five years old, so I it and a new one.
- 2 I was very sad when I my watch in the street. It was a present from my wife and it her a lot of money. Fortunately, somebody it the next day and took it to a Police Station.
- 3 I over £2,000 for my computer, but it isn't worth very much now.
- 4 My father me £50 last week but I most of it on a ticket for a concert on Friday.
- 5 Last week somebody £1m in a game on television. It was incredibly exciting.
- 6 I'm afraid I my money on those CDs because I never play them.

53.2 What can you say in these situations? Complete the sentences but do not use the underlined words and phrases.

Example: You want to tell a friend that a restaurant wasn't cheap.

The restaurant was quite expensive.

- 1 You want to know the value of your friend's gold ring.
How much is
- 2 A friend wants to go to an expensive restaurant but you don't have enough money.
I'm afraid I
- 3 You want to borrow some money from a friend.
Could you
- 4 You want to know how much a friend paid for her dictionary.
How much

53.3 How quickly can you answer these questions? Write down answers to all of them in one minute, then go back and check. If possible, ask someone else the same questions.

- 1 Is the currency in America called the dollar?
- 2 Is a five-pound note worth less than a fifty-pence piece?
- 3 If you lend something to someone, do they borrow it?
- 4 If you waste money, do you use it well?
- 5 Is 'sterling' a currency?
- 6 If you 'can't afford' something, do you have enough money for it?
- 7 Does 'cost of living' mean the same as 'standard of living'?
- 8 If someone tells you a hotel is reasonable, is it very expensive?

53.4 Write down the approximate price of six things in your country, e.g. a daily newspaper, a short bus journey, a cup of coffee in a bar/cafe, a ticket for the cinema, a takeaway hamburger, a pair of jeans, etc. Do you think the price is expensive, reasonable, cheap? Compare your answers with someone from the same town, and if possible, someone from a different country.

54 Health: illness and disease

A Common problems



She's sneezing.



She's coughing.



She's got a sore throat.



She's blowing her nose.



She's got a temperature.

What's the matter?

I've got a cold

I've got **flu** (U) (more serious than a cold)

I've got hay fever (U)

I've got **diarrhoea** (U)

I feel sick

I've got a **hangover**

How do you know? (the symptoms)

a sore throat, sneezing, a cough

symptoms for a cold + aching

muscles and a temperature, e.g. 39.5

sneezing, runny nose, sore eyes

I keep going to the toilet

I want to vomit (= be sick)

headache, feeling sick

Cause of illness

a virus

a virus

allergic reaction to

pollen from grass

often food, or a virus

many e.g. food, alcohol

too much alcohol

Note: For these **illnesses**, you can either buy something from the **chemist**, or go to your doctor, who may give you a **prescription** (= a piece of paper with an order for some medicine) that you get from the chemist.

B Aches and pains

Nouns: We only use **ache** with the following: I've got **toothache** (U), a **stomach-ache**, **backache** (U), **earache** (U) and a **headache**. For other parts of the body we use **pain**, e.g. I woke up in the night with a **terrible pain** in my chest.

Verbs: You can use **ache** for some things, e.g. my back aches; but **hurt** is more common to describe real pain, and it can be used with or without a direct object:

She **hurt** her foot when she jumped off the bus and fell over. (also **injured** here) *or*

She **hurt** herself when she jumped off the bus and fell over.

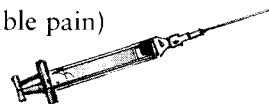
I hit my leg against the table and it **really hurts**. (= gives me a terrible pain)

Adjectives: The only common adjective is **painful** (≠ **painless**):

I had an **injection** yesterday and it was very **painful**.

A: Did it hurt when you had your filling? (= when the dentist fills a hole/cavity in the tooth)

B: No, it was **painless**.



C Serious illnesses

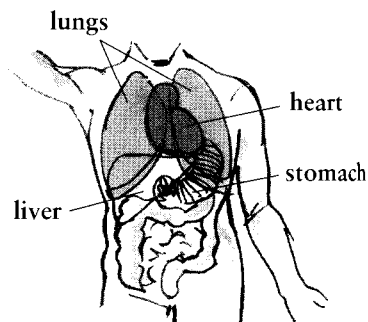
Doctors believe smoking is the major cause of **lung cancer**.

He had a **heart attack** and died almost immediately.

Hepatitis is a liver disease.

Asthma (chest illness causing **breathing** problems) has become more common.

Note: **Illness** and **disease** are often used in the same way, but **disease** is used for a serious condition caused by an infection e.g. a liver disease. **Illness** is a more general word.



Exercises

54.1 Write down the main symptom or symptoms for these conditions.

- 1 a cold:
- 2 flu:
- 3 hay fever:
- 4 a hangover:
- 5 diarrhoea:
- 6 asthma:

54.2 Look at the underlined letters in these pairs of words. Is the pronunciation the same or different? Look at the examples first.

- Examples:* ache pain *same*
 constipated stomach *different*
- 1 disease diarrhoea 4 virus illness
 - 2 chemist ache 5 flu muscle
 - 3 hurt allergic 6 cough enough

54.3 Look at the pictures and write what happened in the space below. Try to use at least three or four words or phrases from the opposite page.



I had

54.4 Fill the gaps with a suitable word.

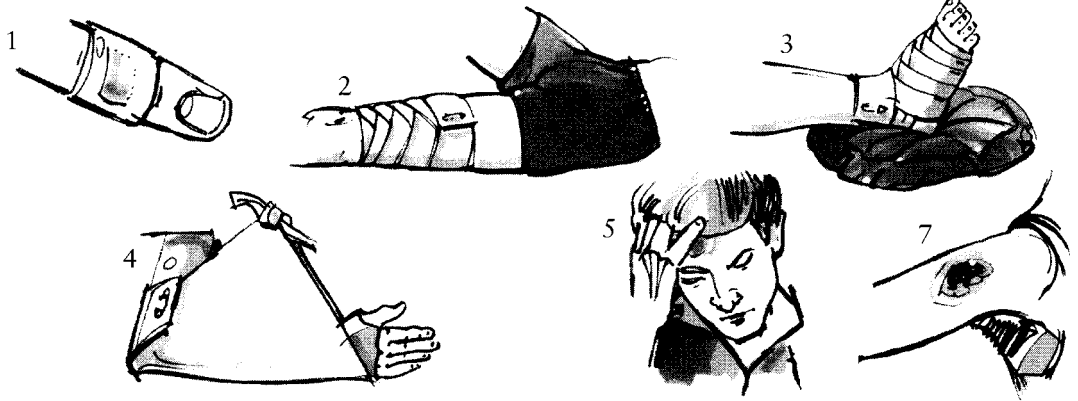
- 1 I hit my hand on the desk and it really
- 2 They say she died of a heart
- 3 She had some apples that weren't ready to eat and now she's got stomache-.....
- 4 I've got this terrible in my neck from sleeping in the wrong position.
- 5 He died of cancer even though he never smoked a cigarette in his life.
- 6 I went to the doctor, and she gave me a for some tablets.
- 7 Pollution makes her worse and it's difficult for her to breathe.
- 8 There are different forms of hepatitis; one is a more serious than the other.
- 9 I hurt when I fell off that chair.
- 10 My back from sitting at that computer all day.

54.5 Look at the opposite page again. Have you had any of these illnesses recently? Have you had any aches and pains recently? Make a list of the ones you have had. Are there any other illnesses you have had or still have? If so, find the name for it/them in English.

55 Health: injuries

A Common injuries

An **injury** is damage to part of your body, usually caused by an accident in the home, on the roads, or during a game, e.g. of football. Here are some common injuries:



<i>What's the problem?</i>	<i>How did it happen?</i>	<i>Result</i>	<i>Solution</i>
1 I cut (v, n) my finger	using a knife	it's bleeding a bit	a plaster
2 I cut my leg quite badly	I fell over	it's bleeding quite a lot	a bandage (n, v)
3 I twisted my ankle	running for a bus	I can't walk on it easily	rest
4 I broke my arm	I fell off my bike	I can't use it	plaster (U) and a sling
5 I've got concussion	playing football	I'm confused; don't know where I am	rest
6 I burnt my hand	taking something out of a hot oven	it's very painful	special cream
7 I've got a bruise (n, v) on my arm	I hit it on the side of my desk	it's swollen and blue/black in colour	ice pack

B Hospital treatment

Look carefully at the key words in these texts.

John fell off a chair, hit his head on the floor, and **knocked himself unconscious**. His wife called an **ambulance** but John was still **unconscious** when it arrived. He was **rushed** to hospital (= taken very quickly) where they kept him for two days for **blood tests**.

I jumped for the ball and **collided** with another player (= we ran into / hit each other). We both had cuts on our head, but I had to go to hospital for eight **stitches**.



C Wounds and injuries

Wound (n, v) and **injury** are both used to describe damage to the body, but a **wound** is generally caused by a **weapon** (e.g. gun or knife) and it is usually intentional.

He **shot** the man in the chest. (= a **bullet wound** in the chest) [from a gun]

He **stabbed** the boy in the back. (= a **knife wound** in the back)

He **got into a fight** and **got beaten up**. He had a **black eye** and two **broken ribs**.

Exercises

55.1 Complete the table with the correct verb forms.

Noun	Verb	Noun	Verb
cut wound injury shot		blood bandage bruise treatment	

55.2 Look at the pictures and write the story.



Now compare your story with the model answer in the key.

55.3 Complete these conversations in a suitable way.

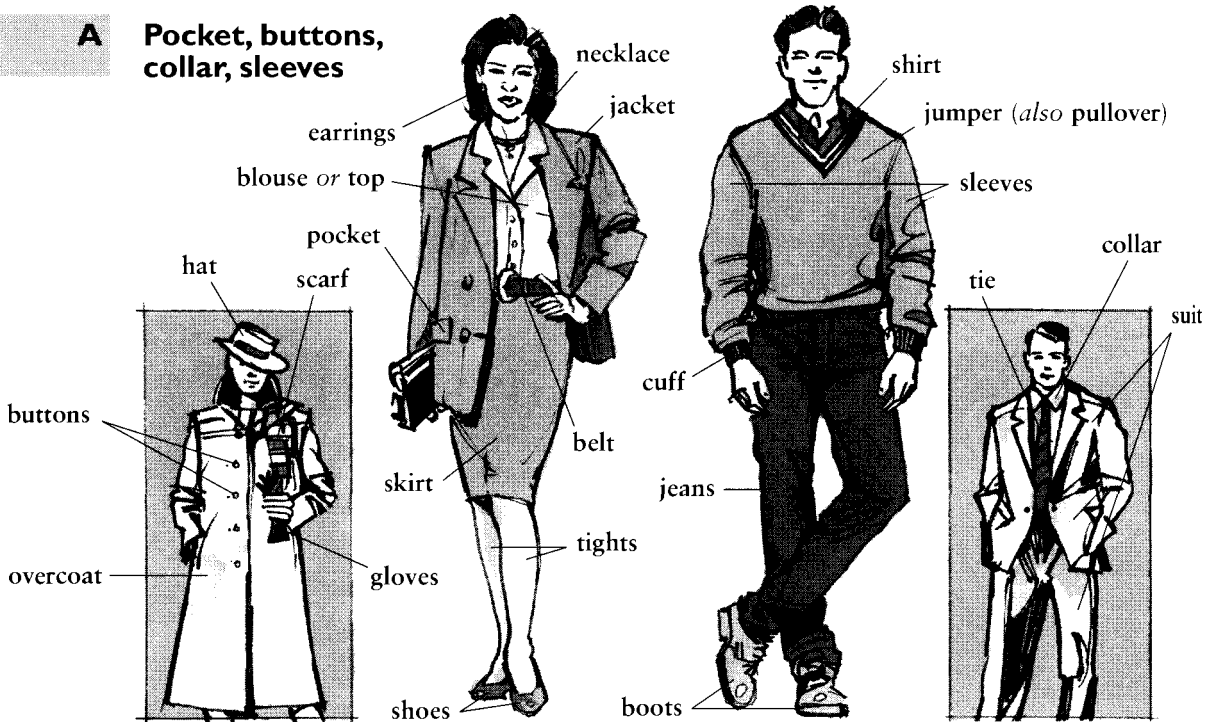
- A: ... bleeding quite a bit, so I had to put a plaster on it before I could finish.
 B: How did you do it, anyway?
 A: Oh, I was
- A: ... the next day the eye was really swollen and he had bruises down both his arms.
 B: My goodness. What did he tell his parents?
 A: More or less the truth. He said
- A: ... tried to get up again but I couldn't move. It was incredibly painful, but fortunately there were a few pedestrians around to help me.
 B: That's lucky. But what were you doing?
 A:
- A: ... my face was cut and he had a terrible bruise on his head.
 B: Sounds very unpleasant. How did it happen exactly?
 A:

55.4 Answer these questions about yourself. If possible, ask another person the same questions.

- Have you ever broken your arm or leg?
- Have you ever needed stitches ?
- Have you ever had concussion?
- Have you ever been unconscious?
- Have you ever had a blood test?
- Have you ever been in an ambulance?

56 Clothes

A Pocket, buttons, collar, sleeves



Note: Some of these words are plural nouns, e.g. jeans and trousers. See Unit 27.

B Important verbs

Use this text to guess the meaning of the key words.

I got up at 7.30, had a shower, **got dressed**, and had breakfast. It was a cold morning so I **put on** my overcoat and left home about 8.20. When I got to work I **took off** my coat and **hung it up** behind the door. It was hot in the office, so I **took my jacket off** as well. During my lunchbreak I had a look round the shops. I saw a nice jacket in one shop and **tried it on**, but it didn't **fit** me – it was too small and they didn't have a bigger **size**.

Note: Notice the different word order with the verbs put on, take off, hang up, and try on. If you want to know the rule about this, turn to Unit 17 Phrasal verbs: grammar and style.

C Too small and not long enough

The man is wearing a suit, but it doesn't fit him very well: the jacket is **too small** (= not big enough); the trousers are **too short** (= not long enough).



Exercises

56.1 Finish this sentence with six different items of clothes.

I need a pair of

.....

.....

.....

.....

.....

56.2 Find a logical order for these sentences.

- 1 He took off his trousers.
- 2 He put his shoes back on.
- 3 He tried on the suit.
- 4 He went into the changing room.
- 5 He took it off.
- 6 He paid for the suit.
- 7 He took off his shoes.
- 8 He went back to the sales assistant.
- 9 He put his trousers on again.

56.3 What's missing?
Write down anything
that is missing in the
second picture of
the woman.

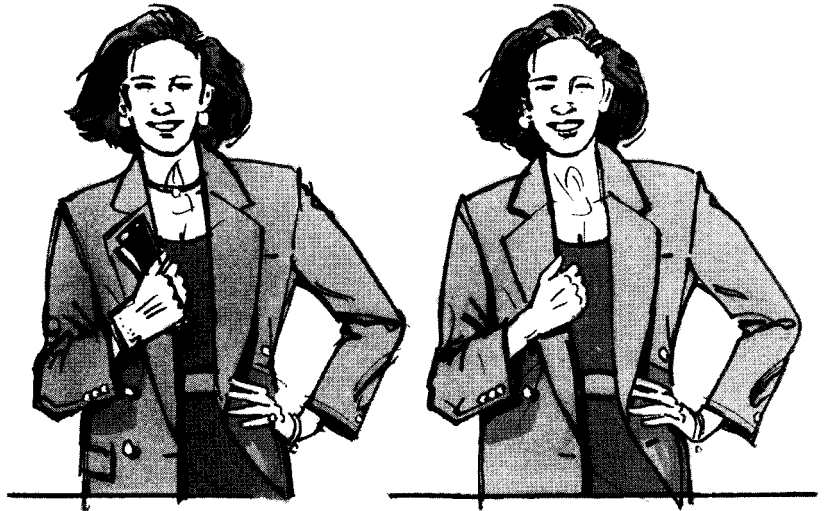
.....

.....

.....

.....

.....



56.4 Fill the gaps with suitable words. (More than one answer may be possible in some cases.)

- 1 She decided to wear a and a instead of a dress.
- 2 I tried on a; the jacket was fine but the were too short.
- 3 It was hot in the office, so I took off my jacket and, and rolled up the sleeves of my
- 4 I wanted to buy the jacket, but unfortunately the one I tried on wasn't big and they didn't have it in a bigger
- 5 I also wanted a new jumper, but unfortunately the medium size was big and the small size wasn't big

56.5 Write down:

- 1 five things usually worn by women only; and five things worn by men and women.
- 2 a list of clothes you like and don't like wearing.
- 3 five more items of clothing you have at home in your wardrobe / chest of drawers.

57 Shops and Shopping

A Shops and shopping

shop assistant: person who works in a shop; also called sales assistant

shop window: the window at the front of the shop

shopping centre: a place with many shops, outside or indoors

window shopping: to look round the shops but not buy anything

shopping list: a list of things to buy

I went shopping yesterday (= I went to the shops to buy food or clothes, etc.)

I did the shopping yesterday (= I bought food and household goods)

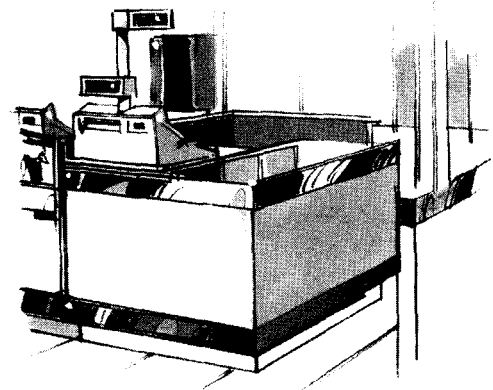
B Types of shop (and what they sell)

<i>Name of shop</i>	<i>What it sells</i>
department store	almost everything (furniture, clothes, electrical appliances, e.g. TV and washing machine, toys, jewellery, etc. and sometimes food)
supermarket	food and household goods, e.g. cleaning products
newsagent(s)	newspapers, cigarettes, sweets, stationery, e.g. writing paper, cards, envelopes, etc.
butcher(s)	meat
greengrocer(s)	fruit and vegetables
boutique	fashionable clothes
chemist(s)	medicine, baby products, shampoo, soap, toothpaste, etc.

Note: Most other shops are just '+ shop', e.g. shoe shop, record shop, camera shop, etc.

C Useful words and expressions

- ASSISTANT: Can I help you? CUSTOMER: Yes, I'm **looking for** (= I want) a blue jumper.
- ASSISTANT: Can I help you? CUSTOMER: No, I'm **just looking**, thanks. (= I don't need help)
- ASSISTANT: Can I help you? CUSTOMER: I'm **being served**, thanks. (= another assistant is already serving/helping me)
- ASSISTANT: What **size** are you looking for? (e.g. big? small? medium? 12? 14? 16?)
- CUSTOMER: Where's the **changing room**? (= the room where you try on clothes; also called the **fitting room**)
- ASSISTANT: It's down there on the right.
- CUSTOMER: Yes, I'll **take this one / these**. (= Yes, I want to buy this one / these)
- CUSTOMER: No, I'll **leave it** thanks. (= No, I don't want to buy it/them)
- CUSTOMER: Excuse me. Where do I pay for these?
- ASSISTANT: Over at the **cash desk/till**.
- CUSTOMER: And can I **pay by cheque / credit card**?
- ASSISTANT: Yes, of course.



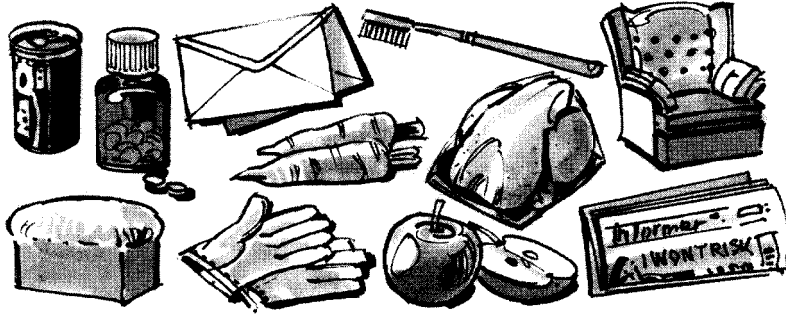
Exercises

57.1 Can you find a 'general' word on the opposite page to describe each group of items below?

Example: ...fruit..... e.g. apples, oranges and peaches

- 1 e.g. shoes, a blouse, a jacket
- 2 e.g. a sofa, an armchair, a table
- 3 e.g. a television, a washing machine, a food mixer
- 4 e.g. washing powder, soap, milk, toilet paper
- 5 e.g. teddy bear, plastic gun, lego
- 6 e.g. writing paper, envelopes

57.2 Where would you buy each of the items on the left? Choose from the shops in the box.



- | |
|---|
| newsagent
chemist
department store
butcher
greengrocer
supermarket |
|---|

Now write down two more things you could buy in each shop.

57.3 What word or phrase is being defined in these sentences?

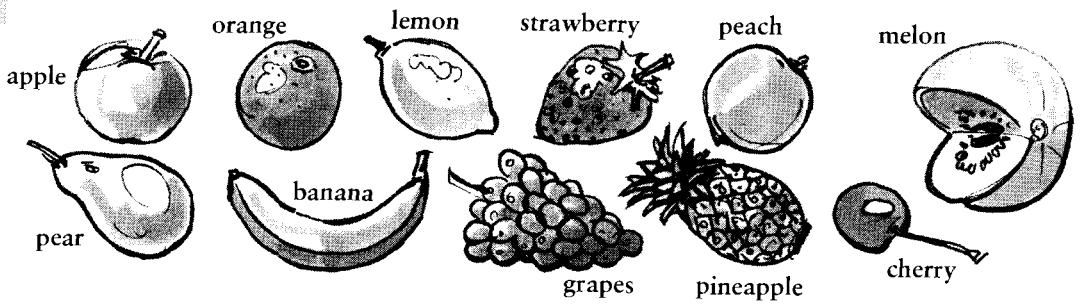
- 1 A shop where you can buy fashionable clothes.
- 2 A place with many shops, either outside or indoors.
- 3 A person who works in a shop.
- 4 The place where you can try on clothes in a shop.
- 5 The place where you pay for things in a shop.
- 6 To look round the shops without planning to buy anything.
- 7 The shop where you buy meat.
- 8 The shop where you buy medicines, baby products, shampoo, etc.

57.4 Complete this shopping dialogue.

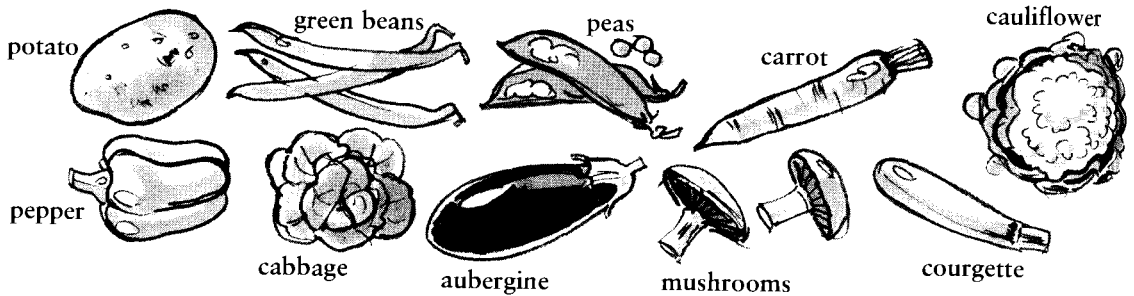
ASSISTANT 1: Can I help you?
 CUSTOMER: Yes, I'm (1)..... a blouse like this, but in blue.
 ASSISTANT 1: I see. And what (2)..... are you looking for?
 CUSTOMER: Uh, 14 usually.
 ASSISTANT 1: Ok, I'll just go and see if we've got any.
 CUSTOMER: Thank you.
 ASSISTANT 2: Can I help you?
 CUSTOMER: No, it's OK, I'm (3)..... thanks.
 ASSISTANT 1: Here we are. The last one in stock.
 CUSTOMER: Great. Can I try it on?
 ASSISTANT 1: Yes of course. The (4)..... is just over there.
 ASSISTANT 1: How was it?
 CUSTOMER: Fine. I'll (5).....
 ASSISTANT: Right. Would you like to pay over there at the (6).....?

58 Food

A Fruit

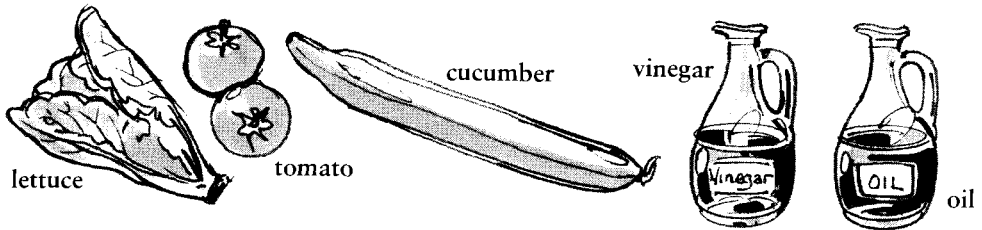


B Vegetables



C Salad

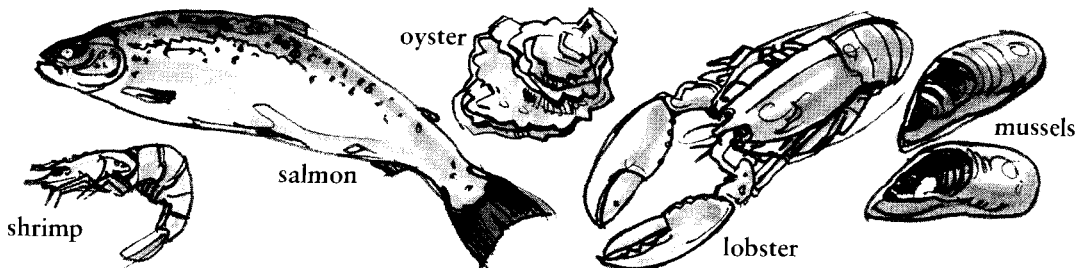
A salad is a mixture of uncooked vegetables. The main ingredient in a salad is lettuce, but it may also contain **tomato**, **cucumber**, and other things.



D Animals (meat), fish and shellfish

animal: cow calf (= young cow) lamb (= young sheep) pig
meat: beef veal lamb pork

Note: A person who does not eat meat is a **vegetarian**.



Exercises

58.1 Can you write down a vegetable and fruit:

	<i>Vegetable</i>	<i>Fruit</i>
1 beginning with the letter 'p'	.. <u>potato</u> .....	.....
2 beginning with the letter 'b'
3 beginning with the letter 'm'
4 beginning with the letter 'c'
5 beginning with the letter 'a'

58.2 Find a word in the right-hand box where the underlined letter(s) are pronounced in the same way as the underlined letter(s) in a word in the left-hand box. Be careful: there are two extra words in the right-hand box which you do not need.

lett <u>u</u> ce	o <u>n</u> ion
o <u>r</u> ange	ba <u>n</u> ana
au <u>u</u> bergine	sa <u>l</u> mon

tomato	melon
sa <u>l</u> ad	ch <u>i</u> cken
ca <u>l</u> f	la <u>m</u> b
ca <u>u</u> liflower	mu <u>s</u> hroom

58.3 Which is the odd one out in each group, and why?

- pork veal salmon beef
- salmon shrimp oyster lobster
- lettuce aubergine tomato cucumber
- peach onion mushroom courgette
- chicken lamb beef mussels

58.4 Do you eat the skin (= the outside) of these fruits – always, usually, or never? Make three lists.

apples	pineapples	cherries	grapes
pears	bananas	peaches	mangoes
oranges	lemons	melons	strawberries

58.5 Using words from the opposite page, complete these sentences about yourself and your country. If possible, compare your answers with someone else who has done this exercise.

- In my country is/are more common than
- In my country is/are more expensive than
- In my country a mixed salad usually contains
- In my country we don't grow
- And we don't often eat
- Personally, I prefer to
- I love but I don't really like
- My favourite meat is

59 Cooking and restaurants

A Ways of cooking food

boil: in water, e.g. carrots

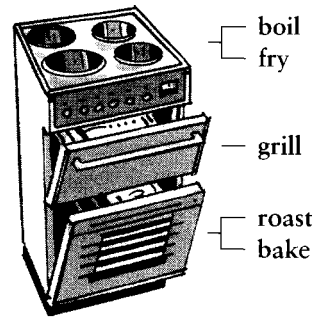
fry: in oil or butter above the heat, e.g. sausages

grill: under the heat, e.g. toast or meat

roast: in the oven using oil, e.g. meat

bake: in the oven without oil, e.g. cakes

Note: Food which is not cooked is **raw**.



B Cooking steak

If you have steak you can eat it **rare** (= cooked very quickly and still red); **medium-rare** (cooked a bit longer and just red in the middle); **medium** (cooked a bit more and just pink); or **well-done** (cooked even longer and not pink at all).

C Describing food

tasty: has lots of taste: a positive word; ≠ **tasteless:** a negative word

bland: without a strong taste; neutral in flavour, e.g. boiled rice

sweet: lots of sugar; ≠ **bitter**

salty: lots of salt

hot/spicy: lots of spice, e.g. curry

fresh: recently produced, e.g. fresh bread; recently picked, e.g. fresh fruit

tender: easy to cut; a positive word used to describe meat; ≠ **tough**

fatty: meat with a lot of fat; ≠ **lean**

fattening: food which makes you **put on weight** / get fat, e.g. cream, biscuits, etc.

D Eating in restaurants

In Britain you often have three **courses**: a **starter** (e.g. soup), a **main course** (e.g. steak or chicken), and a **dessert** (e.g. strawberries or ice cream). You may also have an **aperitif** (= a drink before the meal, e.g. gin and tonic), and coffee after the meal. When you pay the **bill** (= the money for the meal; AmEng = check), you sometimes also leave a **tip** (= money) for the waiter if **service is not included** in the price. (10% is a normal tip.) If it is a popular restaurant, you may also need to **book** (= reserve) a table **in advance** (= before you go).

E The menu

<p>∞ Starters ∞ <i>Broccoli Soup</i> <i>Home-made Chicken Liver Pate</i> <i>Tagliatelle with Courgettes, Cream and Bacon</i></p> <p>∞ Main Courses ∞ <i>Baked Salmon with Spinach</i> <i>Breast of Chicken in a White Wine Sauce with Mushrooms</i> <i>Grilled Fillet Steak in a Pepper Sauce</i> <i>Mushroom Risotto</i></p> <p>∞ Desserts ∞ <i>Chocolate Mousse</i> <i>Fruit Salad</i> <i>Ice Cream</i></p>
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Exercises

59.1 Do you often eat the following food in your country? If so, do you eat it in the same way?

Example: In Britain, we often eat 'fish' but not usually 'raw fish'.

raw fish	fried rice
fried eggs	grilled sausages
baked potatoes	roast beef
raw spinach	roast peppers
fried bread	boiled eggs
grilled cheese	baked bananas

59.2 Look at the menu on the opposite page again, and answer these questions.

- 1 Which starter doesn't contain vegetables?
- 2 Which dish contains pasta?
- 3 Which dish may be rare or well-done?
- 4 Which dish is definitely cooked in the oven?
- 5 Which dish will probably be quite spicy?
- 6 Which dish contains alcohol?
- 7 Which meat may be fatty or tough if you are unlucky?
- 8 Which dessert(s) will be quite sweet?
- 9 Which dessert must be very fresh?
- 10 You are on a diet (= you are trying to lose weight) and you do not want to have a fattening meal. Which would probably be the best dish to choose for each course?

59.3 Choose a possible adjective from the opposite page to describe each of these foods.

	<i>Adjective</i>		<i>Adjective</i>
lemon	ice cream	.....
chicken	fillet steak	.....
honey	chillies	.....
bacon	avocado	.....

59.4 What about restaurants in your country, and your own taste in food? Answer these questions about yourself and your country.

- 1 Do you normally need to book a restaurant in advance?
 - 2 Is it common to give the waiter a tip? If so, how much?
 - 3 Do you normally eat three courses in a restaurant? If not, how many courses do you normally have?
 - 4 How many of these do you normally find on the table in a restaurant in your country?
salt *yes/no* pepper *yes/no* oil *yes/no*
vinegar *yes/no* napkins *yes/no*
 - 5 Generally, do you add more salt to your food when you eat in restaurants?
 - 6 Do you like steak? If so, how do you like it cooked?
 - 7 Would you say that food in your country is very spicy?
 - 8 Would you say that food in your country is generally quite fattening?
- If possible, ask another person the same questions.

60 Town and country

A Towns

Here are some of the things you will find in most big towns.

a commercial centre: an area with lots of banks and company offices

shopping centres: places with many shops, either indoors or outdoors

car parks: places to leave many cars

factories: buildings where you make/manufacture things, e.g. cars

suburbs: areas outside the centre of town where people live

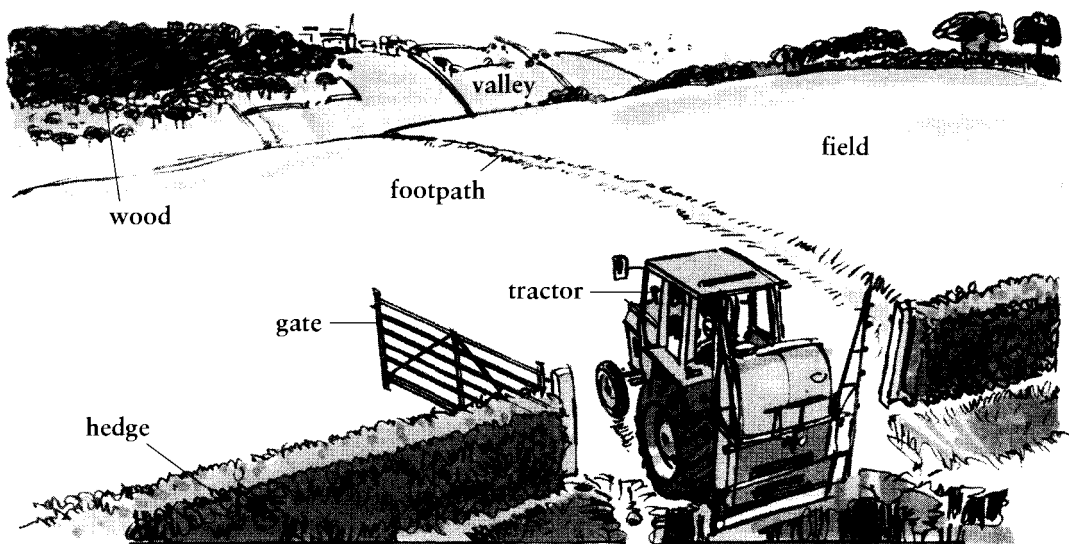
libraries: places where you can borrow books

pollution: dirty air because of smoke and petrol fumes

night-life: places to go at night, e.g. bars, restaurants, cinemas, theatres, discos, etc.

B The country

Here are some of the things you will find in the countryside.



C Advantages and disadvantages

People who prefer the countryside to big towns, often say this:

Towns:

are noisy

are dirty and polluted

are stressful

are crowded (= full of people)

are dangerous

The countryside:

is quiet and peaceful

is clean

is calm and relaxing

has lots of open space

is safe

People who prefer big towns have a different point of view:

In towns:

there are plenty (= lots) of things to do

it's exciting

there's a **wide range of shops** (= many different shops)

there's lots of night-life, e.g. bars, cinemas, discos

In the countryside:

there's **nothing** to do

it's boring

there are only a few shops

there's no night-life

Exercises

60.1 Complete this table of opposites.

<i>Big towns and cities</i>	<i>Village life and the countryside</i>
.....	quiet and peaceful
.....	clean air
exciting	.....
stressful	.....
.....	lots of open spaces
.....	nothing to do in the evening
dangerous	.....

Do you agree with everything in the table above? Put a tick (✓) beside each answer you do, and a (✗) beside each answer you don't. If possible compare and discuss your answers with someone else.

60.2 Organise the words in the box into three groups: things that you usually find in towns (in your country), things you usually find in the country, and things you often find in both town and country.

fields	factories	gates	car parks
libraries	tractors	suburbs	villages
traffic	Town Hall	shopping centres	footpaths
pollution	valleys	night-life	woods

Town

Country

Town and country

60.3 Look at the picture on the opposite page for one minute, then cover it and complete this text based on the picture.

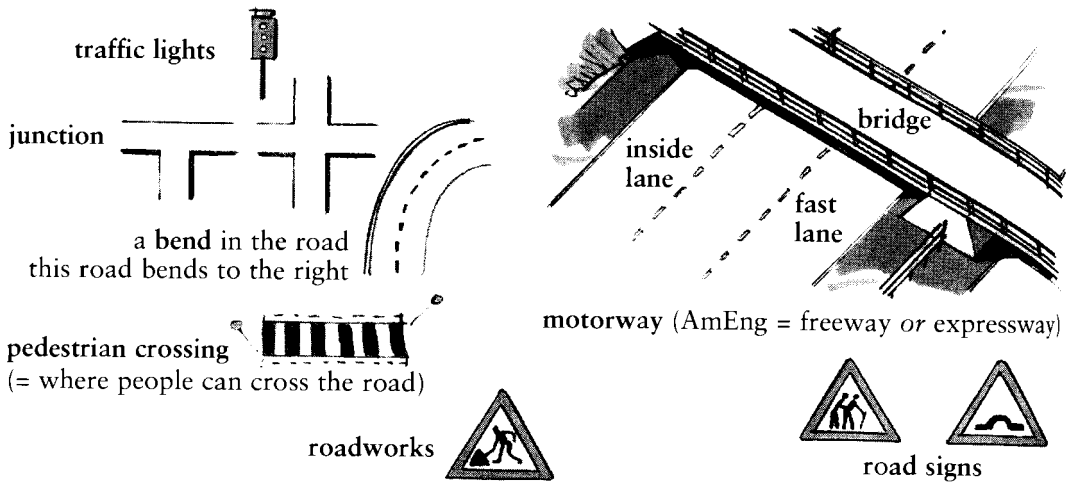
We opened the (1)....., said 'hello' to the man on the (2)....., and then followed the (3)..... across the (4)..... and down into the (5)..... We stopped and had a picnic by the river and then walked up through the (6)..... on the other side of the (7)..... A bit later we came to a (8)..... where we stopped and bought some bread.

60.4 Think of your journey to school, college or work. How many of these things do you see or pass?

a car park factories woods a library a museum parking meters
lots of traffic commuters a night club fields suburbs a railway station

6 | On the road

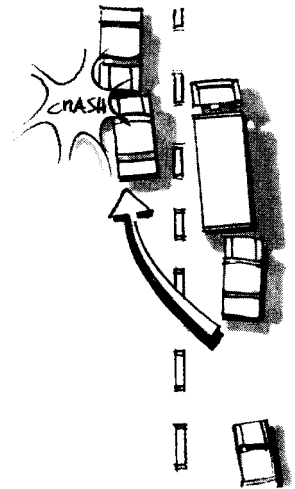
A Road features



B An accident

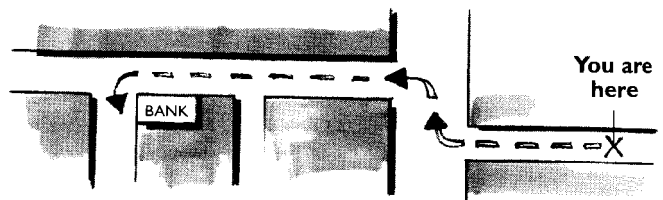
Read the text and use the context and the diagram to help you with the key words.

There was a serious **accident** on one of the **main roads** into Stuttgart this morning. An old lorry (AmEng = truck) **broke down** in the middle of the road, and the driver couldn't move it. It was eight o'clock, the middle of the **rush hour**, so it soon created a terrible **traffic jam**. Drivers got very angry and a man in a Mercedes tried to go round the lorry. Unfortunately another car **was coming in the opposite direction**. The driver **braked hard** and tried to stop, but he couldn't **prevent** the accident – the Mercedes **crashed into** the front of his car. The driver of the Mercedes was OK, but the other driver was **badly injured** and both cars were very badly damaged.



C Giving directions

Go **along** here, **turn right** into the main road, then **take the first turning on your left**. Keep going, and then **turn left** again when you get to the bank.



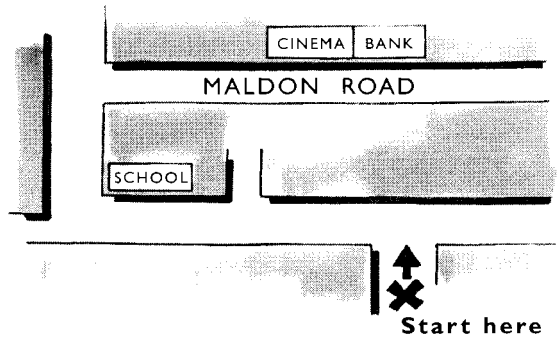
D Important words and phrases

Taxis (AmEng = cab) use the road; pedestrians use the **pavement** (AmEng = sidewalk). The **speed limit** on motorways in Great Britain is 70 mph (120 kph). Most **petrol stations** (AmEng = gas station) in Great Britain are self-service. **Get in** the car and remember to **fasten your seat belt**. The other car was going very slowly, so I decided to **overtake** (= pass it on the outside lane).

Exercises

61.1 Complete the text for directions to the bank using the map to help you.

Go and at the junction. Then you and right when you the Then again Road, and the bank is just cinema.



61.2 Fill the gaps with the correct words.

- 1 Don't forget to your belt when you the car.
- 2 There was a bad accident this morning. One driver died, the other driver was badly, and both cars were badly
- 3 In the morning, the starts at about 7 o'clock and goes on until at least 9.30. Then it starts again about 4.30 in the afternoon.
- 4 It was raining, so when I the car didn't stop quickly enough, and I into the back of the car in front.
- 5 The bicycle hit me just as I stepped off the to cross the road.
- 6 The car, so I phoned a garage and they sent someone to repair it.
- 7 There was a terrible, and that's why it took me two hours to get home in the car.
- 8 I was doing about 65 mph on the inside of the motorway, and suddenly a car me doing about 90 mph.

61.3 Many road signs are international. Do you know or can you guess what these mean?



1 You can't

4 There's only one

7 traffic



2 50 mph* is the

5 end of

8 a low



3 you can't

6 a car

9

(*mph = miles per hour; 50 mph = 80 kph approximately)

61.4 Answer these questions about your own country.

- 1 Do you have a speed limit on motorways? If so, what is it?
- 2 How many lanes do motorways usually have?
- 3 Do drivers usually stop for pedestrians at pedestrian crossings?
- 4 Are most petrol stations self-service, or do people serve you?

62 Transport

A Vehicles

Vehicle is the general word for all types of road transport.

A: How did you get here?

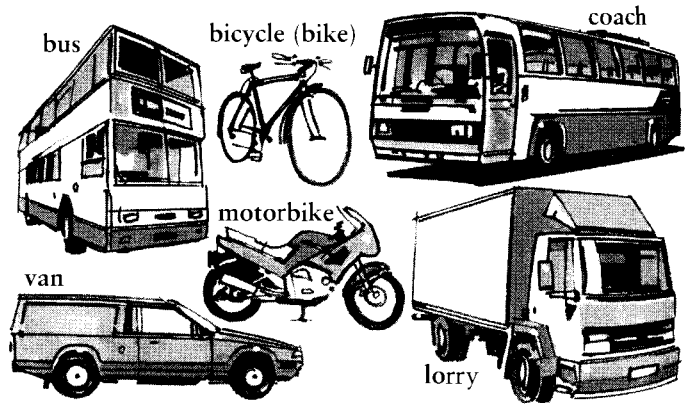
B: I came by bus.

A: And the others?

B: Sue and John came by car.

A: And Paul?

B: He missed the bus, so he had to take a taxi.

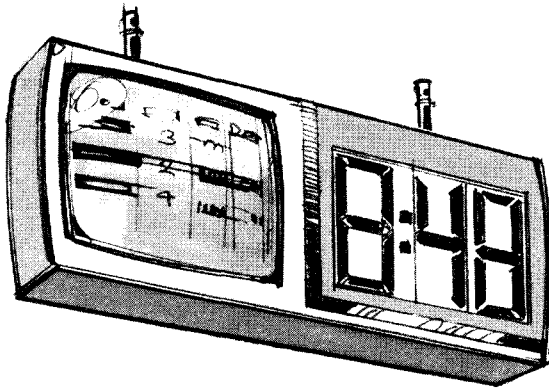


B Catch a bus, take a taxi

Bus	Train	Plane	Taxi	Bicycle	Car
driver	driver	pilot	driver	cyclist	driver
drives	drives	flies	drives	rides	drives
(£) fare	fare	air fare	fare	–	–
catch/take	catch/take	take	take	go on (my)	go by
get on/off	get on/off	get on/off	get in/out	get on/off	get in/out
bus station	railway station	airport	taxi rank	–	–

C Railway stations

You may hear these announcements.



The train now arriving at **platform 3** is the 8.48 to London Paddington, calling at Swindon and Reading. **Passengers for Didcot change** (= change trains) at Swindon.

We apologise to passengers for the **late arrival** of the 8.52 to Oxford.

This train will now arrive at platform 6 in approximately 20 minutes.

The next train **due to** (= timetabled to) arrive at platform 4 is the 9.06 to Birmingham.

D Buses

Sometimes buses are not very **punctual** (= they don't arrive at the correct time). Where I live buses should **run** (= come) every ten minutes, but sometimes I wait at the **bus stop** for half an hour with a long **queue** (AmEng = line) of people, and then three buses come together, and they're all **full up** (= full of people, and no more people can get on). On other occasions the bus is early and I **miss it** (= I don't catch it. ~~NOT I lost the bus.~~).

Exercises

62.1 Cross out the incorrect word in these sentences.

- 1 You mustn't ride/drive a motorbike without a crash helmet.
- 2 She told him to get in / get on the car and fasten his seat belt.
- 3 Bus fares/tickets are getting more expensive.
- 4 Trains to the airport travel/run every half hour.
- 5 The pilot couldn't drive/fly the plane in such bad weather.
- 6 Have a look at the train schedule/timetable to find out when the next one arrives.
- 7 We were late, so we had to take/catch a taxi.
- 8 I left my house a bit late and I lost/missed the bus.

62.2 Write down two different words that can combine with each of the words below.

Example: miss the bus
the train

- | | | |
|--------------|---------------|---------------|
| 1 | 3 | 5 |
| fare | station | get in |
| | | |
| 2 | 4 | 6 |
| get on | driver | journey |
| | | |

62.3 Identify these means of transport without looking at the opposite page.



- 1 2 3 4 5

62.4 Fill the gaps with the correct word.

- 1 Our train leaves from 7.
- 2 I waited at the for ten minutes, and then two buses arrived.
- 3 I couldn't get on the first bus because it was
- 4 The train was half an hour late. I think the reason for the late was bad weather.
- 5 Buses are not very Sometimes they come every five minutes, then other times you have to wait for forty minutes.
- 6 When I got to the bus stop there was a long of people.
- 7 The flight was fine but we had a terrible from the airport to our hotel.
- 8 I think the next train is to arrive in about ten minutes.

62.5 Are these statements *true* or *false* in your experience?

- 1 Trains are more reliable than buses.
- 2 Train fares are more expensive than bus fares.
- 3 Train journeys are more interesting than bus journeys.
- 4 Railway stations are nicer places than bus stations.
- 5 You get to the place you are going faster by taxi than by car.

A What do you do?

People may ask you about your job. They can ask and you can answer in different ways:

What do you do? I'm (+ job) e.g. a banker / an engineer / a teacher / a builder

What's your job? I **work in** (+ place or general area) e.g. a bank / marketing

What do you do for a living? I **work for** (+ name of company) e.g. Union Bank, ICI, Fiat

Note: 'Work' is usually an uncountable noun, so you cannot say 'a work'. If you want to use the indefinite article you must say 'a job', e.g. She hasn't got a job at the moment.

B What does that involve? (= What do you do in your job?)

When people ask you to explain your work/job, they may want to know your main **responsibilities** (= your duties / what you have to do), or something about your daily **routine** (= what you do every day/week). They can ask like this: What does that (i.e. your job) involve?

Main responsibilities

I'm **in charge of** (= **responsible for**) all deliveries out of the factory.

I have to **deal with** any complaints (= take all necessary action if there are complaints).

I **run** the coffee bar and restaurant in the museum (= I am in control of it / I manage it).

Note: We often use **responsible for** / **in charge of** for part of something, e.g. a department or some of the workers; and **run** for control of all of something, e.g. a company or a shop.

Daily duties/routines

I have to **go to** / **attend** (*fml*) a lot of **meetings**.

I visit/see/meet **clients** (= people I do business with or for).

I **advise** clients (= give them help and my opinion).

It involves **doing** quite a lot of **paperwork** (a general word we use for routine work that involves paper e.g. writing letters, filling in forms, etc.). Note the **-ing** form after **involve**.

C Pay

Most workers are **paid** (= receive money) every month and this **pay** goes directly into their bank account. It is called a **salary**. We can express the same idea using the verb **to earn**:

My salary is \$60,000 a year. (= I **earn** \$60,000 a year.)

With many jobs you **get** (= receive) **holiday pay** and **sick pay** (when you are ill). If you want to ask about holidays, you can say:

How **much holiday** do you get? *or* How **many weeks' holiday** do you get?

The total amount of money you receive in a year is called your **income**. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to **pay** part to the government – called **income tax**.

D Working hours

For many people in Britain, these are 8.30–9.00 a.m. to 5.00–5.30 p.m. Consequently people often talk about a **nine-to-five job** (= regular working hours). Some people have **flexi-time** (= they can start an hour or so earlier or finish later); and some have to **do shiftwork** (= working at different times, e.g. days one week and nights the next week). Some people also **work overtime** (= work extra hours). Some people are paid to **do/work overtime**, others are not paid.

Exercises

- 63.1** Match the verbs on the left with the nouns or phrases on the right. Use each word once only.
- | | |
|-------------|------------|
| 1 earn | overtime |
| 2 work | meetings |
| 3 pay | a shop |
| 4 go to | clients |
| 5 deal with | £500 |
| 6 run | income tax |
- 63.2** Starting with the words you are given, rewrite each of these sentences using vocabulary from the opposite page. The basic meaning must stay the same.
- Example:* I'm a banker.
I work *in banking*.....
- 1 What do you do?
What's
 - 2 I earn \$50,000 dollars.
My
 - 3 I get £20,000 from my teaching job and another £10,000 from writing.
My total
 - 4 I am a chemist.
I work for
 - 5 In my job I have to look after and maintain all the computers in the building.
My job involves
 - 6 I'm responsible for one of the smaller departments.
I'm in
- 63.3** This is part of a conversation with a teacher about her job. Can you supply the missing questions?
- A:?
B: I usually start at nine and finish at four.
A:?
B: Yes a bit. On certain courses I work until five o'clock, and then I get paid extra.
A:?
B: Twelve weeks. That's one of the good things about being a teacher.
A:?
B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.
- 63.4** Can you answer these general knowledge questions about work?
- 1 What are normal working hours for most office jobs in your country?
 - 2 Can you name three jobs that get very high salaries in your country?
 - 3 When you start paying income tax in your country, what is the minimum amount you have to pay?
 - 4 What jobs often involve shiftwork? (Give at least two examples.)
 - 5 Is flexi-time common in your company or your country?
- 63.5** Think about your own job. How many of the things on the opposite page do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

64 Jobs

A The medical profession

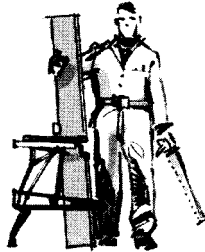
These people **treat** (= give medical treatment and try to solve a medical problem) and **look after** (= care for / take care of) others: **doctor**, **nurse**, **surgeon** (= a specialist doctor who works in a hospital and **operates on** people), **dentist**, and **vet** (= animal doctor). The word 'vet' is a short form for 'veterinary surgeon'.

B Manual jobs

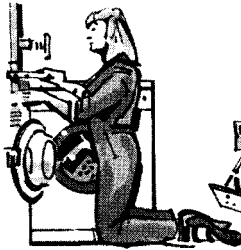
These are jobs where you work with your hands, and all the examples below are **skilled jobs** (= they need a lot of training).



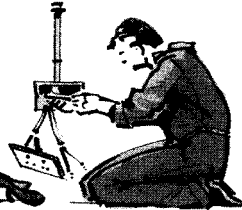
bricklayer
(builds walls)



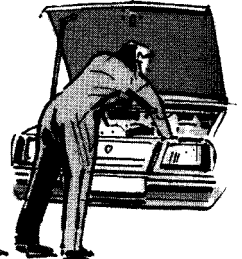
carpenter
(makes things using wood)



plumber
(fits and repairs water pipes, bathrooms, etc.)



electrician
(fits and repairs electrical things)



mechanic
(repairs cars)

C Professional people

Job

architect
lawyer
engineer
accountant
university lecturer
broker (stock market)

Definition

designs buildings
represents people with legal problems
plans the building of roads, bridges, machines, etc.
controls the financial situation of people and companies
teaches in a university
buys and sells stocks and shares

D The armed forces and the emergency services



soldier
(in the army)



sailor
(in the navy)



pilot
(in the air force)



police officer
(in the police force)



firefighter (in the fire brigade)

Exercises

64.1 Write down at least one job from the opposite page that would probably be impossible for these people.

- 1 Someone who didn't go to university.
- 2 Someone with very bad eyesight (= cannot see very well).
- 3 Someone who is always seasick on a boat.
- 4 Someone who understands nothing about cars.
- 5 Someone who will not work in the evening or at weekends.
- 6 Someone who is afraid of dogs.
- 7 Someone who is afraid of heights and high places.
- 8 Someone who is terrible at numbers and figures.
- 9 Someone who can't stand the sight of blood.
- 10 Someone who is a pacifist, who is anti-war.

64.2 Complete these definitions.

- 1 An architect ... *designs buildings*
- 2 A university lecturer
- 3 An accountant
- 4 A vet
- 5 A lawyer
- 6 An engineer
- 7 A bricklayer
- 8 A stock broker
- 9 A mechanic
- 10 A surgeon

64.3 Respond to the statements below, as in the example.

Example: A: He's a policeman.

B: *Really? When did he join the police force?*

- 1 A: He's a soldier.
B:
- 2 A: He's a sailor.
B:
- 3 A: He's a fighter pilot.
B:
- 4 A: He's a firefighter.
B:

64.4 You have just bought a piece of land and you are planning to build a house on it. Write down at least six people from the opposite page that you may need to help you. What would you need their help for?

Example: a bricklayer to build the walls

64.5 Write a list of friends, relatives and neighbours (just choose people who have jobs). Can you write down what each person does? Use a bilingual dictionary to help you if necessary.

Example: My uncle Jim is an engineer. His wife is an accountant.

65 The career ladder

A Getting a job

When Paul left school he **applied for** (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a **trainee** (= a very junior person in a company). He didn't earn very much but they gave him a lot of **training** (= organised help and advice with learning the job), and sent him on **training courses**.

Note: **Training** is an uncountable noun, so you cannot say 'a training'. You can only talk about **training** (in general), or a **training course** (if you want to refer to just one). Here you can use the verbs **do** or **go on**: I **did** / **went on** several training courses last year.

B Moving up

Paul worked hard at the company and his **prospects** (= future possibilities in the job) looked good. After his first year he got a good **pay rise** (= more money), and after two years he was **promoted** (= given a higher position with more money and responsibility). After six years he was **in charge of** (= **responsible for** / the boss of) the accounts department with five other employees (= workers in the company) **under him** (= under his responsibility/authority).

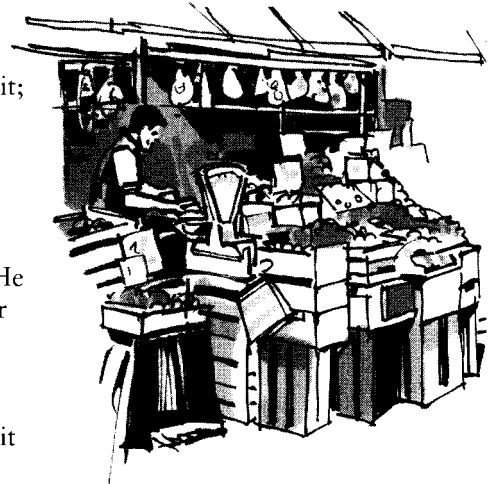
C Leaving the company

By the time Paul was 30, however, he decided he wanted a **fresh challenge** (= a new exciting situation). He was keen to work abroad, so he **resigned** from his company (= officially told the company he was leaving his job; you can also say 'he **quit** the company') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company which **involved** (= included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the travelling, but ...

D Hard times

After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was **sacked** (= told to leave the company / **dismissed** / **given the sack**) a year later.

After that, Paul found things much more difficult. He was **unemployed** (= **out of work** / without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a **part-time** job (= working only some of the day or some of the week) on a fruit and vegetable stall in a market.



E Happier times

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later he opened a second stall, and after ten years he had fifteen stalls. Last year Paul **retired** (= stopped working completely) at the age of 55, a very rich man.

Exercises

65.1 Write a single word synonym for each of these words/phrases.

- 1 given the sack =
- 2 out of work =
- 3 left the company =
- 4 was given a better position in the company =
- 5 future possibilities in a job =
- 6 stopped working for ever =
- 7 workers in a company =

65.2 Find the logical answer on the right for each of the questions on the left.

- | | |
|---------------------------------|---|
| 1 Why did they sack him? | a Because he was nearly 65. |
| 2 Why did they promote him? | b Because he was late for work every day. |
| 3 Why did he apply for the job? | c Because he needed more training. |
| 4 Why did he retire? | d Because he was out of work. |
| 5 Why did he resign? | e Because he was the best person in the department. |
| 6 Why did he go on the course? | f Because he didn't like his boss. |

65.3 Complete these sentences with a suitable word or phrase.

- 1 I don't want a full-time job. I'd prefer to work
- 2 She'd like to go on another training
- 3 I'm bored in my job. I need a fresh
- 4 He works on a stall in the
- 5 At the end of this year we should get a good pay
- 6 She's got more than a hundred workers under
- 7 I didn't know he was the new manager. When did he take
- 8 It's a boring job and the pay is awful. Why did he

65.4 Complete this word-building table. Use a dictionary to help you.

<i>Verb</i>	<i>General noun</i>	<i>Personal noun(s)</i>
promote	—
employ
resign	—
retire	—
train

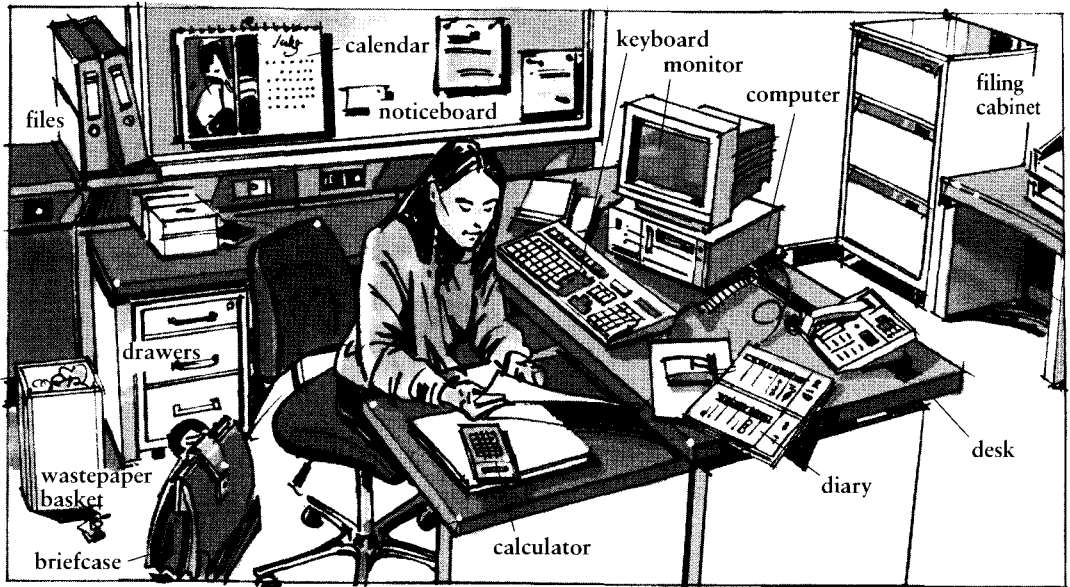
65.5 Have you got a job in a company? If so, answer these questions as quickly as you can.

- 1 What does your job involve?
- 2 Are you responsible for anything or anyone?
- 3 Have you had much training from the company?
- 4 Have the company sent you on any training courses?
- 5 Have you been promoted since you started in the company?
- 6 Do you normally get a good pay rise at the end of each year?
- 7 How do you feel about your future prospects in the company?
- 8 Are you happy in the job or do you feel it is time for a fresh challenge in another company?

If possible, ask another person the same questions.

66 In the office and in the factory

A The office



B Office work

Brenda works for a company which produces furniture. She works in an office, which is just opposite the factory where the furniture is made. This is how she spends her day:

She works at a **computer** most of the time, where she writes letters and reports.

She answers phone calls, mostly from **retailers**. (= shops selling the factory's furniture)

She makes phone calls to retailers, and the factory making the furniture.

She **sends invoices** to customers. (= paper showing products sold and the money to pay)

She **shows visitors around** the factory.

She does **general paperwork**, e.g. filing reports, writing memos, answering letters.

She **arranges meetings** for her boss and other managers in the company.

C The 'shop floor' of the factory

This is where products are **manufactured** (= made). Modern factories have fewer workers than in the past – this is because of **automation** (= machines do most of the work), and most factories use an **assembly line** (= an arrangement in which each worker makes a part of the product and then passes it on to the next person or machine). On an assembly line, workers **fit/assemble** the different parts, and **supervisors** (= people in charge/control) **check/inspect/examine** each stage to make sure the product **meets the required standard** (= is good enough).

D Finished goods

Goods (*pl*) is the general word used for things that are made to be sold. When the product, e.g. a radio, is finished, it is **packaged** (= put in plastic and then in a box) and **stored** (= kept) in a **warehouse**. When a customer, e.g. an electrical shop, **orders** some of these goods, they are **delivered** to the shop (= taken to the shop) using road or rail.

Exercises

66.1 Write down three nouns that could follow each of these verbs. You can use the same noun more than once. Not all of them are on the left-hand page.

- | | | | |
|---------|----------------------|-----------|-------|
| 1 write | a letter | 3 make | ..... |
| | | | |
| | | | |
| 2 send | ..... | 4 arrange | ..... |
| | | | |
| | | | |

66.2 Fill the gaps with the correct word to form a compound noun in each case.

- 1 I told him to put the details on the notice.....
- 2 She has to check the goods when they come off the assembly
- 3 I'm sure I took the reports out of the filing and put them in my brief.....
- 4 It's a very boring job and I spend most of my time doing general paper.....
- 5 I threw all that stuff in the wastepaper

66.3 What words from the opposite page are being defined here?

- 1 The place where you store finished products before they are sold.
- 2 The process of using machines to do work that used to be done by men and women.
- 3 A plural noun for things that are made to be sold.
- 4 A thing you often hang on the wall, which tells you the date.
- 5 A book where you often write down all your appointments and things you have to do.
- 6 A piece of paper which shows the products that a customer bought and the money they have to pay.
- 7 A person or business that sells goods to the public.
- 8 A part of a desk where you often keep pens, paper, notes, etc.

66.4 Replace the underlined verb using a different verb with the same meaning (in this context).

- 1 This particular machine is made in Germany.
- 2 I help them to assemble the different parts.
- 3 The supervisor always inspects our work carefully
- 4 When the books are printed they are kept in the warehouse.
- 5 The factory said they'll be able to take the furniture to the shops next Monday.

66.5 Have you got a job? If so, how many of these statements are true for you in your job? (If you haven't got a job, how many of these things would you like to do?)

- 1 I work at a computer a lot of the time.
- 2 I do quite a lot of general paperwork.
- 3 I make a lot of phone calls.
- 4 I send faxes occasionally.
- 5 I show people around my workplace.
- 6 I arrange meetings.
- 7 I attend (= go to) quite a lot of meetings.
- 8 I have to write letters and reports.
- 9 I go to conferences.

67 Business and finance

A Banks and businesses

Most businesses need to borrow money to **finance** (= pay for) **investments** (= things they need to buy in order to help the company, e.g. machines). The money they borrow from the bank is called a **loan**, and on this loan they have to **pay interest**, e.g. if you borrow £1,000 and the **interest rate** is 10%, then you have to **pay back** £1,000, plus £100 in interest.

B Businesses and profit

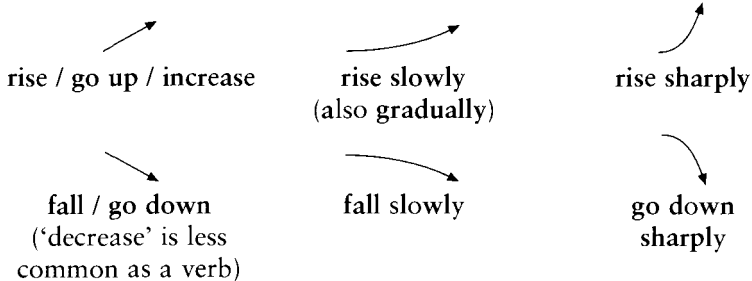
One of the main **aims/objectives** (= the things that you hope to do/achieve) of a company is to **make a profit** (= earn/receive more money than it spends) (≠ **make a loss**). If a company does not make a profit or a loss, it **breaks even**.

Most companies are happy if they can **break even** in their first year of business.

Companies receive money from selling their products – this money is called the **turnover**. The money that they spend is called the **expenditure** (*fml*). They **spend** money on these things: **raw materials** (= materials in their natural state used to make something else, e.g. coal and oil are important **raw materials** used to make plastics); **labour** (= employees); **overheads** (= necessary costs for a company, e.g. rent for buildings, electricity, telephone)

C Rise and fall

Business people often need to talk about the movement of sales, prices, interest rates, profit and loss, etc. Here are some of the words used to describe these **trends** (= movements):



Note: rise, increase, and fall are also used as nouns: a **slow rise** in interest rates, a **steady increase** in sales, a **sharp fall** in profits, a **dramatic** (= sharp) **rise** in inflation. We can also use **be up/down**: prices are **up** by 10%; profits are **down** by £2m.

D Businesses and the economy

In order to **grow/expand** (= get bigger) and **thrive/prosper** (= do well / be successful), many companies want or need the following:

low inflation, so prices do not go up

low interest rates, so the company can borrow money without paying a lot of interest

economic and political stability (= things remain steady and stable and there are no sudden changes in the economic and political situation)

a **healthy/strong** economy (= in good condition), and not an economy in **recession** (= in a period of reduced and slow business activity)

tax cuts (= tax reductions / lower taxes), so they can keep more of their profit. This often depends on government expenditure, e.g. The government will not be able to **reduce** taxes if **public expenditure** continues to rise.

Exercises

67.1 What single word or phrase is being defined in each of these sentences?

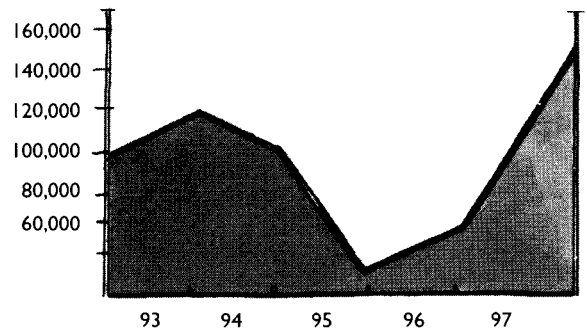
- 1 Money you borrow from a bank for your business.
- 2 What you must pay the bank if you borrow money.
- 3 The continuous increase in the price of things.
- 4 The things you hope to do/achieve within a period of time.
- 5 When a company does not make a profit or a loss.
- 6 When an economy is in a period of reduced and slow business activity.

67.2 Replace the underlined word(s) in each sentence with another word that has the same meaning.

- 1 There has been a slow rise in sales.
- 2 This comes after a dramatic fall last year.
- 3 Fortunately the company is doing well now.
- 4 And it's growing very quickly.
- 5 This is one of their main objectives.
- 6 Profits have risen considerably.

67.3 Look at the graph and complete the sentences on the left with one word for each gap.

- 1 In 1993 sales
- 2 In the following year they
.....
- 3 In 1995 there was a
..... in sales.
- 4 In 1996 business improved and there
was a
.....
- 5 And in 1997 sales
.....
- 6 In the five-year period sales
..... by 40,000.



67.4 Fill the gaps to form compound words or common phrases.

- | | | | | |
|---------|-------------|-------------|-------------|--------------------|
| 1 | expenditure | 3 tax | 5 raw | |
| 2 | stability | 4 | rate | 6 profit and |

67.5 Can you answer these questions about your own country?

- 1 What is the current inflation rate?
- 2 If you borrowed \$10,000 from your bank, what would the interest rate be approximately?
- 3 What is the state of the economy at the moment? Is it strong? Is it in recession?
- 4 Do you think businesses are optimistic about the future?
- 5 Has the government reduced company taxes or personal taxes in the last twelve months?
- 6 Has public expenditure risen or fallen in the last twelve months?

68 Sales and marketing

A What is marketing?

People talk about the **marketing mix**. This consists of (= it is formed from and includes):
choosing the right **product** (= what a company produces/makes or offers)
selling it at the right **price** (= what it costs to the buyer/consumer)
using the right kind of **promotion** (= the ways to make the product popular and well-known; this includes **advertising**.)
making it available in the right **place** (= where you sell the product and how it reaches the consumer; also known as **distribution**)

This 'mix' is often referred to as the four Ps, and marketing people have the job of matching these things to the needs of **consumers** (= the people who buy and use products). People who buy the products of a particular company are that company's **customers/clients**.

B 'Sales' and 'market'

There are a number of words which combine with **sales** and **market** to form compound nouns and word partnerships which are very common in marketing.

sales figures: the amount you have sold

sales target: the amount you would like to sell in a future period

sales forecast: the amount you think you will sell in a future period, e.g. next year

sales representative: a person who sells a company's products; abbreviated to **sales rep**

sales/marketing manager: the person who runs the **sales/marketing department**

market research: collecting and studying information about what people want and need

market share: the % of a market that a company has, e.g. a 20% market share

market leader: the company or product with the biggest market share

C Competition

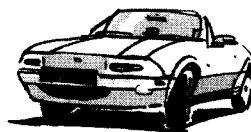
Ford Motors is the **market leader** in the UK car industry. Its **main competitors** (= the most important companies in the same market) are Vauxhall and Rover, and it has had to work very hard in recent years to maintain its **market share**. Every time a competitor **launches** a new product (= introduces a new car onto the market), it is harder for Ford to stay in front.

D A company's image

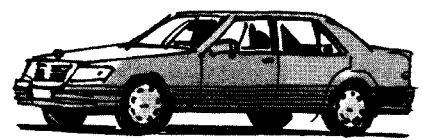
The **image** of a product/company (= the picture or idea that people have of the product/company) is very important in sales and marketing. Some companies want a **fashionable image** (= modern and up-to-date), others do not. For example:



mass-produced (= made in large numbers), **reliable** (= you can trust it), **good value** (= good for the money) functional but boring.



young; exciting, glamorous (= exciting + attractive); often fashionable, dangerous; not very practical.



high quality (= high standard/very good), **luxury** (= expensive and giving great comfort), **high status/prestige** (= important; driven by important people).

Exercises

- 68.1** The 'marketing mix' consists of the four Ps. Can you remember what they are? Write them down and then check on the opposite page.
- 68.2** See how many different compound words and word partnerships you can form from the words in the box (you can use a word more than once), then complete the definitions below.

sales	market	manager	share	figures
marketing	leader	research	department	forecast

- 1 A sales is what you think you are going to sell during a future period.
- 2 The marketing will be responsible for all the activities in the marketing
- 3 Sales tell you how much you have sold of a product.
- 4 The market is the company with the largest market in a particular market.
- 5 Market gives you information about what people want, need and buy.

- 68.3** What knowledge is necessary to be a good sales rep? Complete this text and then try to add a further sentence of your own.

First of all a good sales (1)..... needs to have an excellent knowledge of their company's (2)..... Secondly, he or she needs to know all about the (3)..... of their main (4)..... Thirdly, a sales representative should be familiar with the needs of (5)..... in their particular market, and should obviously be very familiar with the needs of their company's most important (6).....

- 68.4** Complete this word-building table. Use a dictionary to help you.

<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
.....	exciting	prestige	.....
.....	glamorous	luxury	.....
competition	.....	.....	reliable
fashion	.....	.....	dangerous

- 68.5** Which nouns or adjectives from the last exercise (or any others from section D on the opposite page), do you associate with these companies and products?

Rolex *Benetton*

Coca Cola *Sony*

Ferrari *Levis*

Swatch mobile phones

- 68.6** Can you answer these questions about your own country? If possible, compare your answers with someone else.

- 1 Which company is the market leader in the motor car industry in your country?
- 2 Do you know its approximate market share?
- 3 Which companies are its main competitors?
- 4 Write down the names of at least two cars that have been launched in the last six months.

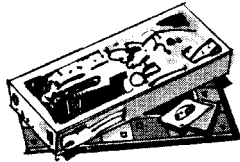
69 Hobbies

Hobbies are activities that we do in our **spare time** (= free time).

A Things people play



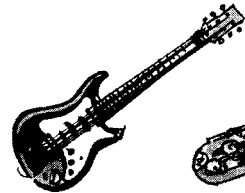
cards



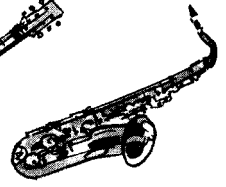
board games



chess



guitar



saxophone

musical instruments

Note: People join **clubs** (= become members of clubs) where they can play cards and chess.

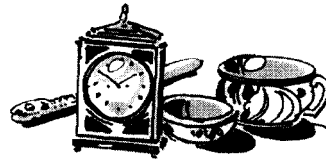
B Things people collect



stamps



coins



antiques

C Outdoor activities



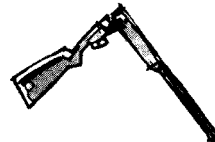
hiking



camping



rock climbing



hunting

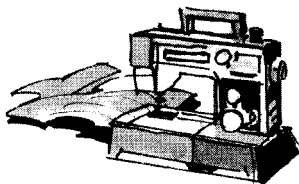


jogging

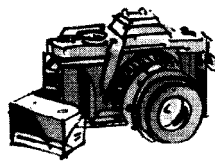
With these hobbies we can use two different verbs, **go** and **do**:

We often **go** camping in the summer. *or* I **do** a bit of / a lot of rock climbing in the summer.

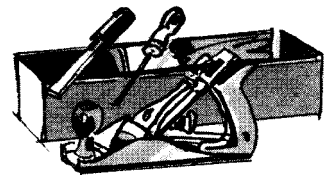
D Creative hobbies



Caroline makes her own clothes. (= she makes clothes for herself; she doesn't buy them)



Barbara likes photography.



Brigit is mad about (= really likes) DIY. (DIY = do-it-yourself)

Note: When we start a hobby for the first time we often use the phrasal verb **take up**, and when we stop doing the hobby for the final time, we often use the phrasal verb **give up**.

I **took up** golf when I was fifteen, but I **gave it up** last year.

Exercises

69.1 Without looking at the opposite page, write down:

- 1 three things that people often play
- 2 three things that people often collect
- 3 five outdoor hobbies which include some physical exercise

69.2 Here are some people talking about their hobbies. Can you guess what the hobby is in each case?

- 1 I usually use colour, but sometimes you get a better effect with black and white. It really depends on the subject.
- 2 I really enjoy going round the shops and markets looking for a bargain.
- 3 I try to practise every day, but sometimes it's difficult because I don't like to disturb my neighbours too much. And one neighbour gets very angry if I play the same thing over and over again.
- 4 The great thing is you can do it when you like. I usually do it three or four times a week – either early in the morning, or after school. I only go for about 25 minutes but it really keeps me fit.
- 5 Obviously it saves me a lot of money; and in any case, I hate buying things in boutiques because so many things are badly made.
- 6 I joined a club because I wanted to get better, and I now play twice a week in the evenings. It has helped me a lot and I have a much better memory for all the different moves and strategies.
- 7 I think this is a very common hobby for people like me, who have a house but don't have much money. That's why I started, but now I think I do a better job than many professionals.

69.3 Complete these sentences with a suitable verb.

- 1 How often do you jogging?
- 2 She hiking because she wanted to get more exercise. Unfortunately, she didn't like it and she it about six months later.
- 3 She has always her own clothes; it's much cheaper than buying them.
- 4 He old coins.
- 5 I quite a lot of rock climbing when I'm on holiday.
- 6 I learnt to the piano when I was at school.
- 7 I wanted to improve my chess, so I a chess club.
- 8 I don't really anything in my spare time.

69.4 Answer these questions.

- 1 Have you got a hobby? If so, what is it?
- 2 How long have you had this hobby?
- 3 Is it an expensive hobby?
- 4 Why do you like it?
- 5 How much time do you spend on your hobby?
- 6 Is it a common hobby in your country?
- 7 Write down three other common hobbies in your country.

If possible, ask another person these questions.

70 Sport I: games, people, and places

In English you normally **play a game** but **do a lot of / a bit of sport**:

In the winter I **do quite a lot of skiing**; in the summer I **play tennis and cricket**.

A Ball games and equipment

football (AmEng = soccer)



rugby



volleyball



basketball



golf



baseball



tennis

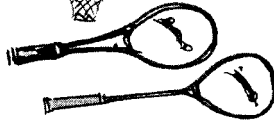


table tennis



cricket



squash



badminton



hockey



For most ball games you need **boots** or **training shoes** (trainers).

For tennis, squash and badminton you need a **racket**.

For baseball and table tennis you need a **bat**. For golf you need **clubs**.

In tennis, volleyball and badminton there is a **net** across the middle of the **court**. There is also a **net** around each goal in football.

B Things you can do with a ball



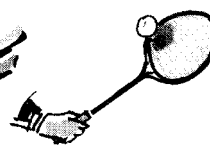
throw it



head it



pass it



hit it



catch it



kick it

C Places and people

The playing area for football, rugby, hockey and cricket is called a **pitch**; for tennis, volleyball, basketball, squash and badminton it is a **court**; for golf it is a **course**.

Note: When you describe the playing area for football and the area around for the **crowd** (= the people who watch, also called **spectators**), it is called a **stadium**, e.g. Wembley Stadium.

Players: Some games are played by individuals, others are **team** games. In a team, one **player** is the **captain**, and there is a **manager** (e.g. in football) or a **coach** (e.g. in basketball).

Officials: Football, rugby and hockey have a **referee** but tennis, cricket and baseball have an **umpire**. In football the referee has a **whistle** to control the game and two **linesmen**. In tennis there are **line judges** to decide if the ball is 'in' or 'out'.

D Other sports

Name	Place	Equipment
athletics	track	vest, shorts, running shoes or spikes
motor racing	track	crash helmet
swimming	pool	swimming costume (women); trunks (men)
boxing	ring	vest, shorts, gloves, boots
skiing	slopes (piste)	sticks, ski suit, ski boots

Exercises

70.1 Write down six things you can do with a ball. Cover the opposite page first.

..... it it it
 it it it

70.2 Write down:

- 1 five games where you can hit the ball (with various kinds of equipment).
- 2 four games where you can pass the ball.
- 3 three games where you can catch the ball.
- 4 two games where you can kick the ball.
- 5 one game where you can head the ball.

70.3 Organise these words and put them in the correct columns below? (You can put a word in more than one column if you wish.)

swimming gloves crash helmet course football racket track
 ring boots pool motor racing clubs tennis net court golf
 pitch track trunks boxing goals costume shorts whistle vest

<i>Sport</i>	<i>Place</i>	<i>Equipment</i>

70.4 True or false? If false, correct the sentence to make it true.

- 1 The people who watch a football match are the audience.
- 2 The official who gives the score in tennis is the umpire.
- 3 Athletes wear shorts.
- 4 You need a stick to play hockey.
- 5 Boxers wear gloves.
- 6 Tennis is played on a pitch.
- 7 The referee in football has a whistle.
- 8 Women wear trunks for swimming.

70.5 Answer these questions. If possible, ask a friend the same questions.

- 1 Are there any games or sports on the opposite page that you watch but don't play? If so, what are they and where do you watch them?
- 2 Are there any games or sports on the opposite page you play/do yourself? If so, which?
- 3 Are there any that you are good at?
- 4 Are there any that you hate?
- 5 Are there any that are not played much in your country?
- 6 Which game or sport is the most popular in your country?
- 7 Which game or sport on the opposite page is the most dangerous in your opinion?
- 8 Which game or sport requires the most strength?
- 9 Which one has the biggest crowds?
- 10 Can you write down at least three more games/sports not included opposite.

A Winning and losing

Notice how these key words are used:

Spain **beat** Switzerland 3–2. (= Switzerland **lost to** Spain 3–2) In other words:

Spain **won** the match. (= Switzerland **lost** the match)

Spain **defeated** Switzerland. (= Switzerland **were defeated** by Spain)

Spain **were** the **winners**. (= Switzerland **were** the **losers**)

If both teams or players have the same **score** (= number of goals or points), it is a **draw** (e.g. 2–2 is a **draw**). We can also use **draw** as a verb, e.g. we **drew** yesterday's **match/game** 2–2.

Note: A **match** is used for an organised game: We had a **game** of football with a few friends in the park, but we've got an important **match** against a very good team next week.

When the game is still in progress, we often use the verb **lead** to describe the position of the teams and players, or **latest** to describe the score:

HALF-TIME SCORE: SPAIN 2 SWITZERLAND 1

At half-time, Spain **are leading** Switzerland two–one. (= the **latest score** is two–one to Spain)

Sampras is **leading** three–two in the first set. (= the **latest score** is three–two to Sampras)

B What's the score?

In most games you score **goals** (e.g. football, hockey) or **points** (e.g. table tennis, basketball). At the end of the game there is a **result** (= **players/teams win, lose, or draw**). However, the scoring system – and the way we describe it – is different from game to game.

Football

Spain 0–0 Italy (we say nil–nil)

Spain 1–0 Italy (one–nil to Spain)

Spain 1–1 Italy (one–all)

Spain 1–2 Italy (two–one to Italy)

Spain 2–2 Italy (two–all)

Tennis

15–0 (fifteen–love)

30–0 (thirty–love)

30–30 (thirty–all)

40–40 (deuce) [pronounced like 'juice']

Advantage X

Game X

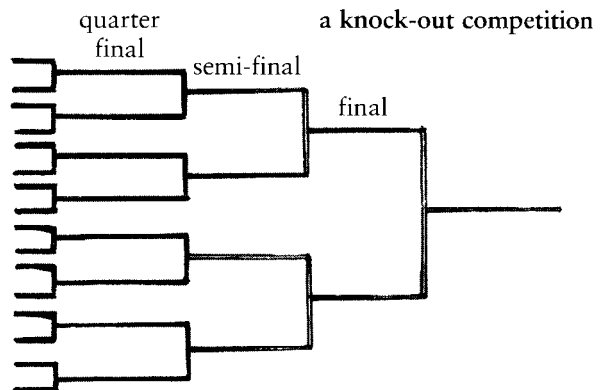
Game and set to X (e.g. 6–3 or 7–5)

If the **score** reaches 6–6 you have a **tie-break** to decide the set.

If the **final score** is 2–2 in a cup match, you may have to play **extra time**. And if the score is still 2–2 at the end of extra time, there is a **penalty shoot-out**.

C Competitions

In many sports, players and teams **play** every week in a **league** (the **player/team** that wins the most games in a **season** is the winner of the **league championship**). In most sports, there is also a **cup competition**, which is usually a **knock-out competition**.



Exercises

These exercises also revise some vocabulary from the previous unit.

71.1 Complete the table with the correct forms.

<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
win lose beat			lead catch draw		

71.2 How do we say these scores?

- 1 *Football:* 0–0 2–1 4–4
- 2 *Tennis:* 15–0 40–30 40–40

71.3 Fill the gaps in these texts with suitable words or phrases.

In the World Cup Final of 1994, Brazil ⁽¹⁾..... Italy 3–2 in a ⁽²⁾..... shoot-out. After ninety minutes the ⁽³⁾..... was 0–0; and it remained the same after thirty minutes of ⁽⁴⁾....., but then Italy ⁽⁵⁾..... 3–2 in the penalty shoot-out after Baresi and Baggio both missed. This was the fourth time that Brazil had ⁽⁶⁾..... the World Cup.

Ivanisevic ⁽⁷⁾..... to Sampras in the second round. He ⁽⁸⁾..... the first ⁽⁹⁾..... 6–4, but then ⁽¹⁰⁾..... the second ⁽¹¹⁾..... on a ⁽¹²⁾..... After that, Sampras dominated the rest of the ⁽¹³⁾..... and won easily. The final ⁽¹⁴⁾..... was 4–6, 7–6, 6–1, 6–2.

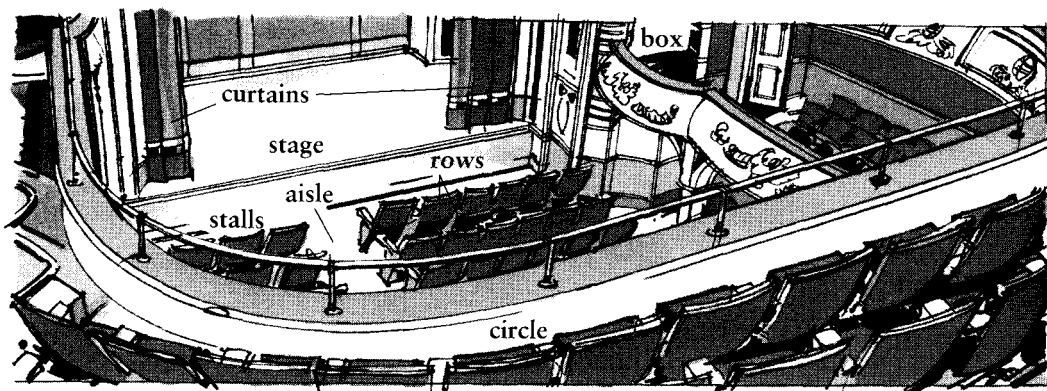
71.4 True or false? Check your answers by looking back at this unit and the previous unit.

- 1 Brazil won the football World Cup in 1994.
- 2 Football has an umpire.
- 3 A set in tennis is always decided on a tie-break.
- 4 If two teams have the same score at the end of the game, it is a draw.
- 5 Golf is played on a course.
- 6 If someone gives you the latest score, the game has finished.
- 7 Sticks are used in skiing and hockey.
- 8 In a knock-out competition, you can lose one or two games but still win the competition.

71.5 Which sport is being described in each sentence? (The underlined words are key words and you can look them up to increase your vocabulary in different sports.)

- 1 The referee gave the try although many people thought it was a forward pass.
- 2 He scored the winner with a beautiful free kick from just outside the penalty area.
- 3 He served fifteen aces and not one double fault.
- 4 The coach called a time out with just 45 seconds left and two points between the teams.
- 5 He crashed into the car in front with just two laps remaining.
- 6 First he was booked (= the yellow card) for a bad tackle, and then he handled the ball inside the penalty area, so the referee had to send him off (= the red card).
- 7 In the 200 metres freestyle, he overtook the Russian on the final length to win the race.
- 8 She sprinted away from the rest of the field on the final lap and won easily.

72 Cinema and theatre



A Theatre

At the theatre you can see **plays**, e.g. *Hamlet* by Shakespeare, or **musicals**, e.g. *Phantom of the Opera* by Andrew Lloyd Webber. In a play the **cast** (= the total number of actors) is usually quite small, but musicals often have a very large cast.

One difference between the theatre and cinema is that you usually **book** (= reserve) tickets **in advance** (= some time before the actual performance) if you are going to the theatre. Another difference is that the **audience** (= the people watching the play/musical) **clap** at the end of the **performance**. *This does not usually happen (in Britain) at the end of a film.*

B Cinema

Plays are **performed** on stage, films are **shown** on screen. In your country, films in English are either shown with **subtitles** (= there is a translation across the bottom of the screen), or they are **dubbed** (= the English is removed and replaced by actors speaking in your own language).

Films are **set** (= take place) in many different periods and places, e.g. *Room with a View* is set in the early part of the 20th century; *Blade Runner* is set in the future. And when people talk about films, they often talk about the **director**, e.g. Spielberg, Bertolucci; and the **stars**, the most important actors and actresses, e.g. Tom Hanks and Jodie Foster.

C Types of film

western: a film about America in the 19th century; often with cowboys and indians

war film, e.g. *Born on the 4th of July* **action film**, e.g. *Indiana Jones*

horror film, e.g. *Dracula*; *Frankenstein* **comedy**: a funny film that makes you laugh

science fiction film: about the future **thriller**: an exciting story often about a crime

D Describing plays and films

Journalists write articles in which they give their opinion of new films and plays. They are called **critics**, and their articles are called **reviews**. These are some words they may use:

moving: producing strong emotions, often of sadness; a positive word

violent: includes lots of scenes with fighting and death

powerful: has a big effect on our emotions

gripping: exciting and very interesting

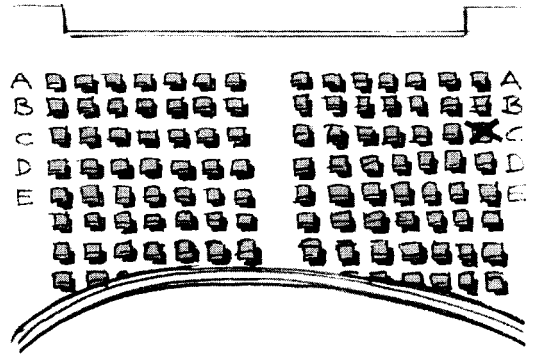
good fun: used to describe a film that may not be very serious or important but is enjoyable

slow: boring

Exercises

72.1 Look at the picture of your visit to the theatre and answer these questions.

- 1 Did you sit in the stalls or circle?
- 2 Which row were you in?
- 3 Were you next to an aisle?
- 4 Did you have a good view of the stage?



72.2 What word or phrase is being defined?

- 1 A play or film in which part of the story is sung to music.
- 2 The total number of actors in a play or film.
- 3 The people who watch a play at the theatre.
- 4 What these people do with their hands at the end of a play.
- 5 The person who makes a film.
- 6 Journalists who write articles about films and plays.
- 7 The name of the articles they write.
- 8 The translation of the story of a film across the bottom of the screen.
- 9 To reserve tickets before the performance.
- 10 The most important actors or actresses in a film.

72.3 Have you seen these famous films made in English over the last twenty years? If so, try to complete the rest of the table using words from the opposite page. Then write in the titles of three more films you have seen and complete the rest of the table for it.

<i>Film</i>	<i>Type of film</i>	<i>Subtitles or dubbed?</i>	<i>Description of film (adjectives)</i>
1 <i>Dirty Harry</i> with Clint Eastwood			
2 <i>Blade Runner</i> with Harrison Ford			
3 <i>Four Weddings and a Funeral</i> with Hugh Grant			
4 <i>Schindler's List</i> with Liam Neeson			
5 <i>Dances with Wolves</i> with Kevin Costner			
6			
7			
8			

73 Music, art and literature

A Forms and people

	Forms	Person	
Music	classical pop/rock	composer songwriter	
Art	painting sculpture	painter sculptor	} artist (general)
Literature	the novel short stories poetry plays	novelist short story writer poet dramatist/playwright	} writer (general)

B Music

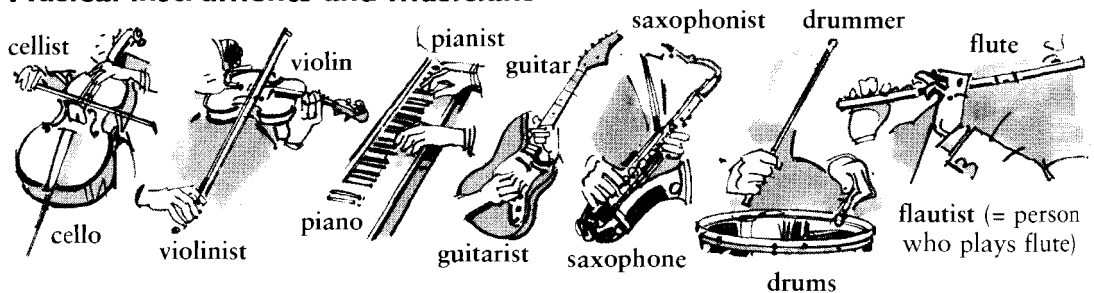
Classical music: e.g. Beethoven's piano concertos, Schubert's symphonies. Beethoven and Schubert are both **composers** (= people who write classical music) and most of their music is played by an **orchestra** (= large group of musicians including violins, cellos, etc.) which is led by a **conductor**, e.g. Georg Solti or Loren Maazel, as leader.

Opera (= a play in which the words are sung): e.g. *La Bohème* by Puccini, *Carmen* by Bizet.

Rock and pop music: e.g. U2, Bon Jovi, Maria Carey. This music is played by **groups/bands**, e.g. Bon Jovi, Simply Red; or **solo artists**, e.g. Madonna. Many solo artists, e.g. Phil Collins, are **singer-songwriters** (= they write and perform/play their own songs).

Jazz: e.g. Duke Ellington, Miles Davis, Stan Getz.

C Musical instruments and musicians



D Art

If you want to see the paintings of a famous artist, you need to go to an **art gallery** or museum. There you can see individual paintings and sometimes an **exhibition** (= a collection of paintings by one painter or **school of painters**, e.g. the Impressionists), e.g.

There's a Monet **exhibition** at the National Gallery next week.

There are many different types and styles of painting:

a **portrait** (= a painting of a person)

a **self-portrait** (= a painting of the artist by himself/herself)

a **landscape** (= a painting of part of the countryside)

an **abstract painting** (= a painting that is not realistic)

Exercises

73.1 What are or were these people? (painter? sculptor? novelist? poet? dramatist? songwriter? composer? conductor? rock star? pop star? musician? singer? pianist? etc.) Some of them may be more than one of these things.

- | | | |
|---------------------------|---------------------|-----------------------|
| 1 Leo Tolstoy | 7 Giuseppe Verdi | 13 Henry Moore |
| 2 William Wordsworth | 8 Mick Jagger | 14 Jorge Luis Borges |
| 3 Henrik Ibsen | 9 Milton Nascimento | 15 Pablo Picasso |
| 4 Yukio Mishima | 10 Paul Tortelier | 16 Saki |
| 5 Anton Chekhov | 11 Paul Simon | 17 Leonard Bernstein |
| 6 Wolfgang Amadeus Mozart | 12 Mark Knopfler | 18 Alberto Giacometti |

73.2 What do you call the people who play the following instruments?

piano guitar drums violin cello flute

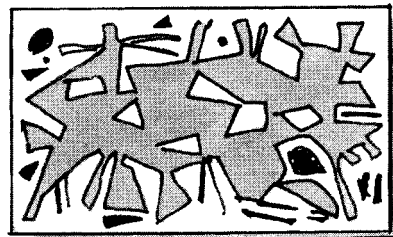
73.3 What types of painting are these?



1



2



3

73.4 Use the context and your own knowledge to fill the gaps in these sentences and dialogues.

- 1 He used to be conductor of the Berlin Philharmonic
- 2 Phil Collins was in a famous called *Genesis* before he became a
- 3 A: Do you like music?
B: Yes, very much.
A: And who's your favourite?
B: It's hard to say, but I love Bach and Vivaldi.
- 4 There's going to be an of his paintings at the new art
- 5 She used to her own songs but now she mainly material written by other people.
- 6 I haven't been to the since I saw *The Marriage of Figaro* last year.
- 7 I think *The Great Gatsby* is Scott Fitzgerald's best
- 8 His first was performed in a very small theatre.

74 Newspapers

A Background

In Britain, most newspapers are **daily** (= they come out / are published every day); a few only come out on Sundays. Magazines are usually **weekly** (= they come out every week), or **monthly** (= published every month).



Some newspapers are **tabloids** (= small in size) e.g. *The Mirror*; others are called **broadsheets** (= larger in size) e.g. *The Times*. In general, the tabloids represent the **popular press** (short articles and lots of pictures) and the broadsheets represent the **quality press** (longer articles and more 'serious'). The largest **circulation** (= number of readers) is *The Sun*.

B Contents

Most British papers contain the following:

home news (= news about Britain)

foreign/international news (= news about other countries)

business news

sports news

features (= longer articles about special subjects, e.g. a famous person or a political issue)

radio and TV programmes

weather forecast (= tells you what the weather will be like)

reviews (= when film, theatre and music **critics** write about new films, plays and records, and give their opinion of them)

C People

Editor: the person in control of the daily production.

Reporters/journalists: people who report news and write articles; many journalists are **freelance** (= they work for themselves and are not employed by the newspaper).

D Headlines

Certain words (usually very short) are often used in newspaper headlines. Here are some:

row (pronounced like 'cow') (= an argument)

quit (= to leave a job)

bid (n, v) (= an effort / a try / an attempt)

cut (v, n) (= to reduce / make less)

back (= to support)

hit (= to affect badly)

talks (= discussions)

key (= very important)

E 'It said in the paper that ...'

When we refer to something in a newspaper we can use the verb **say** (NOT ~~write~~), or the expression **according to**:

It **says** in *The Times* that they've found the missing girl.

According to *The Guardian*, the missing girl was found last night.

Exercises

74.1 Think about newspapers in your own country. Answer these questions.

- 1 How many daily national newspapers are there?
- 2 How many are tabloids?
- 3 Are any of the 'quality' papers in tabloid form?
- 4 How many broadsheets are there?
- 5 How many newspapers *only* come out on Sunday in your country?
- 6 Which newspaper has the largest circulation?
- 7 Can you name at least one editor of a daily paper; and two or three famous journalists who write for daily or weekly papers?
- 8 How often do you read the newspaper? How often do you buy a newspaper?

74.2 Explain these headlines in your own words. Do not use the underlined words.

1 **Minister to quit**

5 **Germany backs
US plan**

2 **Government cuts spending
on new hospitals**

6 **Ministers in tax row**

3 **New bid to cut teenage smoking**

7 **POLICE DISCOVER KEY WITNESS**

4 **Bad weather hits farmers**

8 **Japan and US enter
fresh talks**

74.3 Buy two different newspapers (in English or your own language) and complete this table.

	<i>Paper 1</i> (no. of pages)	<i>Paper 2</i> (no. of pages)
home news foreign/international news feature articles business news sports news		

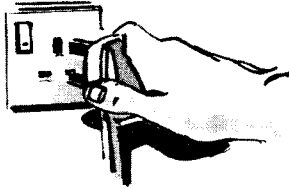
For the same two papers complete this table.

	<i>Paper 1</i> (yes/no)	<i>Paper 2</i> (yes/no)
weather forecast cartoons crossword radio and TV programmes reviews		

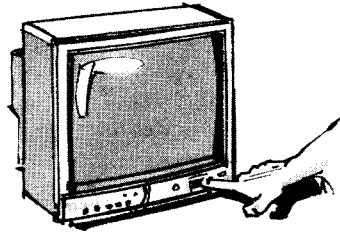
How many pages are left? What are they about? If possible, compare answers with a friend.

75 Television

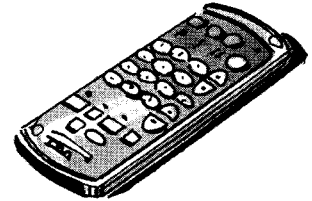
A Operating a television



plug it in



turn it on (≠ turn it off)



remote control

You may also want to **turn it up** (= increase the volume because you can't hear) (≠ **turn it down**); and **turn over** (= change to a different **channel**, e.g. from 1 to 3)

Note: You can also say **switch on**, **switch off**, or **switch over** (but *not* switch it up/down).

B Types of programme

Here are some types of TV programme:

Soap opera: a programme often on two or three times a week, which follows the lives of a group/community of people; the stories are often exciting, dramatic and hard to believe.

Quiz show or **Game show:** individuals, teams or families who answer questions or play different games against each other. The winner gets a **prize**, e.g. a car, a holiday, money.

Chat show: a programme where a **presenter** talks to famous people about their lives and careers; sometimes there is music as well.

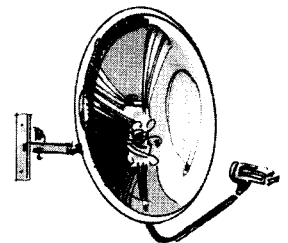
Documentary: a film with factual information, often analysing a problem in society.

A series: a number of programmes about the same situation or the same characters in different situations. This may be a **comedy series** (the programmes are intended to be funny), or a **drama series** (the programmes are intended to be exciting, with interesting characters and situations).

Current affairs programme: a programme about a current social/political problem. **Current** means that it is happening 'now / at the present time'.

C TV in Great Britain

At the moment there are five 'terrestrial' **channels** (or **stations**) on TV (BBC 1, BBC 2, ITV, Channel 4, and Channel 5). If you pay extra, you can have a **satellite dish** and receive **satellite TV**; or pay to have **cable TV** – there are many channels available.



D Talking TV

Here are some useful words and phrases connected with television:

What's **on TV** tonight? (= what programmes are showing on TV tonight?)

What time's the film **on**? (= what time does it start?)

How long do the **commercials last**? (= the advertisements between programmes)

What's your **favourite programme**? (= the programme you like most/best)

Are they showing the game **live** (= as it happens) or just **recorded highlights**? (= parts of the game after it has been played, e.g. later in the day/evening)

How much is a **TV licence**? (= money you have to pay the government if you have a TV)

Exercises

75.1 You are watching TV with a friend. What could you say in each of the situations below? Look at the example first.

Example: You want to watch a programme on TV. Could you ...turn the TV on?...

- 1 You can't hear the programme very well. Could you
- 2 You want to watch a different programme. Could you
- 3 Now it's too loud for you. Could you
- 4 You don't want to watch any more. Could you

75.2 Here is part of an evening from three British TV channels. Can you find at least one example of: a documentary, a quiz show, a game show, a drama series, and a current affairs programme? There is also one example of a comedy series and two soap operas. Can you guess which programmes they might be?

7.00 Telly Addicts

Noel Edmonds hosts the quiz in which teams have their television knowledge put to the test.

7.30 Watchdog

Anne Robinson presents the stories that affect consumers in the 1990s. With Alice Beer and reporters Chris Choi and Johnathan Maitland.

8.00 EastEnders

Kathy tries to come to terms with Ted's revelations. Michelle receives a letter that could change her life.

For cast see Tuesday
Stereo Subtitled5500

8.30 2 Point 4 Children

The Deep. There's something fishy going on when Bill and Ben are asked to look after their neighbour's house.

9.00 Nine O'Clock News

With Peter Sissons.

Subtitled

Regional News

Weather Rob McElwee3245

7.00 The Krypton Factor

Four new contestants compete for a place in the November final.

Director Tony Prescott; Producer Wayne Garvie Stereo Subtitled9448

7.30 Coronation Street

It's farewell time at the Rovers.

Episode written by Stephen Mallatratt
For cast see Wednesday. Repeated on Wednesday at 1.25pm Subtitled239

◆ **Bet's off: page 22**

8.00 Bruce's Price Is Right

Game show testing knowledge of the price of consumer goods.

Director Bill Morton; Producer Howard Huntridge Stereo Subtitled2968

8.30 World in Action

In a classroom fitted with cameras, World in Action reveals what is really going on in Britain's overcrowded schools and asks who is to blame.

9.00 New series

Cracker

CHOICE Brotherly Love (part 1). In the first of this three-part thriller, a prostitute is found raped and murdered, opening old wounds at the station. See today's choices.

7.00 Channel 4 News

Presented by Jon Snow and Cathy Smith. Including **Weather**

Subtitled829535

7.55 The Slot

The daily soapbox offering viewers the chance to air their opinions.

Stereo141603

8.00 New series

Desperately Seeking Something

A four-part series in which Pete McCarthy explores the strange universe of alternative beliefs.

8.30 Baby It's You

Continuing the six-part series which uses natural history filming techniques to observe the first two years of a baby's life.

9.00 Cutting Edge

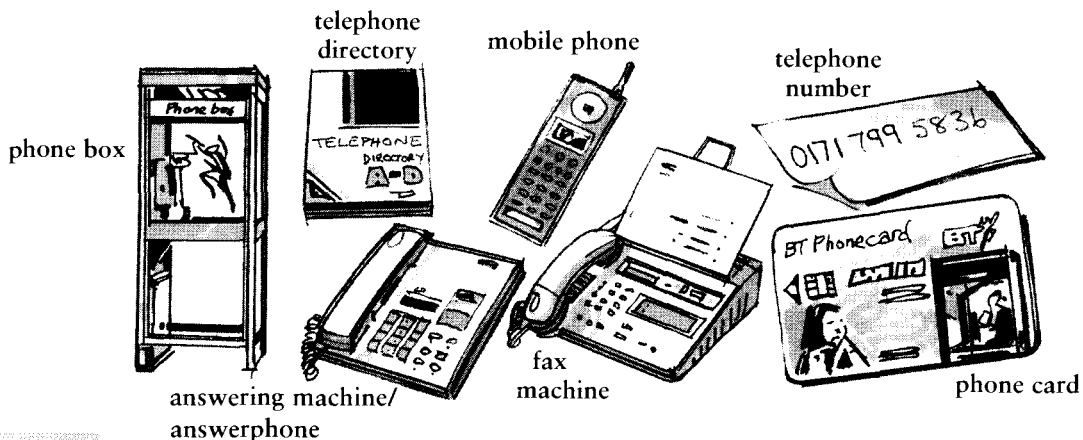
The Trouble with Money

CHOICE Strange though it seems to some, not everyone enjoys winning the lottery. This documentary explores the joys and pitfalls of getting rich quick.

75.3 Answer these questions about TV in your own country.

- 1 How many 'terrestrial' channels are there?
- 2 Do you watch satellite TV and/or cable TV?
- 3 In total, how much TV do you watch every week?
- 4 What are your favourite programmes on TV at the moment?
- 5 What night are they on?
- 6 Do you enjoy watching the commercials?
- 7 Do you often watch football matches live on TV? If not, do you watch the highlights?
- 8 Do you need a TV licence in your country? If so, how much is it?

76 On the phone



A Starting a phone conversation

The first example is an informal situation; the second example is a more formal call.

A: Hello.

B: ~~Is that Mary?~~ [NOT ~~Are you Mary?~~ or ~~Is it Mary?~~]

A: Yeah.

B: ~~Hi. It's Ruth.~~ [NOT ~~I am Ruth,~~ or ~~Here is Ruth~~]

Note: When British people answer the phone at home they usually just say 'hello' and sometimes they also give their number. They do not give their name.

C: Good morning. Chalfont Electronics.

D: Oh good morning. **Could I** speak to Mrs Gordon, please?

C: Yes. **Who's calling**, please?

D: **My name** is Paul Scott. (This is usually how you introduce yourself in a formal situation.)

C: Right, Mr Scott. I'll **put you through**. (= I will connect you with Mrs Gordon)

B Telephone problems

4.20 p.m. You try to phone your sister Susan but the **line is engaged** (= the line is busy). In other words, someone is already **on the phone** (= using the phone).

4.30 p.m. You phone your sister again but it's the **wrong number** (= you have **dialled** another number, e.g. 637 424 and not 627 424, and a stranger answers).

4.35 p.m. You **get through to** your sister's number (= make contact) but she's **out** (= not at home). Her husband answers and says that Susan **won't be back** (= will not return) for a couple of hours, so you **leave a message**, e.g. Could you ask Susan to ring me when she gets back? The husband agrees to give Susan the message.

7.30 p.m. Susan **phones you back** but you are out. She leaves a message on your answerphone. Her message is: Jean, this is Susan. I'm just returning your **call** (= phone call). I'll **give you a ring** (= phone you) tomorrow.

C Useful vocabulary

A reverse **charge call** (AmEng = **collect call**). This is when the person you ring agrees to pay for the phone call. If you **make a reverse charge call**, you must go through the **operator**. If you have someone's name and address, you can call **Directory Enquiries** to get their phone number. If you phone another town or city, you need to know the **code**, e.g. the code for Cambridge is 01223. This type of call is a **long distance call** (≠ a local call).

Exercises

76.1 Write down five words or expressions including the word 'phone' or 'telephone'.

76.2 Fill the gaps in these phone conversations with suitable words or phrases.

A A: Good morning. Boulding Limited. Can I help you?

B: Yes. ⁽¹⁾..... Paul Mathews and I'm trying to contact Mr Patterson. He actually left a ⁽²⁾..... on my answerphone yesterday afternoon.

A: I see. Well, I'm afraid Mr Patterson's ⁽³⁾..... at the moment. Can I ask him to ⁽⁴⁾..... later?

B: Yes please. I shall be here until lunchtime. My ⁽⁵⁾..... is 748 7267.

B A: Hello.

B: Hi. ⁽⁶⁾..... Sandra?

A: No, sorry. I'm ⁽⁷⁾..... Sandra's not here at the moment.

B: Oh. Do you know when she'll ⁽⁸⁾.....?

A: No, I've no idea.

B: OK. Well in that case, could I ⁽⁹⁾..... a for her?

A: Yes, of course.

B: Could you ask her to ⁽¹⁰⁾..... this evening, please?

A: Sure. What's your name?

B: Catherine. I'm a colleague from work. She's got my number.

A: Right. I'll tell her.

B: Thanks very much. Bye bye.

A: Bye.

C A: Hello?

B: ⁽¹¹⁾..... Carlos?

A: Yeah, speaking.

B: Hi Carlos. ⁽¹²⁾..... Serena.

A: Oh hello. I was expecting you to ring yesterday.

B: I did – or at least I tried. I ⁽¹³⁾..... your number about six times last night but I couldn't ⁽¹⁴⁾..... It was ⁽¹⁵⁾..... all the time.

A: Oh yes, I'm sorry about that. I was ⁽¹⁶⁾..... the phone to my brother for about an hour and then someone from school rang me about the table tennis tournament next week.

B: Oh well, never mind. Anyway I'm phoning about ...

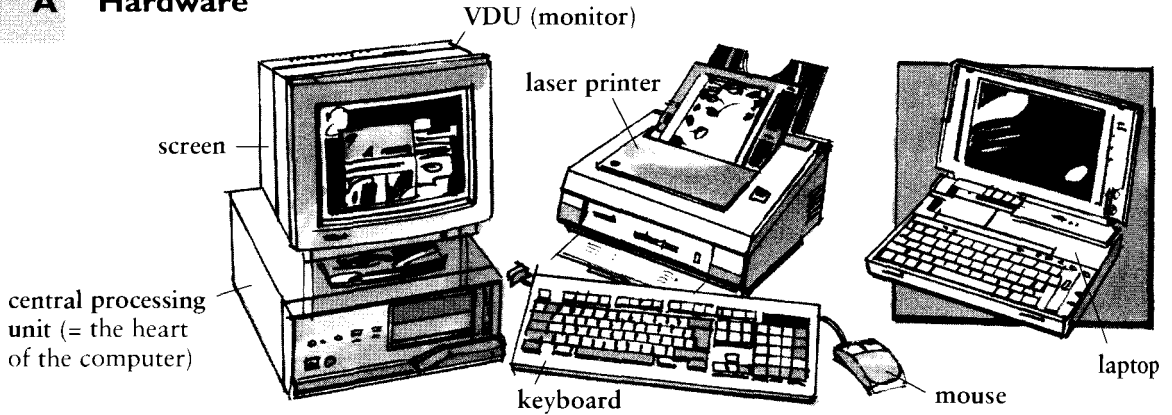
76.3 Can you answer these questions?

- 1 In your country, what is the emergency number for the police, fire brigade or ambulance?
- 2 Is there a Directory Enquiries? What number is it?
- 3 From your country, what's the dialling code for the United Kingdom?
- 4 How much does it cost to make a local call?
- 5 How often do you have to pay your phone bill?
- 6 Is it cheaper to phone during the night?
- 7 What's the phone number of your English school?
- 8 Have you ever made a reverse charge call? If so, who was it to?

If possible, compare and discuss your answers with someone from the same country.

77 Computers

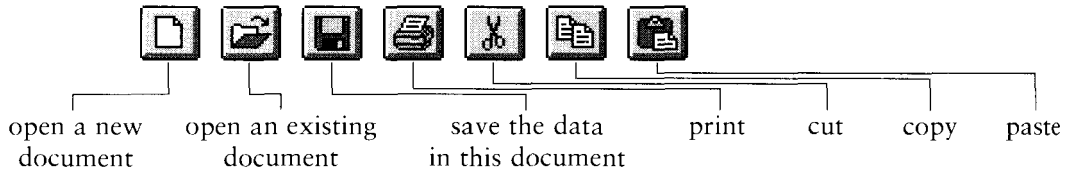
A Hardware



As well as the **hardware** (= the machines), you also need **software** (= the programs needed to work the machines). These programs are on **disks**, e.g. the **hard disk** inside the computer, or **floppy disks** or on **CD-ROMs** (= Compact Disc Read Only Memory, a CD on which you can put a large amount of information).

B Operating a computer

Using the **mouse**, you can do a number of things by **clicking on** different **icons** (= moving the mouse to point at different pictures at the top of the screen).



C What do people use computers for?

A **word processor** is a computer used to prepare documents or letters, or the software that is used for this purpose. Many people use their computers for **word processing**, e.g. writing letters and reports. A lot of business people use **spreadsheets** (= a program used to enter and arrange numbers and financial information) and **databases** (= programs which allow you to store, look at or change a large amount of information quickly and easily). Some people also use **graphics** (= the pictures and symbols a computer program can produce).

D Important vocabulary

More and more people are becoming **computer-literate** (= have experience of working with computers and know how to use them) as many programs and machines are so **user-friendly** (= easy to use). You can now connect your computer to computers all over the world using the **Internet** (= a system that allows computers to connect using telephone lines). People send each other **e-mail** (electronic mail) messages using this system or **network**.








If your computer is slow it may need more **memory**. It may **crash** (= stop working) if there is not enough memory or if it has a **bug** (= a software problem; also a **virus**). Make sure you make a **back-up copy** of your work (= an extra copy on a floppy disk).

Exercises

77.1 Add another word, abbreviation, or part of a word, to complete common 'computer' words and phrases.

- | | |
|------------------|--------------------|
| 1 soft..... | 7 a computer |
| 2 a word | 8 .....-ROM |
| 3 floppy | 9 laser |
| 4 .....-friendly | 10 lap..... |
| 5 .....-literate | 11 spread..... |
| 6 key..... | 12 .....-mail |

77.2 Can you remember what these symbols mean?

- | | | |
|---|---|---|
| 1  | 4  | 6  |
| 2  | 5  | 7  |
| 3  | | |

77.3 Complete this text about using a computer for word processing.

I wrote a report on the ⁽¹⁾_____ this morning. When I finished, I ⁽²⁾_____ out two copies – one for me and one for my boss. Then, without any warning, the computer went ⁽³⁾_____, and I'm afraid I lost the whole document. This is very unusual because normally I ⁽⁴⁾_____ the data while I'm writing and then make a ⁽⁵⁾_____ copy when I have finished; this morning I forgot.

Anyway, I gave the report to my boss, hoping that she would not ask me to change it in any way. She did. She thought it was a bit long and said it would be better if I used more ⁽⁶⁾_____ to illustrate some of the written information. She also thought it would make the report look more attractive.

I went back and rewrote most of the report when the computer was OK, only I ⁽⁷⁾_____ part of the middle section which was rather repetitive, and I added extra ⁽⁸⁾_____ as my boss advised. It did look better by the time I'd finished, and this time I remembered to ⁽⁹⁾_____ it and make a ⁽¹⁰⁾_____ copy.

77.4 Answer these questions. If possible, ask someone else the same questions.

- 1 Do you have a computer at home? If so, what is it?
- 2 Do you use computers at school/college/university/work? If so, what type?
- 3 What do you use them for?
- 4 Would you say you are computer-literate?
- 5 Do you find most computers user-friendly?
- 6 What software programs are you familiar with?
- 7 Do you use e-mail?
- 8 Have you used CD-ROM? If so, what programs did you use and why?
- 9 Do you think 'The Internet' will have an important influence on our daily lives? Do you think it will be important in helping people from different countries to learn English?

78 Education: school

A The system

Most children in England and Wales follow this route in the **state system** (= free education).

Age

- 3 some go to **nursery school**
- 5 everyone starts **primary school**
- 11 pupils go to a **secondary school** (AmEng = **high school**). This may be a **comprehensive** (= mixed ability) or a **grammar school** (= children selected for their **academic ability**)
- 16 they **leave school** and get a job, or go to a college for **vocational** (= job) training, e.g. hotel management, secretarial courses; or **stay at school** for two more years
- 18 they leave school and get a job or $\left\{ \begin{array}{l} \text{go to university} \\ \text{go to a college for further education/training,} \\ \text{e.g. teaching, business studies.} \end{array} \right.$

Note:

- You **go to school** (as a pupil to study) and **go to university** (as a student to study). You don't use the definite article 'the' here. Other expressions like this are **go to bed** (to sleep); **go into hospital** (when you are ill); **go to church** (to pray / to worship).
- In some areas of the UK there are not many grammar schools.
- There are also **public schools**. In fact, these are private, and parents pay to send their children there. Some are expensive. About 5% of the population go to public schools.

B A school timetable

	MON	TUES	WED	THURS	FRI
Lesson 1	Religious Education	Maths	Social Education	English	Visual Art
(break)					
Lesson 2	History	Science	Music	Science	Geography
Lesson 3	English		French	Physical Education (PE)	Maths
(lunch)					
Lesson 4	Maths*	History	Information Technology	Maths	Physical Education
Lesson 5	Geography	Visual Art		French	English

* Maths is an abbreviation of mathematics.

As you can see, the **pupils** have five **lessons** every day, and altogether they do (= study) eleven **subjects** a week plus Physical Education (PE). Every morning they have a twenty-minute **break**. There are three **terms** (= periods of continuous work) in a school year, and the timetable changes every year.

Note: Some words in English which end in 's' look plural, but in fact they are singular:

Maths **isn't** my favourite subject, and physics **is** very difficult.

Most nouns of this type refer to subjects; other examples are **economics** and **politics**.

Exercises

78.1 Here are some school subjects but the letters are mixed up. What are the subjects?

Example: MGREAN .. German

- | | |
|--------------------|--------------------|
| 1 TAHMS | 6 EHGORAGPY |
| 2 IRTHOSY | 7 RAT |
| 3 CNECSEI | 8 SIMCU |
| 4 NISGEHL | 9 EHNFCR |
| 5 HOGTCEYNLO | 10 NEOCCIOSM |

78.2 How much can you remember? Try to answer these questions or complete the sentences without looking at the opposite page.

- 1 At what age do children go to nursery school?
- 2 At what age do they start primary school?
- 3 When they go to secondary school it is either a grammar school or a
- 4 At what age can English and Welsh children leave school?
- 5 According to the timetable the foreign languages studied is
- 6 Not including PE, how many subjects do the children do?
- 7 What happens if children fail all the exams they take at the age of 16?
- 8 What can they do if they pass all their exams at the age of 18?

78.3 What about you and your country? Answer these questions.

- 1 Did you go to nursery school?
- 2 Do most children start primary school at the age of five?
- 3 Is the secondary school system similar or different?
- 4 How many subjects did/do you study at secondary school?
- 5 Did/do you study any subjects which are not included opposite?
- 6 What was/is your favourite subject?
- 7 How many lessons did/do you have every day?
- 8 Is/was your school a state school or public school?
- 9 At what age can you leave school?
- 10 How many terms are there in a school year?

78.4 Complete these sentences with the correct expression.

- 1 When she was a child she went in a small village with only fifty other pupils.
- 2 He didn't go to school last term because he was very ill and he had to go
- 3 I was very tired, so after I finished my homework I went
- 4 When I left school I went and studied medicine.
- 5 It was a religious school, so we had to go quite a lot.

78.5 The next unit is about university and further education. Can you think of six subjects you can study at university which you do not usually study at school? Write down your answers, then turn to the next page.

79 Education: university

A Subjects

You can normally **do/study** these **subjects** at university but not always at school:

<u>m</u> edicine	law	<u>ph</u> ilosophy	<u>en</u> gineering
<u>ps</u> ychology	<u>so</u> ciology	<u>ar</u> chitecture	<u>po</u> litics
<u>bu</u> siness studies	<u>ag</u> riculture	<u>hi</u> story of <u>ar</u> t	

Note: The underlined letters in some of the words above show the syllable with the main stress. Also note that the first syllable of **psychology** is pronounced /saɪ/ like 'my'.

B Studying at (a British) university

If you want to go to (= **enter** *fml*) university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **get/obtain** a place at university because the places are limited. At the moment, approximately 30% of young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) a **grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying** history, or **doing / studying** for a degree in history, for example. When they finish the course and pass their examinations, they receive a **degree** (the qualification when you complete a university course successfully). This can be a **BA** (= Bachelor of Arts) or a **BSc** (= Bachelor of Science), e.g. I have a friend who has a BA in history, and another who has a BSc in chemistry.

C Postgraduate courses

When you complete your first degree, you are a **graduate**. (In the US, students also use this word as a verb and say, they 'graduated in history' or 'graduated in chemistry', for example.) Some students then go on to do a second course or degree (**postgraduate course / postgraduate degree**). These students are then **postgraduates**. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science); usually one year

MPhil (Master of Philosophy); usually two years

PhD (Doctor of Philosophy); at least three years

When people study one subject in great detail (often to find new information), we say they are **conducting / doing / carrying out research** (U); e.g.

I'm **doing** some research **into/on** the languages of different African tribes.

D School vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives/does** a lecture, the students listen and **take/make notes** (= write down the important information), but do not usually say much, except to ask occasional questions.

Exercises

79.1 Read these sentences spoken by university students. What is each person studying?

- 1 We have to know every bone in a person's body.
- 2 I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
- 3 The way we use fertilizers is much more precise than twenty years ago.
- 4 We're going to concentrate on Freud and Jung this term.
- 5 I've been reading some books on time management.
- 6 Expressionism was really a reaction to the work of the Impressionists.
- 7 We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
- 8 You must know this case – it's one of the most famous in legal history.

Now mark the stress on each of your answers, check with the answer key, and practise saying the words.

79.2 What do you call:

- 1 the money some students receive if they get a place at university?
- 2 the qualification you get at the end of university?
- 3 the name we give students during this period at university?
- 4 teachers at university?
- 5 students when they have completed their first degree?
- 6 students studying for a second degree?
- 7 the study of one subject in great depth and detail, often to get new information?
- 8 the talks that students go to while they are at university?

79.3 Replace the underlined verbs with different verbs that have the same meaning in the context.

- 1 Who is giving the lecture today?
- 2 Did she receive a grant for her course?
- 3 Is it more difficult to obtain a place at university?
- 4 You have to pass the exams before you can enter university.
- 5 He's studying physics, I think.
- 6 I think they're carrying out some research into the cause of asthma.
- 7 I didn't take any notes in the lecture yesterday.
- 8 The course goes on for three years.

79.4 How similar is university education in your own country? Answer these questions. If possible, compare your answers with someone else from your own country and/or someone from a different country.

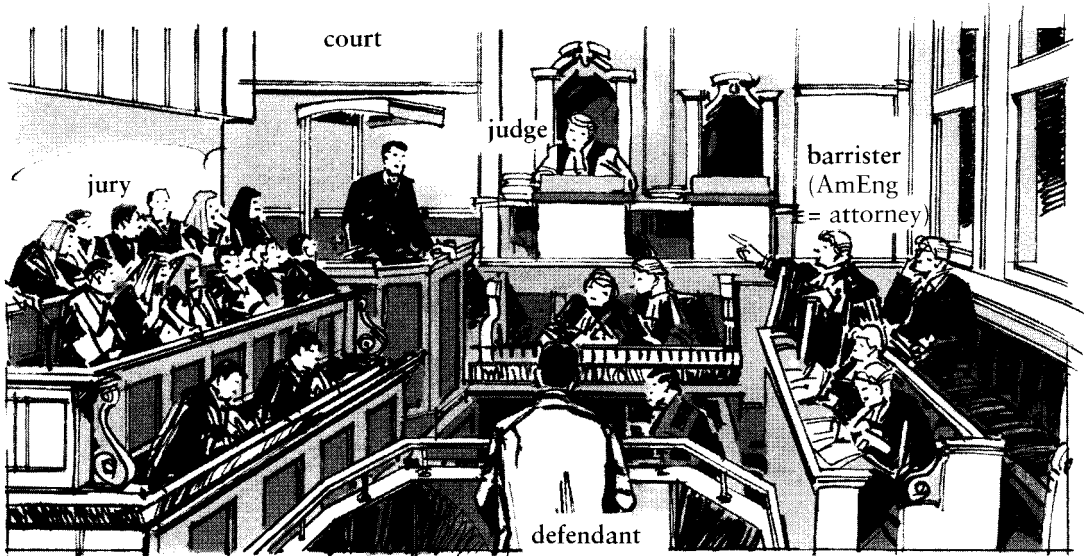
- 1 Do you need to pass examinations before you can go to university?
- 2 Do some students get a grant to study at university?
- 3 Is the tuition free if you go to university?
- 4 Do most students go to university at the age of 18 or 19?
- 5 Do more students go to university in your country than in Britain?
- 6 Do most degree courses last three years?
- 7 What is your equivalent of the British BA or BSc?
- 8 Do you have similar postgraduate degrees in your country?

80 Law and order

A The police

They do a number of things. When someone **commits a crime** (= breaks the law and does something **wrong / illegal / against the law**) the police must **investigate** (= try to find out what happened / who is responsible). If they find the person responsible for the crime, they **arrest** them (= take them to the police station). At the police station, they **question** them (= ask them questions to find out what they know) and if they are sure the person committed the crime, the person is **charged with** the crime (= the police make an official statement that they believe the person committed the crime). The person must then go to court for trial.

B The court



In **court**, the person charged with the crime (now called the **defendant** or **accused**) must try to **prove** (= provide facts to show something is true) that they did not commit the crime; in other words prove that they are **innocent** (\neq **guilty**). The **jury** listens to all the **evidence** (= information about the crime, for and against the defendant) and then makes their decision.

C Punishment

If the defendant is **convicted of** the crime (= the jury decides that the defendant is guilty), the judge will give the **sentence** (= the punishment). For example, if a person is convicted of murder, the sentence will be many years in **prison**. The person then becomes a **prisoner**, and the room they live in is called a **cell**.

For crimes that are not serious (often called **minor offences**, e.g. illegal parking), the punishment is usually a **fine** (= money you have to pay).

Exercises

80.1 Put this story in the correct order.

- 1 they found both men guilty.
- 2 and charged them with the robbery.
- 3 £10,000 was stolen from a bank in the High Street.
- 4 After the jury had listened to all the evidence
- 5 They were sent to prison for seven years.
- 6 The trial took place two months later.
- 7 and they finally arrested two men.
- 8 They questioned them at the police station
- 9 The police questioned a number of people about the crime

80.2 Answer the questions.

- 1 Who investigates crimes?
- 2 Who sentences people?
- 3 Who live in cells?
- 4 Who decides if someone is innocent or guilty?
- 5 Who defend people and present evidence?
- 6 Who commit crimes?

80.3 Fill the gaps with suitable words.

- 1 I have never the law and a crime.
- 2 In Britain it is the law to drive a car without insurance.
- 3 If you park illegally you will have to pay a
- 4 The police were fairly sure the man committed the crime, but they knew it would be difficult to it in court.
- 5 The jury must decide if the accused is innocent or
- 6 In order to reach their decision, the jury must listen carefully to the
- 7 If the accused is of murder, the may be at least ten years in prison.
- 8 He has been in trouble with the police once before, but it was only a minor

80.4 Read this short story, then write down your response to the questions below, based on your knowledge of the law in your own country.

Two fifteen-year-old boys broke into a house in the middle of the day when the owner was out, and took money and jewellery worth about £900. The owner reported the crime to the police when she returned home at 6 p.m.

- 1 Will the police investigate this crime?
- 2 How will they investigate? What will they do?
- 3 Do you think the police will catch the two boys?
- 4 If they do, what crime will they be charged with?
- 5 Can the boys be sent to prison?
- 6 What do you think the sentence would be? Do you think this is the correct sentence?

Compare your answers with the answer key (based on the situation in the United Kingdom). If possible, discuss your answers with someone else.

8 | Crime

A Against the law

If you do something **illegal** (= wrong / **against the law**), then you have **committed a crime**. Most people commit a crime at some time in their lives, e.g. driving above the speed limit, parking illegally, stealing sweets from a shop when they were children, etc.

B Crimes

<i>Crime</i>	<i>Criminal</i> (= person)	<i>Verb</i>
theft (= general word for stealing)	thief	steal (also take)
robbery (= steal from people or places)	robber	rob
burglary (= break into a shop/house and steal things)	burglar	burgle / break into
shoplifting (= steal from shops when open)	shoplifter	shoplift
murder (= kill someone by intention)	murderer	murder
manslaughter (= kill someone by accident)	–	–
rape (= force someone to have sex)	rapist	rape

C Crime prevention

What can governments do to **fight** crime (= take action to stop crime)? These things happen in some countries, although many people may think they are not a good idea.

Police **carry** (= have) guns.

Police **are allowed to** (= are permitted to) stop anyone in the street and question them.

The courts give **tougher punishments** for crimes committed than in the past (e.g. bigger fines or longer prison sentences than in the past).

There is **capital punishment** (= death, e.g. by electric chair or hanging) for some crimes.

What can individuals do to **prevent** a crime **from** happening (= stop a crime happening)?

Here are things some people do to **protect themselves** and their **property** (= home and land), although you may not think they are all a good idea.

Don't walk along **dark streets late at night** (e.g. midnight) **on your own** (= alone).

Lock all doors and windows when you go out.

Don't wear expensive jewellery.

Leave lights **on** at home when you go out.

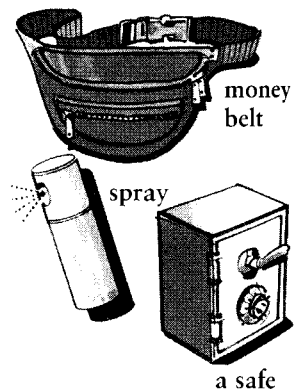
Fit (= install) a **burglar alarm** (= a machine which makes a noise if someone enters your home).

Make sure your money is safe, e.g. wear a **money belt**.

Carry a mace **spray**. (This is a chemical and if you spray it in someone's face, it is very unpleasant. In some countries you are allowed to carry this type of spray.)

Put money and **valuables** (= valuable possessions) in a **safe** (= a strong metal box, which is very difficult to open or break).

Keep a gun in your house for **self-defence** (= to protect yourself if someone attacks you).



Exercises

These exercises also revise some vocabulary from Unit 80.

81.1 Organise the words in the box into three groups: crimes, people, and places.

murder	thief	prison	barrister	robbery	
burglar	cell	criminal	court	rape	shoplifting
manslaughter	judge	prisoner	jury	police station	

81.2 Respond to these statements or questions confirming the crime in each one.

- A: He broke into the house, didn't he?
B: Yes, he's been charged with
- A: He killed his wife?
B: Yes, he's been charged
- A: She stole clothes and jewellery from that department store, didn't she?
B: Yes, and she's been
- A: The man on the motorbike didn't mean to kill the boy.
B: No, but he's been charged
- A: He took the money from her bag?
B: Yes, but they caught him and he's been

81.3 How safe and secure are you? Answer these questions, *yes* or *no*.

- Do you often walk in areas which are not very safe? *yes* = 1 *no* = 0
- Do you often walk on your own in these areas late at night? *yes* = 2 *no* = 0
- Do you wear a money belt when you go out? *yes* = 0 *no* = 1
- Do you wear an expensive watch or expensive jewellery? *yes* = 1 *no* = 0
- Do you check doors and windows before you go out when your home is empty? *yes* = 0 *no* = 2
- Do you have a burglar alarm? *yes* = 0 *no* = 1
- Do you leave lights on when you go out? *yes* = 0 *no* = 1
- Is there someone who protects the building while you are out? *yes* = 0 *no* = 2
- Do you have a safe in your home? *yes* = 0 *no* = 1

Now add up your score: less than 3 = very, very safe; 3–5 = quite safe; 6–8 = you could take a lot more care; more than 8 = you are a dangerous person to know!

81.4 Fill the gaps in these questions with a suitable word.

- Do you think the police should guns?
- Do you think the police should be to stop and question people without a special reason?
- Do you agree with capital for certain crimes such as murder?
- Do you think it should be legal for people to carry a mace
- Do you think people should be allowed to use a gun or knife in self-.....?
- Do you think tougher punishments will help to crime?

What is your opinion on these questions? Discuss them with another person if possible.

A Types of government

Monarchy: a state ruled by a king or queen. There are also countries that have a monarchy, but the monarch is not the ruler, e.g. The United Kingdom.

Republic: a state governed by **representatives** (= men or women chosen by the people) and a president, e.g. USA or France. People who believe in this system are **republicans**.

Democracy: a system of government in which leaders are chosen by the people, e.g. France or the UK. People who believe in this system are **democrats**.

Dictatorship: a system of government in which one person rules the country (= one person has total power). This person is called a **dictator**.

B Political beliefs

<i>Abstract noun</i>	<i>Personal noun/adjective</i>
conservatism	conservative
socialism	socialist
social democracy	social democrat
liberalism	liberal
communism	communist
fascism	fascist

People who believe in **social democracy** are **social democrats**.

C Political positions

What does it mean to be a **socialist** or a **conservative**? Often, it means different things in different countries, but in Britain we often talk about someone's political position like this:

left-wing / on the left (= socialist)	middle of the road / in the centre (= liberal)	right-wing / on the right (= conservative)
---	---	--

D Elections

In a democracy, people **vote for** (= they choose in a formal way / **elect**) the **political party** (e.g. conservatives, liberals or socialists) that they want to **form** (= make) the government. They do this in an **election**, and in many countries elections **take place / are held** (= they happen) every four or five years.

42% **voted for** the socialists in the last **election** (= the socialists got 42% of the votes).

The president **was elected** two years ago.

E Government

Political systems are different all over the world. In the UK, when a political party wins a **majority** (= 51% or more) of **seats** (= official positions in parliament) in an election, they become the government of the country, their **leader** (= the head of the party / person in control) becomes **Prime Minister** and they are **in power**.

The government must have **policies** (= programmes of action) to **run** (= manage) the country. This means, for example, an **economic policy** (for the economy), and a **foreign policy** (for actions taken by the country in other parts of the world).

Exercises

82.1 Complete this word-building table. Use a dictionary to help you if necessary.

<i>Abstract noun</i>	<i>Person</i>	<i>Adjective</i>
politics democracy dictatorship socialism conservatism liberalism		

82.2 Fill the gaps to complete this text about the political system in the United Kingdom. One word in each gap.

In the UK ⁽¹⁾ _____ are held every five years. (The ⁽²⁾ _____ Minister may decide to hold one after four years, but five years is the maximum.)
Some countries have a system of proportional representation: this means in theory, that a political party with 30% of the ⁽³⁾ _____ should get 30% of the seats in ⁽⁴⁾ _____. In the UK, the political ⁽⁵⁾ _____ is different: here the winner takes all. This means that the person with the most votes in each political area (called a constituency) wins the seat; and the political ⁽⁶⁾ _____ which wins a ⁽⁷⁾ _____ of the seats will ⁽⁸⁾ _____ the government on their own. As a result of this system, it is possible for a party to be in ⁽⁹⁾ _____ with only 40% of the total vote. Some people think this system is unfair.

What do you think? What possible reasons could there be to justify (= support) this system? Think about your answer, then compare it with the ideas suggested in the key.

82.3 Answer these questions about your own country. If possible, ask someone else the same questions.

- 1 Which party is in power at the moment?
- 2 When were they elected?
- 3 Who is the leader of this party?
- 4 Is this person the President or Prime Minister of your country?
- 5 Do you agree with most of their policies?
- 6 Would you describe yourself as left-wing, right-wing, or in the centre?
- 7 Do you think your political views have changed much during your lifetime?
- 8 How many major (= important) political parties are there?
- 9 Who did you vote for in the last election?
- 10 Do you think this party will win the next election? Will you vote for them again?

82.4 You can increase your English vocabulary in politics quite easily:

Buy three newspapers (in English if you are in an English speaking country, or your own language if you are in your own country), and find the same political story in each one. Read the articles and underline any words that appear in all of them, and any other words you think are important. If you are reading a newspaper in English, try to guess the meaning of these words and then use a dictionary to check.

This exercise is equally useful if you read articles in your own language. You use a bilingual dictionary to find the English translation/explanation for your underlined words, and you can then look up these words in a monolingual dictionary as well.

83 Bureaucracy

A What is it?

Bureaucracy refers to the official rules and procedures used by officials (= **bureaucrats**) to control an organisation or country. For many people it is a negative word as it often means unnecessary rules, long waits, and lots of documents and forms.

B Documents

When you need to **obtain** (= get) or show documents, it is important that you know the names of them. Here are some important ones:

passport

identity card: a card with your name, date of birth and photo to show who you are. Great

Britain is one of the few countries where people still do not have identity cards.

driving licence: the official document which permits you to drive on public roads.

visa: this gives you permission to enter, pass through or leave a country.

certificates: official pieces of paper stating certain facts, e.g. a **birth certificate** gives facts about your birth, and **exam certificates** state you have passed certain exams.

Officials often **check** (= look at and examine) your documents, e.g. the police may check your driving licence; passport officials may check your identity card.

Some of these documents are for a fixed period of time, e.g. a visa may be for six months. At the end of that time, your visa **runs out** (*infml*) / **expires** (*fml*) (= it finishes / comes to an end). If you want to stay in the country you must **renew** it (= have a new one for a further period of time). You can **renew** a visa, a passport, a membership card for a club, etc.

C Forms

There are also situations where you need to **fill in** (= complete) forms. Here are some:

landing card: a form you may have to fill in when you enter another country.

enrolment form: a form you often fill in when you do a course, go to a school or college, etc. It may also be called a **registration form**.

application form: a form to write details of yourself, often when applying for a job.

With almost all forms, you will need to **sign** them (= write your **signature**), e.g:

signed 

D Formal language

Here are some formal written expressions and their spoken English meanings.

Written

Spoken

date of birth = When were you born?

country of origin = Where do you come from?

marital status = Are you single or married?

date of arrival = When did you arrive?

date of departure = When are you leaving?(or when did you leave?)

E Bureaucratic problems

We often associate bureaucracy with problems. For example, you may have to **queue** (v, n) (= wait in a line) to get an official piece of paper or have it **stamped**.

Exercises

83.1 Write down at least two words which can be used before these nouns.

- | | | | |
|---------|-------------|---------|---------|
| 1 | card | 3 | licence |
| | | | |
| 2 | certificate | 4 | form |
| | | | |

83.2 Complete these sentences with a suitable word.

- 1 Will you need to a visa if you go to the United States?
- 2 I was surprised that nobody my passport when we arrived in France.
- 3 Could you this form, please?
- 4 They sent the form back to me because I had forgotten to it at the bottom.
- 5 I'm afraid my visa next week, so if I want to stay here I will have to it. But I don't think it'll be a problem.
- 6 You should get there early because there are always long, and you may have to wait quite a long time.
- 7 I want to do an English course in London, so I wrote to a few schools and asked them to send me an form.

83.3 How many of these documents do you have?

- | | |
|------------------------|--|
| a passport | an identity card |
| a driving licence | a TV licence |
| a birth certificate | a degree certificate (from a university) |
| a marriage certificate | an exam certificate for an English exam, e.g. Cambridge, Oxford or ARELS |

83.4 Complete these sentences with a suitable paraphrase.

- 1 What's your date of birth? In other words, when
- 2 What's your country of origin?
- 3 What's your marital status?
- 4 What was your date of arrival?
- 5 When's your date of departure?

83.5 I asked some English people what they felt about bureaucracy and also about problems they had had with bureaucracy. What about you? How do you feel? Have you had any problems? Write down your thoughts and problems, then compare them with the replies from British people in the answer key.

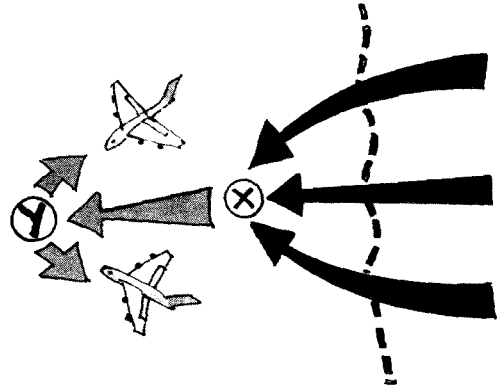
- 1
- 2
- 3

84 War and peace

A The outbreak (= start) of war

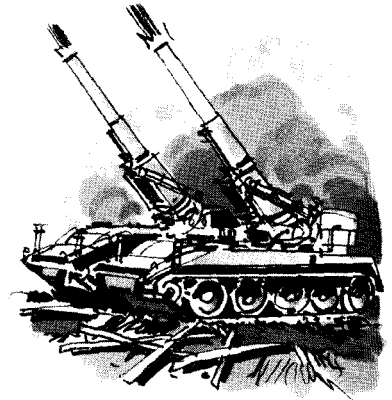
Wars often start because of a **conflict** (= strong disagreement) between countries or groups of people, about **territory** (= land that belongs to one group or country). Look at the diagram on the right and read the text on the left.

Country A **invades** country B (= A enters B by force and in large numbers), and **captures** (also **takes / takes control of**) the city of X. Soldiers from country B have to **retreat** (= go backwards; ≠ to advance) to the city of Y. A's army and air force continue to **attack** the city of Y (= take violent action to damage it), but B's soldiers **defend** it (= take action to protect it) successfully.



B A war zone

The area around the city of Y is now the main **war zone** (= the area where the fighting is happening). Country B has asked for help from its **allies** (= countries who are friends with country B). The allies send aid (= help) in the form of extra **troops** (= large groups of soldiers) and **supplies** (= food and other things that are needed every day, e.g. blankets and medicine) to help. There is **shelling** (= firing of guns and explosives) of the city every day and hundreds of soldiers are either killed or **wounded** (= injured while fighting). Many **civilians** (= ordinary people who are not in the army) are killed as well.



C Peace talks

For the civilians who are still **alive** (≠ dead), the situation gets worse. As winter approaches, food supplies **run out** (= they are almost gone/finished) and there is no electricity. The soldiers get tired, and both sides begin to see that neither side can win the war; they agree to meet for **peace talks** (*pl*) (= talks to try to negotiate a **peace settlement** / an end to the war). After some time they agree to a **ceasefire** (= a period of no fighting).

D Terrorism

This is violent action for political reasons. People who do this are **terrorists**, and a common terrorist crime is **hijacking** (= to take control of a bus, train, ship or plane; the people on board then become prisoners). The main purpose of hijacking is to use the prisoners (called **hostages**) in order to **bargain** for something (= to demand something in exchange for the hostages). The terrorists may agree to **release** (v, n) the hostages (= permit the hostages to go free) if a government agrees to give the terrorists money or release other terrorists.

Exercises

84.1 Match the words on the left with the correct definition on the right.

- | | |
|-------------|---|
| 1 ally | a land controlled by a country |
| 2 release | b stop fighting |
| 3 conflict | c permit to go free |
| 4 troops | d injure while fighting |
| 5 invade | e large groups of soldiers |
| 6 wound | f friendly country |
| 7 territory | g strong disagreement |
| 8 ceasefire | h enter another country by force and in large numbers |

84.2 Use opposites to contradict what the speaker says in the sentences below. Look at the example first.

Example: A: Is the soldier dead?
B: No, he's still alive.

- A: Will they agree to a ceasefire?
B: No, they'll
- A: Do you think the army will try to advance when the weather improves?
B: No, I think
- A: Do the people still have lots of food?
B: No, they're beginning to
- A: Is the town mostly full of soldiers?
B: No, they're
- A: Do you think they'll keep the hostages for a long time?
B: No, I'm sure they'll

84.3 When we repeat an idea in a text we often try to avoid using the same word twice. Read this text and find examples of words being used as synonyms for previous ideas. The first one has been done for you (food and medicine = supplies).

THERE is a desperate need for food and medicine, but with the town surrounded, the lorries are unable to bring in essential supplies. We have seen ordinary people in the street giving some of their meagre rations of food to the soldiers who are defending them, but very soon the troops will be just as hungry as the civilians if the situation gets any worse.

Meanwhile, the centre of the town is being slowly destroyed. There is almost daily shelling of the buildings that still stand, and this morning we witnessed gunmen firing at almost

anyone who dared to go out into the streets. One old woman was hit in the leg and we saw at least two others who were quite badly wounded as well.

Aid agencies have appealed to the soldiers to allow them to enter the town, but so far the General in command has even refused to let anyone in, including doctors and nurses. Many fear it is now only a matter of days before the town is captured, and if this happens, the army could take control of the whole region within weeks.

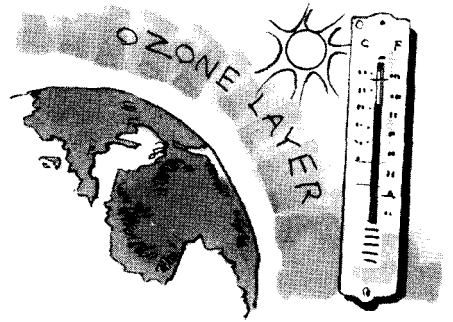
84.4 Can you answer these questions with two reasons for each one? If possible, discuss your answers with someone else before checking with the key.

- 1 Why do terrorists take hostages?
- 2 Why do some governments always refuse to agree to terrorist demands?

85 Pollution and the environment

A Important definitions

People are more worried about the **environment** (= the air, water, and land around us) as a result of the **harmful** (= dangerous/damaging) effects of human activity. Some of these activities cause **pollution** (= dirty air, land and water) and some are **destroying** the environment (= damaging it so badly that soon parts will not exist). Here are some of the problems:



the ozone layer: a layer of gases which stop harmful radiation from the sun reaching the earth; recent research shows that there is now a hole in parts of the ozone layer.

global warming: an increase in world temperature caused by an increase in carbon dioxide.

acid rain: rain that contains dangerous chemicals; this is caused by smoke from factories.

B The 'greens'

Because of these problems, there are many groups of people whose aim is **conservation** (= the protection of natural things, e.g. plants and animals). They are often referred to as **greens**, e.g. 'Greenpeace' and 'Friends of the Earth'.

C Common causes of damage

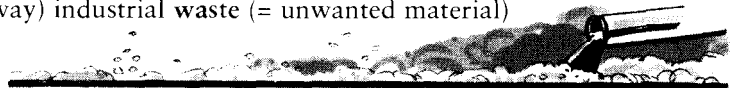
smoke from factories



car exhaust fumes



dumping (= throwing away) industrial waste (= unwanted material) in seas and rivers



aerosol cans (usually called **sprays**). Some of these contain **CFCs** (= a chemical) which can damage the ozone layer.



cutting down tropical rainforests (e.g. The Amazon). This increases carbon dioxide in the atmosphere.



D How can we help?

- Don't **throw away** bottles, newspapers, etc. Take them to a **bottle bank** or newspaper bank, and then they can be **recycled** (= used again).
- **Plant** more trees.
- Don't **waste** (= use badly) **resources**, e.g. water, gas. Try to **save** (≠ waste) them.

Note: a **resource** is a valuable possession. There are **natural resources**, e.g. water or gold; and **human resources**, e.g. knowledge and skills. The word is usually plural.

Exercises

85.1 Fill the gaps to form a compound noun or phrase from the opposite page.

- | | |
|-------------------|--------------------------|
| 1 the layer | 5 warming |
| 2 rain | 6 fumes |
| 3 waste | 7 rainforests |
| 4 a bottle | 8 natural or human |

85.2 Complete these word-building tables. If necessary, use a dictionary to help you.

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
waste	.....	damage	.....
.....	protect	environment	.....
.....	destroy	harm	.....
pollution	.....	danger	.....
damage	.....	.....	safe

85.3 Complete the definitions.

- 1 Conservation is the protection of natural things, e.g. and
- 2 Acid rain is rain that contains dangerous chemicals. It is caused by
- 3 The ozone layer is a layer of gases that stop dangerous radiation from the sun from reaching
- 4 Global warming is an increase in world temperature caused by an increase in
- 5 CFC (chlorofluorocarbon) is a chemical which

85.4 If we want to look after the environment, there are certain things we should and shouldn't do. Complete these two lists in suitable ways.

We should:

- paper, bottles and clothes.
- tropical rainforests.
- more trees.
- water and energy.

We shouldn't:

- paper, bottles and clothes.
- the ozone layer.
- water and energy.
- tropical rainforests.

85.5 Test your knowledge of words from the opposite page and 'green' issues. Are these statements *true* or *false*?

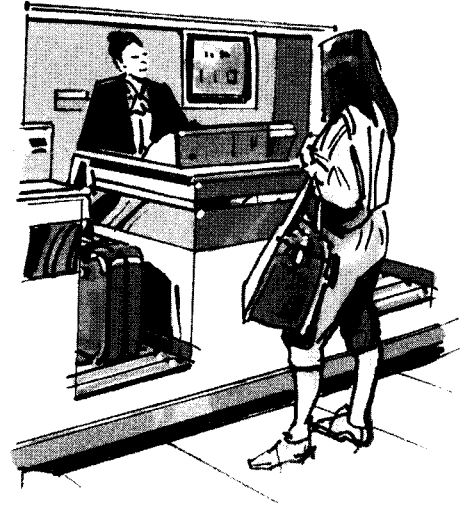
- 1 CFCs protect the ozone layer.
- 2 'Greens' believe in conservation.
- 3 A hole in the ozone layer could increase skin cancer.
- 4 Cutting down tropical rainforests increases the amount of carbon dioxide in the atmosphere.
- 5 Plastic cannot be recycled.

86 Air travel

A Departures

This is the usual sequence of activities when you get to the airport.

First you go to the **check-in desk** where they weigh your **luggage**. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay **excess baggage** (= you pay extra). The airline representative checks your ticket and gives you a **boarding card** for the plane with your seat number on it. Then you go through **passport control** where an official checks [NOT controls] your passport, and into the **departure lounge**. Here, you can also buy things in the **duty-free**, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before **take-off**, you are told to go to a gate number, e.g. gate 14, where you wait before you **get on** the plane. When you **board** (= get on) the plane, you find your seat. If you have **hand luggage**, you can put it under your seat or in the **overhead locker** above your seat.



The plane then **taxis** (= moves slowly) towards the **runway**, and when it has permission to **take off**, it accelerates along the runway and takes off.

Note: The verb to **taxi** is generally only used in this context.

B The flight

You may want or need to understand certain announcements; these come from the **captain** (= the pilot) or from an **air steward** or **stewardess** / **cabin crew** / **flight attendants** (= people who look after the passengers):

Please **fasten your seat belt** and put your seat in the **upright position**.



We are now **cruising** (= flying comfortably) at an **altitude** (= height) of 10,000 metres.

May we **remind** passengers (= ask passengers to remember) that there is no smoking until you are inside the **terminal building** (= where passengers arrive and depart).

The **cabin crew** (= air stewards) are now coming round with **landing cards**. (These are cards you sometimes have to fill in when you enter certain countries.)

C Arrival

When the plane **lands** (= arrives on the ground), you have to wait for it to stop / come to a halt. When the doors are open, you **get off** the plane and walk through the **terminal building** and go to the **baggage reclaim** where you collect your luggage. You then **pass through customs** (green = nothing to declare; red = goods to declare; blue = European Union citizens). If you are lucky, you can then get a bus, taxi or train to the centre of town without waiting too long. You can also **hire** a car (= **rent** a car) at most airports.

Note: In British English you normally **hire** something for a short period, e.g. hire a room for a party, and **rent** something for a long period, e.g. a flat; for a car, you can use both words.

Exercises

86.1 Complete the words or phrases below using words from the box.

off	control	free	card	baggage
in	lounge	luggage	reclaim	locker

- 1 boarding
- 2 baggage
- 3 excess
- 4 passport
- 5 hand
- 6 duty
- 7 overhead
- 8 take-.....
- 9 departure
- 10 check-.....

86.2 What do you call:

- 1 The place where you go when you arrive at the airport with your luggage?
- 2 The card they give you with the seat number on it?
- 3 The money you have to pay if your luggage is very heavy?
- 4 The place where you sit and have a drink when you are waiting for your flight to be called?
- 5 The bags you carry onto the plane with you?
- 6 The place above your head where you can put your hand luggage?
- 7 The part of the airport where the plane accelerates and takes off?
- 8 The people who look after you on the plane?
- 9 The part of the airport you walk through when you arrive or depart?
- 10 The place where you collect your luggage after you land?

86.3 Complete this part of a letter about an unpleasant flight.

Dear Tom

I've just arrived in Rome but I'm still recovering from a really terrible flight. We ⁽¹⁾ _____ two hours late because of bad weather, and then over the channel we hit more bad weather. The ⁽²⁾ _____ announced that we had to ⁽³⁾ _____ our seat belts, which was a bit worrying, and for half an hour we ⁽⁴⁾ _____ through a terrible storm. It was still raining and very windy when we ⁽⁵⁾ _____ in Rome and I was really glad to ⁽⁶⁾ _____ the plane and get into the airport building.

Fortunately things have improved since then but I really hope the return ⁽⁷⁾ _____ is a lot better.

86.4 Think about the whole experience of flying (from check-in to the time you leave the airport at your destination) and answer these questions. If possible, discuss your answers with someone else.

- 1 What is the most interesting part, and what is the most boring part?
- 2 Where do you often have delays, and why?
- 3 Is there any part that frightens or worries you?
- 4 What do you usually do during most flights?
- 5 Do you always eat the food they give you?
- 6 Is there one thing which would improve flying and make the experience more interesting?

87 Hotels

A Types of hotel

Hotels in Britain are graded with stars from one-star to five-star (five-star hotels are the best and most expensive). You can also stay in a **Bed & Breakfast (B&B)** (also called **Guest Houses**) where you pay for a bedroom, possibly an **ensuite** (= room with private bathroom) and breakfast.

B Types of hotel accommodation

a single room: for one person with a single bed
a double room: for two people with one large double bed
a twin room: for two people with two single beds
full board: includes breakfast, lunch and dinner
half board: includes breakfast and dinner
B & B: just the room and breakfast

C A visit to a hotel

We stayed in the Carlton Hotel for three nights in July, but I **booked** (= reserved) our room three months **in advance** (= before; in other words, in April) because it was the middle of the tourist **season**. When we arrived we **checked in at reception**, then the **porter** carried our suitcases up to our room. I gave him a small **tip** (n, v) – about 50p, I think. The staff were very friendly – we had a very nice **chambermaid** (= the woman who cleans the room) – and the room was very comfortable. The only problem we had, in fact, was with the shower which didn't **work** (= function) very well. (You could also say 'There was **something wrong with the shower**'.)



D Useful words and expressions

Could I **book** (= reserve) a room for next Thursday?

Could I have an **early morning call** at 7 a.m. please? (= Could you wake me at 7 a.m.?)

Could you **put it on my bill**, please? (= add the cost to the bill, e.g. for a drink you have in the hotel bar)

Could I **pay my bill**, please? (= pay for everything)

Could you **order** (= call) a taxi for me to go to the airport?

Are you **fully booked** (= completely full) next week?

Is breakfast/dinner **included**? (= Does the **price** include breakfast/dinner?)

Where's the **lift**? (= the machine which takes you up or down a floor) [AmEng = elevator]

Excuse me. **How do I get to** the underground station from here?

Exercises

87.1 Put these sentences in a logical order.

- 1 I paid my bill.
- 2 I checked in at reception.
- 3 I left the hotel.
- 4 I went up to my room.
- 5 I spent the night in the hotel.
- 6 I had an early morning call at seven o'clock.
- 7 I booked a room at the hotel.
- 8 I went out for dinner in a local restaurant.
- 9 I arrived at the hotel.
- 10 I got up and had a shower.
- 11 I had breakfast.
- 12 I tipped the porter who carried my luggage upstairs.

87.2 What would you say in these situations?

- 1 You want to stay in a hotel for two nights next week with your husband/wife. You phone the hotel. What do you ask or say?
.....
- 2 You are at the hotel reception and you are planning to leave in about 15 minutes. What could you ask the receptionist?
.....
- 3 You want to wake up at 7 a.m. but you don't have an alarm clock. What do you ask at reception?
.....
- 4 You have a drink in the hotel bar. The barman asks how you want to pay. What's your reply?
.....
- 5 When you turn on the shower in your room, the water comes out very very slowly. What could you say at reception?
.....
- 6 You want to go to the nearest bank but don't know where it is. What do you ask at reception?
.....

87.3 You are staying in quite a good hotel (e.g. two-star or three-star) in your country. Would you expect to have the following?

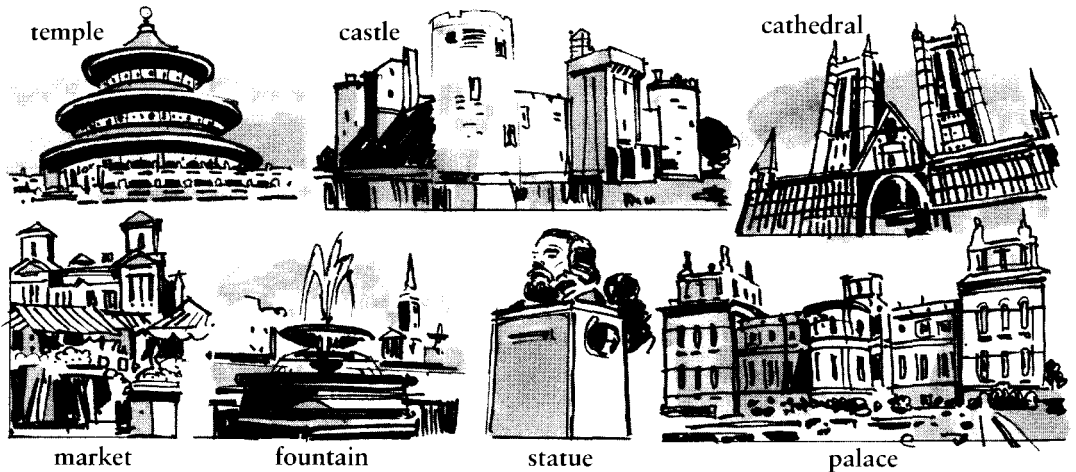
- 1 a room without a private bathroom
- 2 a hairdryer in the bathroom
- 3 a colour television in the room
- 4 a telephone in the room
- 5 writing paper in the room
- 6 a machine for making tea and coffee in the room
- 7 an electric trouser press (= a machine which presses/irons your trousers for you) in the room
- 8 air conditioning in the room

If possible, compare your answers with someone from a different country.

88 A sightseeing holiday

A Sightseeing

You may do a bit of sightseeing on holiday, or you may do a lot of sightseeing, but you will probably go to a museum or art gallery, and see or visit some of these things:



Many people go on a sightseeing tour of a town (usually in a bus); they can also go on a tour of the castle / the cathedral / the art gallery, etc. When you are sightseeing, it helps to buy a guidebook (= a book of information for tourists) and a map of the town you are in.

B Things that tourists often do on holiday

look round the shops / have a look round the shops

take photographs

spend a lot of / lots of money

buy souvenirs (= typical products from the country)

get lost (= lose their way)

go out most evenings (= go to different places for social reasons, e.g. restaurant or disco)

have a good/great time (= enjoy themselves)

C Describing 'places'

The word **place** is very common and can describe a building, an area, a town, or country:

Bruges is a lovely **place** (= town) and we found a really nice **place** (= hotel) to stay.

The town is full of interesting **places** (= areas/buildings).

These words are often used when we describe places:

Venice is beautiful but it's always **packed** (= very crowded/full) with tourists in the summer.

New York is very **cosmopolitan**. (= full of people from different countries and cultures)

Vienna has lots of **historical monuments**. (= places, e.g. castles, built a long time ago)

Many beautiful cities have become very **touristy**. (= a negative word: 'too much tourism')

Sao Paulo is a really **lively place** (= full of life and activity) and the **night-life** is fantastic.

Note: If you want to ask if it is 'a good idea' to visit a place, you can use **worth + -ing**:

A: If I go to Scotland, is it **worth spending** a few days in Glasgow?

B: Yes definitely. And if you want to travel round a bit, it's **worth renting** a car.

Exercises

- 88.1** Complete this postcard that John sent to his family while he was on holiday. You may need a word or phrase in each space.

Hi everyone, I've been in Paris for almost a week now and I'm having a ⁽¹⁾ _____. I spent the first few days ⁽²⁾ _____ - The Eiffel Tower, Notre Dame, and all the usual tourist attractions. Most places are absolutely ⁽³⁾ _____ with tourists (it's the time of the year I suppose), so yesterday I decided to have ⁽⁴⁾ _____ round the shops and I bought a few ⁽⁵⁾ _____. Today I've been to a couple of very interesting art ⁽⁶⁾ _____. I got ⁽⁷⁾ _____ on my way back to the hotel but it didn't matter because I discovered a really fascinating ⁽⁸⁾ _____ with lots of little stalls selling just about everything from apples to antiques. I ate in the hotel the first night but usually I ⁽⁹⁾ _____ and have dinner in a restaurant - the food is fantastic. I'm afraid I've ⁽¹⁰⁾ _____ a lot of money, but it's a great place and I've ⁽¹¹⁾ _____ lots of photographs so you'll be able to see for yourself when I get back home on the 24th. See you then, John

- 88.2** Which of these places do you usually visit or go to when you are on holiday?

museums art galleries churches/cathedrals tourist shops concerts
 discos / night clubs castles/palaces/temples the cinema markets restaurants
 bars the theatre

- 88.3** Confirm the information in the questions without repeating the same words and phrases. Use words and phrases from the opposite page.

Example: A: You've got quite a few pictures, haven't you?
 B: ~~Yes, we took lots of photos.~~.....

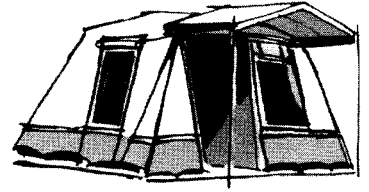
- 1 A: Is it a nice city?
 B: Yes, it's a
- 2 A: There's a big mix of people in New York, isn't there?
 B: Yes, it's very
- 3 A: Was it very crowded?
 B: Yes, it was
- 4 A: There's a lot to do in the evenings, isn't there?
 B: Yes, the
- 5 A: Did you enjoy yourselves?
 B: Yes, we

- 88.4** Without using one town more than twice, name a town or city in your country which is:

lively	packed with tourists in the summer
cosmopolitan	famous for its historical monuments
very touristy	really worth visiting if you are interested in architecture
not worth visiting	

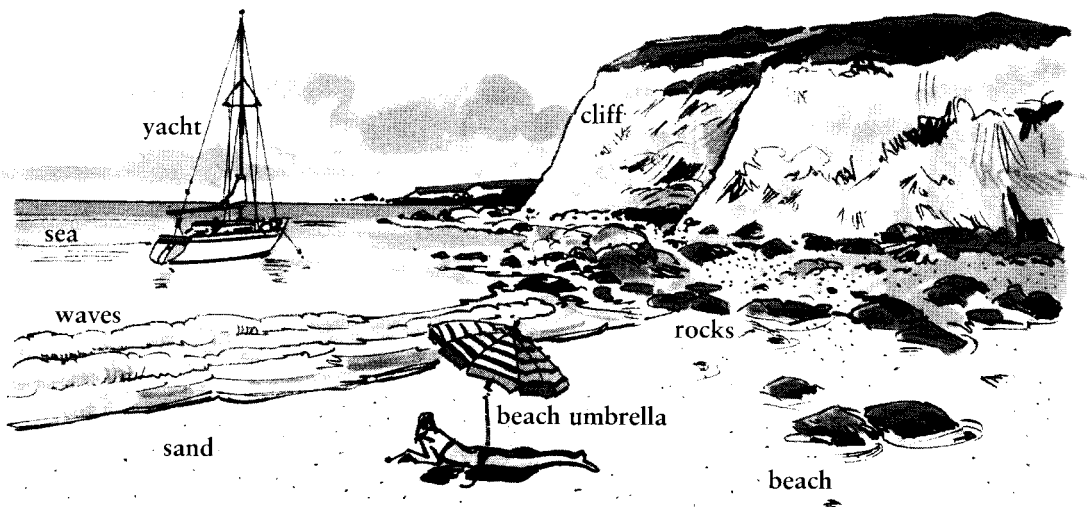
A Places to stay

When people go on holiday they stay in various places (= a number of different places): some go to hotels; others rent an **apartment** (a 'holiday' flat) or **villa** (= a house by the sea or in the countryside; often in the Mediterranean / southern Europe); some prefer sleeping in a **tent** at a **campsite**.

**B At the beach**

Many people spend their holiday in **seaside resorts** (= towns by the sea for tourists, e.g. Malaga, St. Tropez, Okinawa) where they can spend most of their time on the beach. Some people enjoy swimming, others love **sunbathing** (= lying on the beach in order to get a **tan** and **protect your skin**). If you like sunbathing, you should use **suntan lotion** to help you get a **tan** and **protect your skin**. If you don't have any protection, you may get **sunburn**, which is painful and can be dangerous. And if you want total protection you should use **sunblock**, or sit under a **beach umbrella**.

Swimming can also be dangerous if there are **rocks** under the water or if the sea is **rough**, e.g. with big waves.

**C In the country**

People who live in large towns often like to **get away** (= leave the place where they live) at weekends or in the summer, and enjoy the **peace and quiet** (= calm and tranquillity) of the country (also called the **countryside**). Some people just like to **put their feet up** (= relax and do nothing) and occasionally go for a **stroll** (= a slow casual walk); while others enjoy **hiking** (= long walks, often hill walking) across hills and valleys. And the countryside is a great place to have a **picnic** (= eating a prepared meal of cold food outside).

Note: Learners sometimes say 'I love to be in the nature'. This is usually a translation from their first language and it is not correct in English. The nearest we can say is probably 'I love being in the countryside'.

Exercises

89.1 Write down at least five words beginning with 'sun'. You can check your answers on the opposite page and in the index.

sun..... sun..... sun.....
sun..... sun.....

89.2 Match a word from the left with a word from the right to form eight words or phrases.

- | | |
|----------|----------|
| 1 sandy | waves |
| 2 suntan | bathe |
| 3 beach | beach |
| 4 rough | lotion |
| 5 sun | sea |
| 6 sea | cliff |
| 7 big | side |
| 8 steep | umbrella |

Now write answers to these questions.

- 1 Why do most people go to seaside resorts?
- 2 Why do people sunbathe?
- 3 Why do they use sunblock?
- 4 Why do they use suntan lotion?
- 5 How does it feel if you get sunburn?
- 6 What sport requires big waves?
- 7 Have you been in a boat when the sea was very rough? Were you seasick?

89.3 Complete this short text with a suitable word or phrase in each gap.

I live and work in Milan but I like to (1)..... at the weekend if possible. My parents have a small house in the (2)....., about 100 kilometres from Milan, and it's a great place to go if you want a bit of peace and (3)..... In the summer you can just (4)..... by the pool during the hottest part of the day, then in the evening go for a (5)..... through the village or over the fields. Sometimes we go out for the whole day and have a (6)..... somewhere, by the lake or next to one of the many vineyards.

89.4 Fill the gaps with a suitable word. (One word only for each gap.)

- 1 Would you prefer a holiday in a seaside or a holiday in the country?
- 2 Would you prefer to stay in one place, or would you rather (= prefer to) go to places?
- 3 Would you prefer to spend your time on a beach or would you rather go for long walks?
- 4 Would you prefer to stay in a hotel or an apartment?
- 5 Would you prefer to eat in a restaurant or have a in the open air?
- 6 Would you prefer somewhere that was quite lively, or would you rather go to a place where there was peace and?

Look at the questions again. Which would you prefer? If possible, discuss your answers with someone else.

90 Time

A Prepositions: at, on, in

at e.g. at 8 o'clock, at 3.30, at midnight
on a day e.g. on Monday, on July 14, on the second day
in a period e.g. in the morning, in April, in 1995

Important exceptions are: at **Christmas**, at **Easter**, at **the weekend**, at **night**

B Words often confused

Some time prepositions are easily confused. These are common problems:

I will stay here **until** she phones. (= I will go after she has phoned)

I will be in the office **until** 4 o'clock. (= I will leave the office at 4 o'clock)

I will be in the office **by** 4 o'clock. (= I will arrive at the office not later than 4 o'clock)

I'll be back home **by** lunchtime. (= I will arrive home not later than lunchtime)

I've worked in this office **for** six months. (for + a period of time)

I've worked in this office **since** May. (since + a point in time)

I worked for a newspaper **during** the war / 1990 / the summer. (this tells you 'when')

I worked for a newspaper **for** four years / six months. (this tells you 'how long')

[NOT I worked for the newspaper ~~during~~ four years.]

Note: During a period may mean a part of that period or the whole period, e.g. 'during the war' can mean part of the war or the whole war. The context usually makes it clear, but if we want to stress or emphasise that an action occupied the whole period, we often use **throughout**, e.g. It rained throughout the night. (= it didn't stop raining)

I'm going back to Spain **in** ten days' time. (= ten days from now)

We arranged our next meeting for April 7th. (= to be on April 7th)

C Approximate times: past and future

I've known my dentist **for ages** (= for a long time), but I haven't been for a check-up **recently/lately** (= e.g. in the last few months).

I haven't seen Tom **recently/lately** (= e.g. in the last few weeks).

I used to go to an Australian dentist but that was a **long time ago** (e.g. 5–10 years ago).

My sister went to the dentist **the other day** (= a few days ago).

This dictionary will be OK **for the time being** (= for now / until I need a better one).

D Periods of time

There are 60 **seconds** in a minute; 60 minutes in an hour, 24 hours in a day, 7 days in a week, 2 weeks in a **fortnight**, 52 weeks in a year, 10 years in a **decade**; 100 years in a **century**.

E Time passing: take and last

My English course **lasts** ten weeks. (= it continues for ten weeks)

How long does the film **last**? (= How long is it from the beginning to the end?)

It **takes** me (= I need) half an hour to get to school.

We can walk but it'll **take** (= we'll need) a long time.

Exercises

90.1 Complete the text with *at*, *on*, or *in*.

There's one bus from London which gets here (1)..... ten o'clock (2)..... the morning and then another which gets in (3)..... four o'clock (4)..... the afternoon. That's (5)..... weekdays, but (6)..... the weekend the timetable is a bit different. (7)..... Saturday there are still two buses but the second one arrives (8)..... five thirty; (9)..... Sunday there is just the one bus (10)..... two o'clock. And (11)..... the winter, the service doesn't run at all (12)..... Sundays.

90.2 Cross out the incorrect answers.

- 1 The teacher told us to finish our homework by/until Monday.
- 2 We can't leave by/until the others get back.
- 3 I've been in the army for/since I was eighteen.
- 4 They've worked here for/since/during six months.
- 5 I visit my uncle every week for/since/during the winter.
- 6 I was at university for/since/during four years.
- 7 She's going back to France in/after three months' time.
- 8 He left the office during/throughout the lunch break.
- 9 It was hot during/throughout August; we didn't have one day under 30 degrees.
- 10 I booked a table in the restaurant by/for next Saturday. I hope that's OK.

90.3 Can you complete these sentences with the correct number?

- 1 The Olympic Games usually lasts about weeks.
- 2 Rembrandt was born in the th century.
- 3 President Kennedy died in That's years ago.
- 4 It takes approximately hours to fly from Tokyo to New York.
- 5 Some athletes can run 100 metres in less than seconds.
- 6 The was the decade in which the USA and USSR (at that time) were both trying to be the first country to put a man on the moon.

90.4 Replace the underlined time expressions with more 'approximate' time expressions.

- 1 I went to the library three days ago.
- 2 This dictionary isn't great but it'll be OK until I'm more advanced.
- 3 I haven't been to the cinema for the last three weeks.
- 4 And I haven't been to a concert for three or four years.
- 5 I went to Egypt with my parents but that was ten years ago.

90.5 Complete these sentences about yourself and your country.

- 1 On weekdays I usually get up at and leave home at
- 2 I always clean my teeth in
- 3 I don't go to school/college/work on
- 4 I usually have a holiday in
- 5 I have been in my present school/college/job for
- 6 I have been studying English since
- 7 I haven't spoken English since
- 8 It takes me to get to school/college/work.
- 9 You can't get a driving licence until
- 10 It rains quite a lot during

9 | Numbers

A Cardinal numbers

379 = three **hundred and** seventy nine 2,860 = two **thousand eight hundred and** sixty
5,084 = five thousand **and** eighty-four 470,000 = four hundred **and** seventy thousand
2,550,000 = two **million**, five hundred **and** fifty thousand
3,000,000,000 = three **billion**

Note: There is no plural 's' after hundred, thousand, million and billion when they are part of a number. On their own, they can be plural, e.g. **thousands** of people; **millions** of insects.

B Ordinal numbers and dates

One of the problems with dates is that we write them and say them in a different way:

We write **4 January** (or 4th January), but say **the fourth of January** or **January the fourth**.

We write **21 May** (or 21st May), but say **the twenty-first of May** or **May the twenty-first**.

1997 = **nineteen ninety seven**

1905 = **nineteen hundred and five** or **nineteen oh five**

C Fractions and decimals

$1\frac{1}{4}$ = one and a **quarter**

$1\frac{1}{3}$ = one and a **third**

1.75 = one point seven five

$1\frac{1}{2}$ = one and a **half**

1.25 = one **point two five**

1.33 = one point three three

$1\frac{3}{4}$ = one and **three quarters**

1.5 = one point five

D Percentages

26% = twenty-six **per cent**

More than 50% is the **majority**; less than 50% is the **minority**.

E Arithmetic

There are four basic processes for **working out** (= calculating) a problem:

+ = **addition** e.g. $6 + 4 = 10$ (six **plus/and** four **equals/is** ten)

- = **subtraction** e.g. $6 - 4 = 2$ (six **minus** four **equals/is** two)

× = **multiplication** e.g. $6 \times 4 = 24$ (six **times / multiplied by** four **equals/is** twenty-four)

÷ = **division** e.g. $4 \div 2 = 2$ (four **divided by** two **equals/is** two)

F Saying '0'

This can be spoken in different ways in different contexts.

telephone number: 603 724 = six **oh** three, seven two four (AmEng = six **zero** three)

mathematics: 0.7 = **nought** point seven, 6.02 = six point **oh** two

temperature: -10 degrees = ten degrees below **zero** / minus ten degrees

football: 2-0 = two **nil** tennis: 40-0 = forty **love**

G Talking numbers

Here are several useful words and expressions connected with numbers:

The streets have got **odd** numbers (e.g. 3, 5, 7) on the left and **even** numbers (e.g. 4, 6, 8) on the right.

I got 16 **out** of 20 in our last test.

16/20

Exercises

91.1 How do you say these numbers in English? Write your answers after each one.

- 1 462
- 2 $2\frac{1}{2}$
- 3 2,345
- 4 6.75
- 5 0.25
- 6 $3\frac{1}{3}$
- 7 1,250,000
- 8 10.04
- 9 47%
- 10 10 September
- 11 3 July
- 12 602 8477 (phone number)
- 13 -5 centigrade
- 14 In 1903
- 15 In 1876

Now practise saying them. If possible, record yourself saying them and then record a native speaker of English saying them or someone from your country who speaks English very well. Listen to both. How do you sound?

91.2 Correct the mistakes in these sentences.

- 1 After the game I heard the crowd was over twenty thousands.
- 2 We arrived on the ten September.
- 3 There were two hundred twenty altogether.
- 4 I got twenty-five from forty in my test.
- 5 My birthday is thirty-one August.
- 6 My phone number is seven twenty three, six nought nine.

91.3 Write answers to these problems.

- 1 23 and 36 is
- 2 24 times 8 is
- 3 80 minus 20 is
- 4 65 divided by 13 is
- 5 Add 10 and 6, multiply by 8, then subtract 40 and divide by 11. What have you got left?
- 6 Divide 33 by 11, multiply by 7, add 10, and subtract 16. What number is left?

91.4 Answer these questions. Write your answers in words.

- 1 When were you born?
- 2 How much do you weigh?
- 3 What is the number of the flat or house where you live?
- 4 Is that an odd or an even number?
- 5 What is the approximate population of your town?
- 6 What is the approximate population of your country?
- 7 What is the normal temperature of a healthy person?
- 8 How many kilometres are there in a mile?

92 Distance, size and dimension

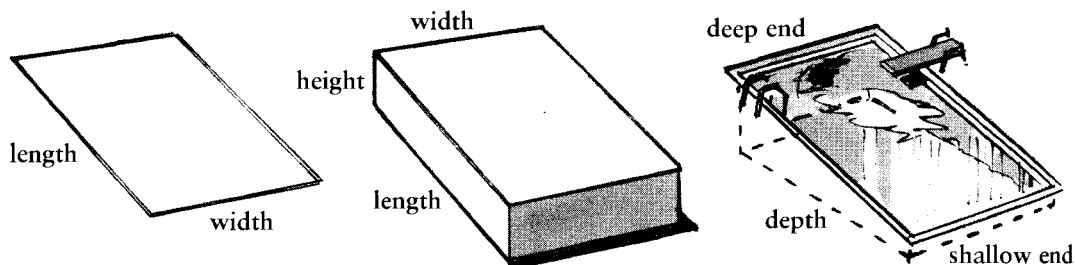
A Distance

The most common way of asking about distance is probably: **How far is it?** Here are two more common questions, and some expressions often used in the reply.

Is it a long way?	No, just round the corner. / a couple of minutes' walk (= very near).
Is it very far?	No, not far. / No, about five or ten minutes' walk (= quite near).
Is it a long way?	Yeah quite a long way. / Yeah, over a mile.
Is it very far?	Yes it's a long way. / Yes it's miles. / Yes it's too far to walk.

Note: We can use **far** in a question or negative but not in a positive statement on its own, e.g. we don't say 'it's far', we say 'it's a long way'. But we can say 'it's too far to walk'.

B Size and dimension



We can describe size using the nouns above or the adjectives formed from them, like this: What's the **length/width/height/depth/size** of ...? or How **long/wide/high/tall/deep/big** is ...?

Note:

- We generally use **tall** to describe people, trees and buildings; and **high** to describe mountains. We also say **high-rise buildings**.
- Notice also that in the answer to these questions, an adjective follows the measurement: The garden is about ten metres **wide**. (= The **width** is about ten metres.)

C Size in people and things

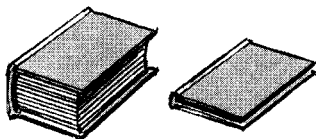
We use different words to describe the size of people and things:

a **tall** girl (≠ a **short** girl)

a **fat** person (≠ a **thin** person) See Unit 43 for more details.

a **long** book (= many pages) (≠ a **short** book)

a **deep** lake (= many metres) (≠ a **shallow** lake)



a **thick** book (≠ a **thin** book)



a **wide** road (≠ a **narrow** road)

Note: We can use **big** or **large** to describe size in English, but not **great**. For English speaking people, **great** (*informal*) = fantastic. But we can use **great** before **big** to say that something is very big, e.g. I saw a **great big** dog in the park.

If you want to ask about size in clothes, you say: **What size are you?** or **What size (shoes) do you take?** If you don't know, then you need someone to **measure** you.

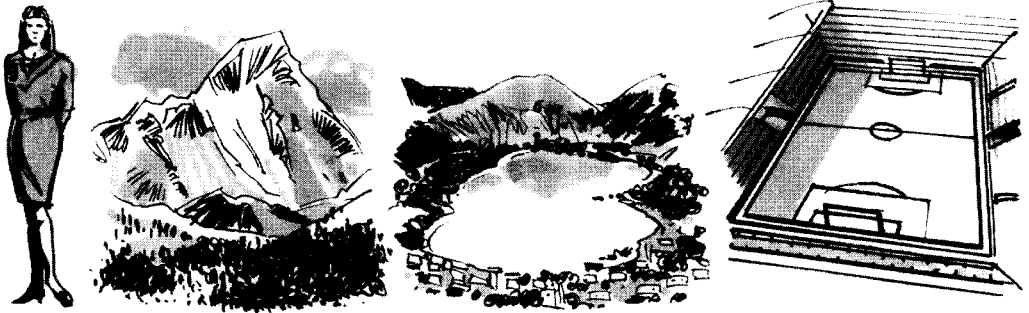
Exercises

92.1 Think about the room/place you are in now and answer these questions, using some of the expressions from the opposite page.

- 1 How far is it to the nearest shop?
- 2 How far is it to a bank?
- 3 Is it very far to the nearest bus stop?
- 4 Is it very far to a post office?
- 5 Is it a long way to the nearest swimming pool?
- 6 Is it a long way to the next big town?
- 7 How far is the nearest railway station?
- 8 Is it far to the centre of town?

If possible, ask someone else the same questions and compare your answers.

92.2 Write down eight different questions you could ask about the distance, size or dimensions of the things in the pictures.



92.3 Contradict the speaker in the sentences below. Look at the example first.

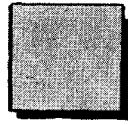
Example: A: Is it a long film?

B: *No, it's quite short.*

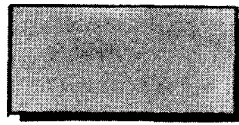
- 1 A: Is he a bit fat?
B: No, he's
- 2 A: The water's quite deep, isn't it?
B: No,
- 3 A: Their office is in quite a low building, isn't it?
B: No,
- 4 A: Is the road very wide at that point?
B: No,
- 5 A: It's a fairly boring place, isn't it?
B: No,
- 6 A: He's quite tall, isn't he?
B: No,
- 7 A: They only live in a small place, don't they?
B: No, it's

93 Shapes, colours and patterns

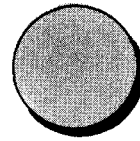
A Shapes



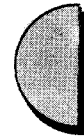
a square (n)
square (adj)



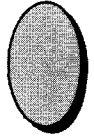
a rectangle (also oblong) (n)
rectangular (adj)



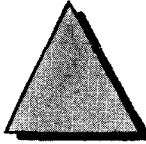
a circle (n)
round (adj)
circular (adj)



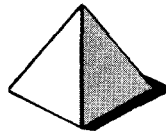
a semi-circle



an oval (n)
oval (adj)



a triangle (n)
triangular (adj)



a pyramid



a right angle



a point (n)
pointed (adj)



a star

a square box, a round table, a pointed end, a rectangular field, an oval shape

Note: We can also form adjectives to describe shapes in this way:

The ball was egg-shaped; a heart-shaped wedding cake; a diamond-shaped bag.

B Colours

You will already know most of the common colours. Here are some that are less common:

Mix black and white to form **grey**. Mix red and blue to form **purple**.

Mix green and blue to form **turquoise**. **Pink** is a colour between red and white.

Beige is a very light brown with some yellow in it.

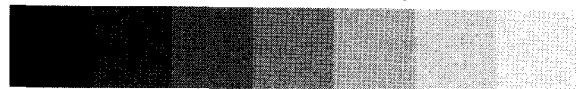
C Shades of colour (= degrees and variation of colour)

She bought a **dark green** skirt.

He was wearing **light blue** jeans.

My new shirt is **pale yellow**.

shades of grey

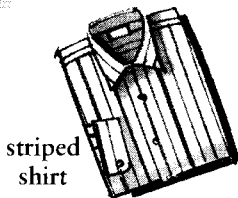


dark grey

light/pale grey

Note: With some colours, we use **pale** rather than **light**, e.g. pale yellow, pale pink.

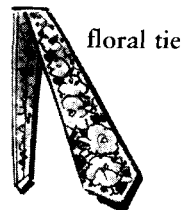
D Patterns (also called 'designs')



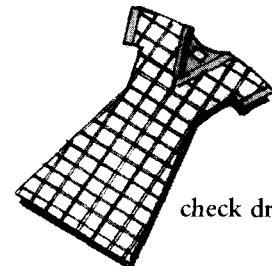
striped shirt



tartan skirt



floral tie



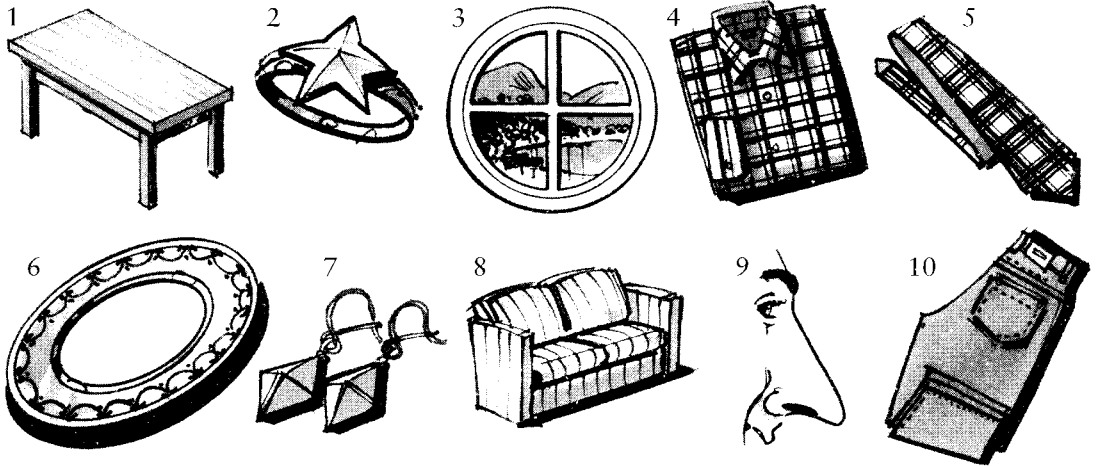
check dress

E Use of the suffix -ish

When we want to say that a shape is almost round or a colour nearly green, we can express this idea by adding the suffix **-ish**: a roundish face; a greenish tie; a yellowish colour.

Exercises

93.1 Describe these pictures using the correct noun and a suitable adjective.



93.2 What object is being described in each of these sentences?

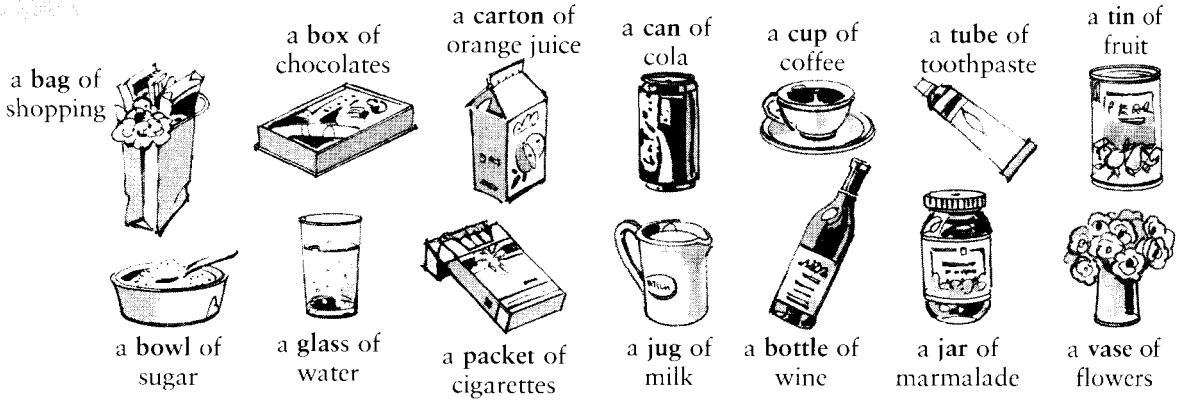
- 1 It's got a point at one end and that's the end you use to write with.
- 2 It's greyish on the outside, pink on the inside, it swims and you eat it.
- 3 The shape is rectangular and it's usually green. There are lots of other lines on it, and people play on it.
- 4 It's a reddish-orange in colour, quite long and usually pointed at one end, and you eat it.
- 5 At certain times of the month it's completely round; at other times, it's closer to a semi-circle but not quite.
- 6 It can look pale blue, more often dark blue, and sometimes a greenish blue. It really depends where it is and whether the sun is shining on it.
- 7 It's oval-shaped, white or beige or light brown in colour, hard on the outside, and you eat it usually when it is cooked.
- 8 It is triangular, and in some countries you have to carry one in the boot of your car.
- 9 The bottom part is triangular, and at the top there is another bit in the shape of a semi-circle. You put things on the triangular part and hang them using the semi-circular part.
- 10 It has four sides and four right angles.

93.3 What are you wearing? Write down a detailed description of what you are wearing, including the exact colour of everything. If there is a colour or design you cannot describe, try to find it using a bilingual dictionary.

94 Partitives

There are many different words used to describe a particular quantity of something. Usually the word is joined to the noun it describes with 'of'.

A Containers (e.g. a bag) and contents (e.g. of shopping)



B With uncountable nouns

When we use uncountable nouns (e.g. advice), we sometimes want to talk about one of something. We cannot say ~~an~~ advice or ~~one~~ advice, but we can use certain words to make these nouns singular: a **sheet of paper** (= one piece of paper) or a **slice of bread** (= one piece of bread). We can actually use the word **piece** with many nouns:



a piece of cake



a piece of wood

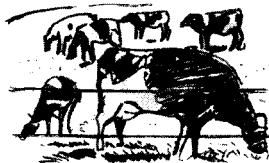
You can use **piece** with some abstract nouns, e.g. a **piece of information**, a **piece of luck**.

The most common partitive is a **bit**, which is informal and used with many nouns. It usually means a small amount but can be quite general. It can be used with the examples above, and more: a **bit of butter**, a **bit of time**, etc.

C A pair of ...

Some nouns have two parts, e.g. trousers (two legs) and shoes (left and right). You can use a **pair of** to specify the number, e.g. a **pair of skis**, two **pairs of shoes**, three **pairs of tights**.

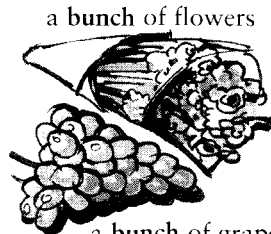
D Groups of things



a herd of cows



a group of people



a bunch of flowers

a bunch of grapes

a gang of youths/
kids/teenagers



Gang has a negative meaning: it suggests a group of young people who may cause trouble.

Exercises

94.1 Some of these containers do not look exactly the same as the ones on the opposite page, but the names are the same. Can you decide what the missing words are?



1 a of milk



2 a of water



3 a of fruit



4 a of matches



5 a of biscuits



6 a of apples



7 a of paint



8 a of coffee

94.2 Contents come in different containers. Would you be surprised to see any of the following?

a glass of soup

a vase of coffee

a bowl of milk

a jug of wine

a tube of cigarettes

a tin of tomatoes

a jar of mustard

a bag of salt

a carton of toothpaste

94.3 Complete these sentences with a suitable noun.

- 1 They gave her a big of flowers for her birthday.
- 2 They're looking for a of youths who may be responsible for the damage.
- 3 I cut about six of ham and put them on a plate.
- 4 They own a large of land on the coast.
- 5 I did a of homework last night, then went out.
- 6 She told us to take out a blank of paper, then write our names at the top.
- 7 A small of people gathered outside the embassy.
- 8 I need at least two of socks inside these shoes.
- 9 I asked him for a of advice.
- 10 I like to put a of cream in my coffee.
- 11 Have you seen that old of boots I use for gardening?
- 12 I've got a of time, so I can help you now if you like.

94.4 Cross out any answers which are wrong in these sentences.

- 1 I asked her for a bit/piece of advice.
- 2 I ordered a piece/sheet of cake.
- 3 There was a group/gang of journalists outside her house.
- 4 My lunch consisted of two slices/pieces of bread and a small bunch/group of grapes.
- 5 She hit me over the head with a small piece/bit of wood.
- 6 I'm in a hurry but I've still got a bit/piece of time.
- 7 We had a piece/bit of luck this morning: we won some money!
- 8 Could I have a piece/bit/drop of milk in my coffee?

95 The senses

A The five basic senses

These are: **sight, hearing, taste, touch** and **smell**. For each one we use a basic verb, which can be followed by an adjective or noun in these constructions:

It looks terrible. (from what I could see)	It looks like a wedding cake.
He sounds German. (from what I heard)	It sounds like a good idea.
It tastes strange. (from tasting it)	This tastes like bread.
It feels soft. (from touching it)	It feels like a blanket.
It smells wonderful. (from smelling it)	This smells like garlic.

We can also use the verbs as nouns. These are very common:

I didn't like the look of the fish.	I really like the sound of church bells.
I don't like the taste of olives.	I hate the smell of petrol.

B See, look (at) and watch

See is the ability to use your eyes (the verb is not normally used in the progressive); **look (at)** often means to look carefully / pay attention to something that is not moving; and **watch** often means to pay attention to something that is moving:

I can't see a thing without my glasses. (= I'm not able to see / I am blind)
I can't find my keys and I've **looked** (= searched / looked carefully) everywhere.
I want the doctor to **look at** (= look carefully and examine) my knee.
The police have been **watching** that man for weeks.
I **watched** the match and then went for a drink with friends.
Look (= look carefully) in the corner of my eye; you can see (= are able to see) the mark.
He ran into me because he wasn't **looking**. (= paying attention; the speaker seems angry)
He ran into me because he didn't see me. (= wasn't able to see me; the speaker is not angry)

Sometimes two verbs are possible in one context; sometimes only one:

I **saw** a great film last night. (= at the cinema; we cannot use **watch** here)
I **saw/watched** a great programme last night. (= on TV; we can use either verb here)

C Hear and listen (to)

Hear means able to hear; **listen (to)** means to pay attention to things you hear:

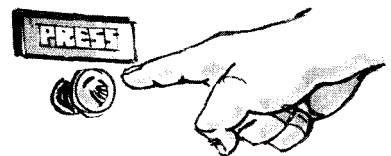
I couldn't **hear** what she said. (= I was physically unable to hear)
I can sometimes **hear** the trains from my bedroom. (= I am able to hear without trying)
I don't know what she said because I wasn't **listening**. (= I wasn't paying attention)
I often **listen** to the early evening news on the television. (= I make an effort to listen)
I was **listening** to the radio when I **heard** a strange noise outside.

Sometimes it is possible to use **hear** (but not in the progressive form) to mean 'listen to':

I know he's dead – I **heard** it on the radio last night. (= I heard it when I was listening)

D Touch

Don't **touch** those wires – they're dangerous.
You have to **press** that button to start the machine.
I don't feel safe up here. Could you **hold** my hand?



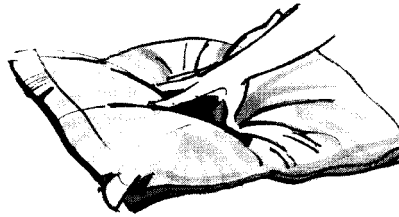
Exercises

95.1 Complete the sentences using words from the box. Use a dictionary to help you.

water	sore	cod	donkey	photo	silk	fresh
new	washing powder	ripe	door bell	horrible		

- I don't think I'll eat this peach; it doesn't feel
- Those shoes look When did you buy them?
- This milk smells I'll open another bottle.
- This coffee tastes like Who made it?
- My feet are feeling after that run.
- I love the smell of bread.
- That painting looks like a
- I know it's a horse but it looks like a
- British people eat a lot of haddock. It's a white fish and tastes like
- I'm sure it is expensive perfume, but to me it smells like
- Your telephone sounds just like a
- This blouse was very cheap but it feels like

95.2 Complete the sentences below the pictures using *looks/tastes/feels* + adjective.



- 1 This man 2 This pillow 3 This apple

95.3 Cross out any answers which are wrong.

- I was listening to / hearing the radio when I listened to / heard a terrible noise outside.
- The government is going to introduce new laws about noisy neighbours – I listened to / heard it on the radio this morning.
- She turned up the volume but I still couldn't listen to / hear it.
- I don't know if this is an antique; we'll have to get an expert to come and look at / see it.
- They wanted to stay and watch / look at the programme, but it was a bit late.
- I was very angry with Tom – he just wasn't hearing / listening when I spoke to him.
- Can you bend over and touch / press your toes?
- You have to touch / press the eject button if you want to get the video out.
- Could you touch / hold this video for a moment while I move the TV?
- If you watch / look carefully, you can look / see how the man does the trick with those cards.

95.4 Write down a smell, taste, and sound that you like and hate. Complete these sentences, and then try to compare your answers with someone else.

- I love the smell of I hate the smell of
- I love the sound of I hate the sound of
- I love the taste of I hate the taste of

96 Notices and warnings

A Informative notices

Some notices give you information:

OUT OF ORDER
for a machine that is not working, e.g. phone or washing machine

NO VACANCIES
in the window of a B&B (cheap hotel). It means the hotel is full

SOLD OUT
outside a cinema or concert – there are no tickets left. All sold

B Do this!

Some notices tell you to do certain things:

PLEASE QUEUE OTHER SIDE

(= wait in a line on the other side of this notice) e.g. in a bank or post office

KEEP RIGHT

(= stay on the right side, and continue on the right side) e.g. in airports

C Don't do this!

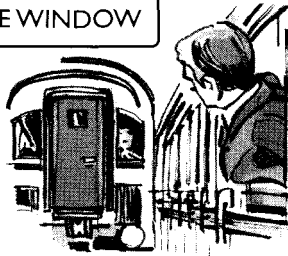
Some notices tell you not to do certain things:

NO SMOKING

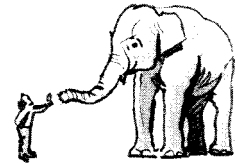
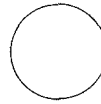
No Parking

NO EXIT

**DO NOT LEAN
OUT OF THE WINDOW**



**PLEASE
DO NOT
DISTURB**

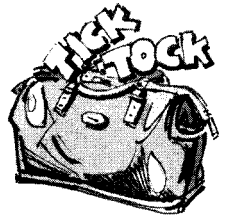


**Please Do Not Feed
The Animals**

Keep off the grass

**SILENCE
EXAMINATION IN
PROGRESS**

**DO NOT LEAVE
BAGS
UNATTENDED**



D Watch out!

Some notices are warnings – they tell you to be careful because something bad may happen:

MIND YOUR HEAD
(= be careful you don't hit your head e.g. in front of a low door)

MIND THE STEP
(= be careful you don't hit the step and fall e.g. in front of a step)

FRAGILE
(= be careful, this will break easily)

BEWARE OF PICKPOCKETS
(= be careful, there are people here who will steal things from your bag or pocket without you knowing)

Exercises

96.1 Can you complete these notices and warnings in possible ways, without looking at the opposite page?

PLEASE QUEUE	BEWARE OF	
MIND THE	MIND YOUR	SOLD
PLEASE DO NOT	OUT OF	
NO	KEEP	

96.2 Where would you expect to see these notices or warnings?

- | | | | |
|---|------------------------------|---|---------------------------|
| 1 | No vacancies | 5 | OUT OF ORDER |
| 2 | <i>Beware of pickpockets</i> | 6 | Sold out |
| 3 | Nothing to declare | 7 | FRAGILE |
| 4 | Please queue other side | 8 | Keep off the grass |

96.3 What notice(s) is/are possible in each of these places?

- 1 a zoo
- 2 a waiting area in a busy airport
- 3 the door of a hotel room at 9 o'clock in the morning
- 4 in front of garage doors
- 5 above the window of a train
- 6 inside a theatre
- 7 on the underground
- 8 a door going into a low room

96.4 Now write some different notices of your own. Think of six possible notices you could put in one of these places:

- 1 a school
- 2 a university
- 3 a language school
- 4 a place where people work, e.g. bank, factory, hospital

Where would you put these notices? If possible, do this activity with another person or show it to another person.

96.5 Look for other notices (in English or your first language). Can you understand the English notices? Can you translate the ones in your own language. Try to find six more notices in the next week.

97 Vague language

Vague means 'not clear or precise or exact'. For example, we can say:

I have a **vague idea** where it is. (= I know the general area but I don't know exactly where)

I have a **vague memory** of the game. (= I can remember bits of it but not very clearly)

In spoken English we often use words which are very vague.

A Thing(s)

- To refer to actions, ideas and facts:

The main **thing** (= fact) about John is that he likes everything to be organised.

Hitting that young child was a terrible **thing** (= action) to do.

- To refer to countable objects (often the speaker and listener know what the object is, or the speaker has forgotten the name of it at the moment of speaking):

What's that **thing** (bicycle) doing in the house?

Put those **things** (cups and saucers) in the cupboard.

- To refer to a general situation:

How are **things** at school? (= school in general)

Recently, **things** (= life in general) have been going really well.

B Stuff

We generally use **stuff** (*informal*) to refer to uncountable nouns (or a group of countable nouns) when it is not necessary to be precise and give the exact name. Often the listener knows what the speaker is talking about.

Just leave that **stuff** (= different items of clothes) on the floor. I'll clear it up.

I never use that biological **stuff** (= washing powder) in my machine.

C (A) sort of ...

This is used to describe something when you are not being very exact or precise. Sometimes it is not possible to be exact, and sometimes you cannot find the exact word you want.

The walls are a **sort of** yellowy colour. (= not exactly yellow, but similar to yellow)

It's a **sort of** horror film. (= not exactly a horror film, but similar to one)

He gets ... uh sort of ... nervous when you mention the word 'exams'.

D A bit

It often means 'a little', but it is very common in spoken English, and sometimes it may be used more generally to mean a little or even quite a lot.

Could you speak up a **bit** (= a little). I can't hear you very well.

I thought the hotel was a **bit** (= quite) expensive, actually.

E Approximately

These words have the same meaning but **approximately** is more formal than the others:

The train should arrive in **approximately** twenty minutes.

It's **about** three miles to the house.

There were **roughly** twenty people at the party.

We are expecting 100 guests, **more or less**.

Exercises

97.1 What could *thing(s)* and *stuff* refer to in these sentences?

- 1 I never wear that stuff; it's got such a strong smell.
- 2 This thing has got stuck in the lock.
- 3 I bought a couple of bottles when I was in Scotland. It's great stuff.
- 4 We don't need these things. We can eat the chicken with our fingers.
- 5 What's that white stuff called that you mix with water to make bread?
- 6 There was a great thing on television last night about elephants.
- 7 I couldn't get any more stuff in my suitcase.
- 8 It's a wonderful thing and keeps my young children occupied for ages.
- 9 I don't know why I bought that thing – it's too heavy for me to carry even when it's empty.
- 10 It's good stuff. My hair feels really soft, and it didn't cost a lot.

97.2 Add a few words and phrases from the opposite page to make this conversation less precise and more natural.

A: How many people were at the conference?

B: 400

A: Did you enjoy it?

B: Yes

A: You don't seem very sure.

B: Well, there were some good events, but it was too long.

A: And did you go to John's talk?

B: Naturally

A: How did it go?

B: Well he was nervous at the beginning, but he soon got more confident and I think it went really well.

A: Did he have a big audience?

B: 75

A: That's good, isn't it?

B: I think John was disappointed – he wanted at least a hundred.

97.3 Reply to each of these questions with a suitable 'vague' response.

1 A: Did you get everything you wanted?

B: Yeah

2 A: Was it expensive?

B: Yeah

3 A: Did you say the walls were blue?

B: Yeah

4 A: Will there be twenty chairs in the room?

B: Yeah

5 A: Is it a very serious film?

B: Yeah

6 A: Are you tired?

B: Yeah

97.4 Think about similar words and phrases that you use when speaking your own language. How many direct translations can you find for the words and phrases on the opposite page?

98 American English

A British English and American English

People in Britain and America understand each other perfectly most of the time, but there are differences in grammar, vocabulary, spelling and pronunciation. With vocabulary, the same word may have a different meaning, e.g. British **chips** are American **french fries**; and American **chips** are British **crisps**. Sometimes there are completely different words for the same thing: a lorry in British English is called a **truck** in American English.

B Vocabulary

Here are some important differences. The British English word comes first in each case. Most of the words are explained in other units. Use the index to help you.

Roads and transport

taxi / cab/taxi
return (ticket) / round trip
petrol / gas (gasoline)
main road / highway
motorway/freeway
underground/subway
subway/underpass
pavement/sidewalk
lorry/truck
car park / parking lot

Education

secondary school / high school
term/semester (= periods in
a college year)
university/college

Time

autumn/fall
holiday/vacation
fortnight / two weeks

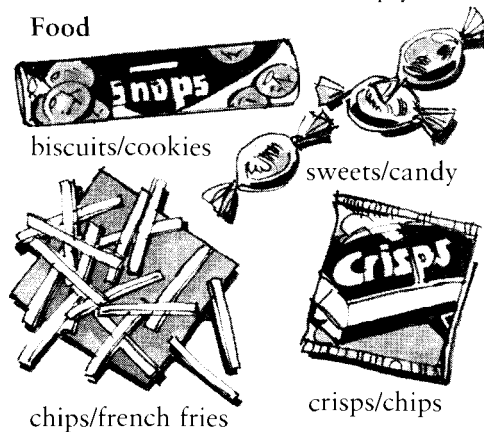
Homes

tap/faucet
rubbish / garbage/trash
dustbin/trashcan
toilet/bathroom
wardrobe/closet

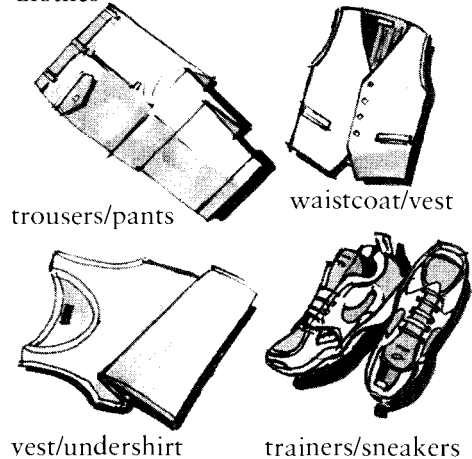
Buildings

flat/apartment
ground floor / first floor
lift/elevator
toilet (gents/ladies) / bathroom (men's/ladies' room)

Food



Clothes



Note: Some American English words are now becoming more common in British English, e.g. movie (Br. = film); apartment (Br. = flat); semester (Br. = term). One special problem is that **guys** in American English can refer to men and/or women, but in British English it is only used to refer to men.

Exercises

98.1 Decide if the speaker is using British English or American English, and cross out the incorrect answer.

- 1 We've decided to take our vacation in the autumn/fall this year.
- 2 At my son's high school the new term/semester starts next week.
- 3 I never eat biscuits or sweets/candy.
- 4 Put that garbage in the dustbin/trashcan.
- 5 The trousers look nice with that waistcoat/vest.
- 6 The lorry/truck came past us on the highway.
- 7 My apartment is on the fourth floor but I'm afraid there's no lift/elevator.
- 8 The people next door are on holiday/vacation. They'll be away for a fortnight.
- 9 We left the car in the car park / parking lot and took the subway to the centre.
- 10 My trainers are in the wardrobe/closet.

98.2 Now complete this table.

<i>British English</i>	<i>American English</i>
.....	vacation
trousers	.....
.....	apartment
trainers	.....
.....	high school
biscuits	.....
.....	garbage
.....	highway
fortnight	.....
.....	subway

98.3 This text includes some words used in American English. Underline them and write the British English words on the right-hand side.

It was getting near lunchtime and I needed some gas, so I left
 the freeway and drove towards the nearest town. There was
 a gas station just outside the town and I decided to stop and
 have a look round. I put the car in a parking lot and took a
 cab to the centre. It was midday and very hot, so I stopped at
 a little cafe with tables on the sidewalk. I started talking to a
 truck driver, who gave me a history of the town, and afterwards
 he took me on a guided tour. It made a very nice break.

1
 2
 3
 4
 5
 6
 7

98.4 Here are some more American English words that are explained in different parts of this book. What is the British English equivalent?

- | | |
|---------------------------|------------------------|
| <i>American English</i> | <i>British English</i> |
| 1 stand/wait in line | |
| 2 drapes | |
| 3 collect call | |
| 4 attorney | |
| 5 check (in a restaurant) | |

Most English that you learn can be used in a wide range of situations. But you will also hear or see language that is formal or informal, and sometimes very formal or very informal. You need to be more careful with this language because it may not be suitable in certain situations. (They are marked *fml* and *infml* throughout the book.)

A Formal English

Formal English is more common in writing than speaking. It is found in notices, business letters, and legal English; but you will also hear examples in spoken English.

Cafe notice: Only food **purchased** (= bought) here may be eaten on the **premises** (= here).

Police statement in court: I **apprehended** (= stopped) the accused outside the supermarket.

Theatre announcement: The play will **commence** (= start) in two minutes.

Formal business situation: The meeting will **resume** (= start again) this afternoon at 2 p.m.

Lawyer: My client had a broken ankle. **Thus** (= so) he could not have driven the car.

Formal letter: I **regret to inform you** (= I am sorry to say) that we are **unable to** (= can't) **grant** (= give) you ...

Announcement: If you **require** (= need) **further assistance** (= more help), please contact ...

Outside a pub: Parking for **patrons** (= customers) only.

B Informal English

In general, informal language is more common in spoken English than written English. Certain types of language are often informal:

- most uses of **get** are informal (See Unit 21 for more details)
- many **phrasal verbs** are informal (See Units 16 and 17 for more details)
- many **idioms** are informal (See Unit 18 for more details)

Here are some examples using words from above and other common informal words:

I had to go and **pick up** (= collect) the **kids** (= children) from school.

My flat is very **handy** for the shops. (= near the shops and very convenient)

I managed to **fix up** (= arrange/make) an appointment for 7.30.

I thought the book was **terrific** (= marvellous).

Most of the students are **bright** (= intelligent) but one or two are really **thick** (= stupid).

I offered him ten **quid** (= pounds) but the **guy** (= man) wasn't interested.

I **reckon** (= think) we'll **get** (= obtain) the money **pretty** (= quite) soon.

What's up? (= What's the matter?)

We must **get in touch with them** (= contact them) very soon.

Do you fancy going out? (= Would you like to go out?) Note the **-ing** form after **fancy**.

When you **get** (= reach/arrive) there, **have a word with** (= speak to) someone at reception.

I'm just going to the **loo** (= toilet).

C Slang

This is a form of very informal language. It includes words used by particular groups of people (e.g. some young people may refer to 'drugs' as **dope**), and also words which many people think are impolite and unacceptable in most situations. You should probably not use these words, but some of them are quite common. The word **piss** (= urinate / go to the toilet) for example, is often used metaphorically in these slang expressions:

piss off (= go away); he was **pissed** (= drunk); it's **pissing with rain** (= it is raining heavily)

Exercises

99.1 Put the words on the left into the correct columns in the table.

purchase handy
 loo resume
 thus terrific
 quid commence
 apprehend reckon
 guy

<i>Formal</i>	<i>Informal</i>

Now find a synonym for each of the words from this list.

therefore toilet convenient catch/stop start man start again
 pound think fantastic buy

99.2 Rewrite these sentences in more informal English.

- 1 When are you going to collect your bicycle?
- 2 Most of these children are very clever.
- 3 I think it'll commence quite soon.
- 4 Would you like to go out for a meal?
- 5 My flat is five minutes from where I work, thus it is very convenient.
- 6 What's the matter?
- 7 The man in the market wanted twenty pounds for this ring.
- 8 Where did you purchase that book?
- 9 They'll never apprehend him.
- 10 I'm just going to the toilet.

99.3 Now rewrite this letter in more suitable formal English.

Dear Mr Collins

We're really sorry to say that we can't lend you the sum of five hundred quid that you need, but it may be possible to give you a loan for some of the money.

If you are still interested, do you fancy getting in touch with our main office to fix up an appointment with the assistant manager. He will be happy to talk to you about it.

Yours sincerely

99.4 Dictionaries will tell you if a word is formal or informal. Use your dictionary to find out if these underlined words are either formal or informal.

- 1 I couldn't attend the meeting.
- 2 I thought the film was a drag.
- 3 Someone has pinched my pen.
- 4 He's a nice bloke.
- 5 Smoking isn't permitted.

A Letters or words?

Some abbreviations are read as individual letters:

BBC	British Broadcasting Organisation	MP	Member of Parliament
UN	United Nations	PM	Prime Minister
UK	United Kingdom	EU	European Union
USA	United States of America		

Some abbreviations are read as words.

OPEC /əpek/ Organisation of Petroleum Exporting Countries

AIDS /eidz/ Acquired Immune Deficiency Syndrome

Occasionally an abbreviation can be read as individual letters or a word.

VAT /væt/ or V-A-T Value Added Tax (= a tax on goods/products in EU countries)

B Written forms only

Some abbreviations are written forms only; they are still pronounced as full words.

Mr /mɪstə/		St. Mark (Saint Mark)
Mrs /mɪsɪz/ (= a married woman)		Dean St. (Dean Street)
Ms /mæz/ (= a woman who may be single or married)		Dr (Doctor)

C Abbreviations as part of the language

Some abbreviations (from Latin) are used as part of the language.

<i>Abbreviation</i>	<i>Pronunciation</i>	<i>Meaning*</i>	<i>Latin</i>
etc.	/et'setrə/	and so on	et cetera
e.g.	E-G	for example	exempli gratia
i.e.	I-E	that's to say, in other words	id est

**Note:* This is also how we say them in spoken English; we write 'e.g.' and we say 'for example'.

D Shortened words

Some English words can be shortened, and it is very common to meet them in this form, particularly in spoken English. Here are some of the most common:

phone (telephone)	fridge (refrigerator)	bike (bicycle)
maths (mathematics)	exam (examination)	TV/telly (television)
board (blackboard)	plane (aeroplane)	a paper (newspaper)
case (suitcase)	photo (photograph)	mum (mother)
dad (father)	ad/advert (advertisement)	sales rep (sales representative)
vet (veterinary surgeon)	PC (personal computer)	
flu (influenza) (= an illness like a cold but more serious)		
lab (laboratory) (= a special room where scientists work)		
language lab (= room where students can listen and repeat using recording equipment)		

Note: Most of these words are explained in other parts of the book. Use the index on pages 248–265.

Exercises

100.1 What do these letters stand for? Complete each one.

- | | |
|------------------------|--|
| 1 BBC = British | 5 PM = Prime |
| 2 MP = Member of | 6 UN = United |
| 3 EU = European | 7 UK = |
| 4 VAT = Value | 8 OPEC = Organisation of Petroleum |

100.2 Rewrite this note, making it more informal by using short forms where possible.

Michael

Peter had a mathematics examination this afternoon and then he had to take his bicycle to the repair shop, so he'll probably be a bit late home. You can watch television while you're waiting for him, and please help yourself to anything in the refrigerator. If there's a problem (for example, Doctor Brown rings about the influenza vaccination), my telephone number is next to the photographs on the dining room table. I should be home myself by about five o'clock.

Margaret (Peter's mother)

100.3 What abbreviations in written English are often used for these words or phrases?

- | | |
|---------------|------------------|
| 1 for example | 4 in other words |
| 2 and so on | 5 Mister |
| 3 Street | 6 Doctor |

100.4 Complete these sentences with suitable abbreviations or shortened words opposite.

- 1 If you go to any of the Mediterranean islands Sardinia or Corsica, it's a good idea to hire a car.
- 2 He didn't want to walk so he went on his
- 3 A: Do you always listen to tapes in the classroom?
B: No, we sometimes listen in the
- 4 I asked the teacher to write the word on the
- 5 If you go there, you can buy books, pens, writing paper,
- 6 She was away from college last week because she had, I think she's better now, though.
- 7 When I decided to sell my records, I put an in the paper and I had three replies the same day.
- 8 It was a warm day so I put the milk and butter in the
- 9 If the tickets are very expensive more than \$75, don't buy any.
- 10 I put my in a left luggage locker.

100.5 Here are some more abbreviations. What does each one stand for, and where will you see them?

PTO RSVP c/o asap

Answer key

Unit 1

There is no key for this unit.

Unit 2

2.1 Possible answers

<i>Clothes/accessories</i>	<i>Railways</i>	<i>Words with -full/-less suffix</i>
tie	fare	homeless
put on	train	painful
blouse	get on	careful
scarf	journey	helpful
jumper	station	thoughtless
jacket	platform	useless
jeans	ticket	

2.2 1 b 2 c 3 b 4 c 5 b 6 a 7 a and c 8 b

2.3 The answers here will depend on your first language: a translation may or may not be suitable for all of the words. Example sentences are a good idea for most words, and there is usually something else that is also useful to know. Here are some suggestions:

dream: noun and verb; as a verb the past tense and past participle can be 'dreamed' but more common is 'dreamt' /dremt/. As a noun it is used with the verb 'have'; also useful to learn 'nightmare' (= bad dream).

empty: ≠ full. Also useful to learn 'half-empty' (= 'half-full') but seems more negative.

concentrate: the main stress is on the first syllable, and it is followed by the preposition 'on'. The noun is 'concentration'.

forget: irregular verb (forget/forgot/forgotten); ≠ remember.

beard: a picture is the best way to show meaning; it is pronounced /bɪəd/; also useful to know is 'moustache'.

rescue: synonym = save; noun and verb.

nearly: synonym = almost; usually goes before the main verb except the verb 'to be', e.g. We nearly lost the game; It is nearly 4 o'clock.

knife: a picture is the best way to show meaning; the letter 'k' is silent; also important to know are 'fork' and 'spoon'.

2.4 Possible answers

take: a picture/photo, time, a bath, a decision

do: your homework, research, someone a favour, an exam, sport, one's best, the shopping (food)

make: a mistake, a decision, a mess, a noise, friends, money, coffee

have: a rest, a bath, a drink, a party, a good time

Unit 3

3.1 1 terrible 2 the same as 'choose' 3 a verb 4 an adjective 5 uncountable
6 complete/total/utter 7 You must choose between A and B; You can choose from ten different colours. 8 See answers to 7

3.2 1 choice 2 advise 3 piece 4 chaotic 5 clean 6 'homework' is school or college work that you do at home; 'housework' is work that is necessary in a home e.g. washing, ironing, cleaning 7 win a game 8 gain / put on weight 9 order 10 Is this seat free/taken?

3.3 knife; bomb; psychology; receipt; castle; doubt; wrist; calm

3.4 1 = def. 2 2 = def. 4 3 = def. 1

Unit 4

- 4.1** 1 **in** Seville (preposition)
2 **I** spent (pronoun)
3 **a** beautiful city (indefinite article)
4 **expensive** hotel (adjective)
5 **of** money (preposition)
6 wonderful **hotel/place** (noun)
7 **to** Spain (preposition)
8 **never** stays (adverb)

- 4.2** uncountable noun: time; traffic
plural noun: shorts; jeans
phrasal verb: get in; put on
idiom: get a move on

- 4.3** 1 transitive 3 intransitive 5 transitive
2 intransitive 4 transitive 6 intransitive

4.4 *Syllables and main stress (underlined)*

One syllable: noun

Two syllables: English; decide; before

Three syllables: informal; understand; adjective; opposite; comfortable (Four syllables are possible here, but the 'or' is silent for most native speakers most of the time. /kʌmfətəbl/)

Four syllables: education; presuasion

Five syllables: pronunciation

- 4.5** 1 adjectives
2 happily; correctly; luckily; surely; possibly
3 happy/content; correct/right; lucky/fortunate; sure/certain; no clear synonym for 'possible', although 'maybe' and 'perhaps' are very similar.
4 unhappy; incorrect; unlucky; unsure; impossible
5 correct

Unit 5

- 5.1** 1 row /rəʊ/ and cow /kaʊ/
2 back /bæk/ and bacon /beɪkən/
3 soup /su:p/ and soap /səʊp/
4 vase /vɑ:z/ and razor /reɪzə/

- 5.2** 1 dream because it is pronounced /dri:m/
2 flood because it is pronounced /flʊd/
3 fast because it is pronounced /fɑ:st/
4 wound because it is pronounced /wu:nd/
5 since because it is pronounced /sɪns/
6 symptom because it is pronounced /sɪmptəm/

5.3	<i>first</i>	<i>second</i>	<i>third</i>
	policy	cathedral	understand
	palace	police	competition
	opposite	advertisement	education
	desert	assistance	
	organise		

/ə/ appears in: cathedral /kə'thi:drəl/ understand /ʌndə'stænd/
 police /pə'li:s/ competition /kəmpe'tɪʃən/
 opposite /'ɒpəzɪt/ advertisement /əd'vɜ:tɪsmənt/
 education /edʒu'keɪʃən/ desert /'dezət/
 assistance /ə'sɪstəns/ organise /'ɔ:gənaɪz/

5.4	<i>Same</i>	<i>Different</i>
	know/knife	island/islam (s in island is silent)
	muscle/scissors	aisle/Christmas (s in aisle is silent)
	climb/bomb	listen/western (t in listen is silent)
	wrong/wrist	hand/handsome (d in handsome is silent)
	calf/calm	honest/hope (h in honest is silent)

Unit 6

6.2 1 writing 2 a cassette 3 an OHT 4 notes/papers 5 notes/books 6 a plug
 7 look up the meaning of a word 8 rub things out / erase them 9 photocopy things
 10 because people can't hear it very well

6.3 1 clean the board 2 turn up the tape recorder 3 borrow a dictionary 4 swap places
 5 video a programme 6 do an exercise 7 correct mistakes 8 look up a word
 9 plug in the OHP / tape recorder

6.5 A: What does 'swap' mean?
 A: How do you pronounce it?
 A: How do you spell it?
 A: How do you use it in a sentence?

Unit 7

7.1 unhappy; impatient; impolite; illegal
 incorrect; irregular; invisible; impossible
 illegible; unfriendly; unemployed; dishonest
 unpack; unlock; disagree; dislike

7.2 1 it's illegal 3 he got undressed 5 she's very impatient
 2 it's very untidy 4 it's illegible 6 impolite

7.3 1 misunderstood 4 disagree 7 unlock 10 reopen
 2 unpacked 5 redo 8 disliked 11 overworking
 3 disappeared 6 overslept 9 redo/retake 12 unwrap

Unit 8

8.1 education; improvement; jogging; government; spelling; hesitation; arrangement;
stupidity; darkness; weakness; similarity; punctuality; sadness; popularity.

- 8.2** 1 television 3 education 5 weakness 7 management
 2 election 4 government 6 stupidity 8 improvement

- 8.3** 1 actor 4 singer 7 economist
 2 employer 5 murderer 8 translator
 3 footballer 6 psychologist 9 manager

- 8.4** 1 writes reports/articles for newspapers
 2 dances in ballets
 3 directs films
 4 manages a bank
 5 employs people (employees)
 6 sings pop songs and makes records
 7 translates books and articles
 8 drives a lorry
 9 takes pictures (photographs)
 10 draws and paints things, e.g. people and landscapes

Unit 9

- 9.1** thoughtful/less dirty painful/less comfortable
 attractive careful/less knowledgeable famous
 creative dangerous (un)suitable (un)reliable
 foggy political sunny washable
 homeless enjoyable musical (un)breakable
 useful/less

- 9.2** 1 careful 4 knowledgeable or helpful 7 useful 10 undrinkable
 2 foggy 5 dangerous 8 reliable 11 inflexible
 3 famous 6 painful 9 industrial 12 homeless

- 9.3** painless; useless; careless; thoughtless; tactless*
 *If someone is 'tactful' they are diplomatic, i.e. they always say the right things. If you are tactless, you are always saying the wrong thing and might be offending someone.

Opposites for the other words:

wonderful (≠ terrible, awful) awful (≠ wonderful, fantastic) beautiful (≠ ugly)

9.4 *Possible answers*

- | | |
|--|-------------------------------------|
| 1 cloudy, sunny, foggy | 5 famous, creative, knowledgeable |
| 2 dangerous, careless, thoughtless, awful | 6 reliable, comfortable, economical |
| 3 musical, creative, famous | 7 political, enjoyable, thoughtful |
| 4 industrial, famous, beautiful, dirty, attractive | 8 ? |

Unit 10

- 10.1** 1 We waited a long time. 4 The holiday cost about £500.
 2 I dreamt about you last night. 5 I replied to his letter yesterday.
 3 We queued for half an hour.

- 10.2**
- 1 I'll give him a ring this evening.
 - 2 I go on a diet if I put on weight.
 - 3 It was very hot, so we had a rest for a while after lunch.
 - 4 I put on the brakes but I still couldn't stop in time.
 - 5 He gave me a push.
 - 6 Did you have a look in the paper?

- 10.3**
- 1 same meaning
 - 2 similar (but not exactly the same because 'to water' means 'to pour water over something that is growing'.)
 - 3 completely different (the verb 'to book' = 'to reserve')
 - 4 completely different ('a break' is a rest; 'to break a leg' = to fracture the leg)
 - 5 similar (but not exactly the same because 'a run' here is not just the action of running; it is an activity that the person chooses to do.)

Unit 11

11.1 Possible answers

Money: credit card, cheque book, box office (where you buy tickets), income tax
Roads: traffic lights, traffic jam, pedestrian crossing, parking meter, traffic warden
Things we wear: T-shirt, sunglasses, earring
People: baby-sitter, brother-in-law, film star, pop star

- 11.2**
- | | | | |
|---------------|----------------|-----------------|--------------------|
| 1 traffic jam | 4 waiting room | 7 income tax | 9 first aid box |
| 2 film star | 5 baby sitter | 8 parking meter | 10 science fiction |
| 3 alarm clock | 6 sunglasses | | |

11.3 Possible answers

- 1 sitting room; waiting room
- 2 pop star; rock star
- 3 birthday card; postcard
- 4 toothbrush (= what you clean your teeth with)
- 5 traffic jam, traffic warden
- 6 sunshade (= parasol); suntan (= when your body goes brown from the sun)
- 7 box office, postbox
- 8 hairdresser (= person who cuts your hair)

11.4 Possible answers

notebook (= a book of plain paper to write notes)
 textbook (= a book used for study, especially in schools)
 cookery book (= a book that tells you how to prepare and cook food)
 telephone book (= the book with telephone numbers; also called a telephone directory)
 bookcase (= a piece of furniture with shelves for books)
 book shop
 greetings card, e.g. birthday card, Christmas card
 travel card (= a ticket for travel on buses and trains for a period)
 phone card (to use with certain telephones)
 postcard

Unit 12

12.1	good-looking easy-going ten-pound	brand-new part-time first-class	well-known north-east short-sleeved	badly-written left-handed second-hand
-------------	---	---------------------------------------	---	---

12.2 *Possible answers*

well-done; well-made; well-built; well-dressed
badly-written; badly-designed
right-handed; left-handed
part-time; full-time
north-east; south-east

12.3	1 sleeved	4 new	7 part	10 minute	13 pound
	2 star	5 east/west	8 written	11 hand	14 known
	3 handed	6 behaved	9 off	12 looking	15 going

Unit 13

13.1 heavy smoker; heavy traffic; heavy rain
miss a bus; miss a person; miss a lesson
tell a joke; tell a lie; tell the truth; tell a story

13.2	1 dry wine	3 weak coffee	5 get off the bus	7 miss the bus
	2 a slight accent	4 a loud voice	6 tell a lie	8 get out of the car

13.3	1 terribly; missed	5 start	9 strong
	2 told	6 made	10 missed
	3 starting	7 vitally	
	4 runs	8 heavy; highly	

13.4	1 large size	2 wide range	3 broad shoulders	4 vast majority
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Unit 14

14.1 *Prepositions and possible replies*

- 1 about; I've no idea.
- 2 at; French and German.
- 3 for; Her brother, I think.
- 4 for; Assistant manager.
- 5 to; I think it's a comedy programme.
- 6 about; She said the vegetables were cold.
- 7 for; The fact that she was late twice last week.
- 8 to; The man over there.
- 9 at; One of the students in her class.
- 10 in; Thrillers, I think.
- 11 on; How much it costs, I expect.
- 12 of; The fact that she can't get out. She's claustrophobic, you see.

14.2	1 c	2 j	3 a	4 l	5 h	6 b	7 d	8 k	9 g	10 i	11 e	12 f
-------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------

14.3 Possible answers

- 1 to the waiter / about it
- 2 to my brother/sister
- 3 for a job with a charity / in a developing country
- 4 at English
- 5 from hay fever
- 6 in languages
- 7 on opera
- 8 of flying
- 9 from English people
- 10 London; by/at the number of parks

14.4 fond of; concentrate on; responsible for; rely on

Unit 15

15.1 1 on 3 on 5 on 7 for 9 on 11 in 13 by 15 on 17 at 19 by
2 by 4 on 6 by 8 in 10 by 12 on 14 by 16 in 18 at 20 at

15.2 1 by myself / on my own 5 on TV 9 at the moment
2 in time 6 by mistake 10 by chance
3 out of work 7 in the end
4 on the phone 8 at the end

15.3 1 No, she hit him by accident.
2 No, they went on foot (or by bus, by taxi, by train).
3 No, they're here on business.
4 No, I saw it on TV (or 'I heard about it on the radio').
5 No, he did it by himself / on his own.
6 No, I'm in a hurry.

Unit 16

16.1 1 picked 3 gone 5 gets 7 look 9 go
2 found 4 get 6 gone 8 carry 10 run

16.2 Possible answers

- 1 her illness
- 2 bread/coffee/sugar etc.
- 3 in a dictionary
- 4 my boss / my parents / the neighbours / my teacher etc.
- 5 her coat / her jacket / her gloves etc.
- 6 the fire
- 7 the cat / the children etc.
- 8 the car
- 9 early/late etc.
- 10 by ten pounds / next week etc.

16.3 1 = def 6 2 = def 2 3 = def 4 4 = def 3 5 = def 1

16.4 See Page 36 for examples.

Unit 17

17.1 Possible answers

- 1 excuses/stories
- 2 on the bed / on the floor
- 3 the TV / the light / the fire
- 4 my flat / my house
- 5 the problem / the mess / the central heating
- 6 tonight / on Saturday evening
- 7 the second question / the final part
- 8 just outside London
- 9 on your salary / on seventy pounds
- 10 in a small town / by the sea

- 17.2
- | | |
|-----------------------------------|--|
| 1 no | 6 yes (made that story up) |
| 2 yes (put the fire out) | 7 no |
| 3 yes (turn the radio on) | 8 no |
| 4 no | 9 yes (turn the light off) |
| 5 no | 10 yes (leave this question out) |

- 17.3
- 1 The cost of living is going up all the time and I find it quite difficult to get by on my salary. But I think I can probably carry on for a few months.
 - 2 She told us to come in but then we had to take off our shoes and I had to put out my cigarette.
 - 3 The teacher told the class to make up a story to go with the picture in their books, and then carry on with Exercise 3. She said they could all leave out Exercise 4.

- 17.4
- Unit 21: get on (with someone); get on (= make progress); get up
Unit 47: grow up; go out (with); split up; break up
Unit 48: wake up; get up; stay in; go out; come round
Unit 56: take sth. off; hang sth. up; put sth. on; try sth. on
Unit 62: get on; get off; get in(to); get out (of)
Unit 75: turn sth. on/off; turn sth. up/down; switch on/off/over; plug sth. in

Unit 18

- 18.1
- 1 feel like = want/desire
 - 2 for good = for ever
 - 3 tied-up = busy
 - 4 pulling sb.'s leg = joking by saying that something is true when in fact it is not true.
 - 5 make do = manage

- 18.2
- | | |
|-----------------------|---------------------|
| 1 hang on | 5 What's up? |
| 2 a short cut | 6 Keep an eye on |
| 3 go ahead | 7 get a move on |
| 4 make it; Never mind | 8 make up your mind |

- 18.3
- | | | |
|------------------|---------|------------|
| 1 start; matters | 3 -hand | 5 do; term |
| 2 turns | 4 talk | |

18.4 Examples

have something / nothing / a little in **common** = to have similar interests (If you 'have nothing in common', it means you don't have similar interests.)

mad about something = to like something very much

get on someone's nerves = to make someone angry or irritable by your behaviour.

Unit 19

19.1 1 do 3 make 5 take 7 do 9 doing
2 have 4 do 6 take and do 8 take and make 10 made

19.2 1 have a drink 5 I'm thirsty 8 take/make a decision
2 make 6 do my shopping 9 had a good time
3 do the housework 7 make money 10 making progress
4 had

19.3 Possible answers

- 1 My mother had to do a lot of housework, so I agreed to do the shopping for her.
- 2 A couple asked me to do them a favour and take a picture of them. *or* I made friends with a couple of people and took some photos of them.
- 3 I went to the disco and had a great time, but unfortunately I had to do an exam today, which was very difficult.

Unit 20

20.1 break a record / the law; catch the ball / a bus / a cold; keep in touch / a record;
give my regards to / me a hand

20.2 1 see 3 give 5 catch 7 keep 9 break
2 keep 4 see 6 keep 8 caught 10 see

20.3 1 break the ice 3 catch a bus
2 give him/her a hand 4 broke the record

Unit 21

21.1 1 buy 3 arrive 5 obtain* 7 becoming 9 receive
2 fetch 4 became 6 receive 8 buy 10 arrive
*obtain is used more frequently in written English than in spoken English.

21.2 1 It's getting cold in here. 4 It's getting late
2 I'm getting hungry 5 It's getting dark
3 I'm getting hot 6 I'm getting worse at English

21.3 1 getting ready to go out 4 get on very well with my boss
2 get dressed very quickly 5 get rid of most of these chairs
3 get to know people in this country 6 How are you getting on?

Unit 22

22.1 1 going 2 coming 3 go 4 take
5 taking ('bringing' is also possible here if the speaker already imagines himself at the party)
6 bring 7 go 8 come

22.2 1 doing 3 turn 5 take me
2 try 4 How are you? 6 How are you getting on?

22.3 1 shopping 3 for a drink 5 for a swim
2 for a meal / for something to eat 4 sightseeing; for a drive/walk 6 riding

22.4 1 deaf 2 bankrupt 3 grey 4 bald 5 mad

Unit 23

- 23.1**
- | | |
|--------------------------------|---------------------|
| 1 very/terribly/really/awfully | 5 apologise; matter |
| 2 I'm; held; problem | 6 long; never |
| 3 keep; mind | 7 beg; worry |
| 4 kind | 8 sort |

23.2 *Possible answers*

- 1 I'm terribly sorry / I beg your pardon.
- 2 I'm sorry I'm late but I missed the bus.
- 3 Oh thank you. That's very kind of you.
- 4 Don't worry. It doesn't matter.
- 5 Thank you for inviting me. / Thank you for a lovely dinner/meal.
- 6 Never mind. Don't worry. I'll sort it out.
- 7 I would like to apologise for not coming to your office last week. Unfortunately, ...
- 8 Please accept our apologies for the delay in sending the information we promised you. Unfortunately we had a fire at the factory last month, and this has resulted in ...

Unit 24

- 24.1**
- A: Would you like to go out this evening?
B: I'm afraid I haven't got any money. (omit 'but')
A: That's OK, I'll pay. How about going to see a film?
B: No, actually I think I'd rather stay at home and do my homework? (omit 'to' before 'rather')
A: Why don't you do your homework this afternoon?
B: I'm busy this afternoon.
A: OK. How about tomorrow evening, then?
B: Yeah fine. / Good idea.
A: Great. What film shall we go to?
B: I don't mind.

- 24.2**
- 1 possibly; sure / of course
 - 2 wondering; love to
 - 3 shall; don't; good/great idea
 - 4 shall; how about; could; rather; like
 - 5 would; mind

24.3 *Possible answers*

- | | |
|--------------------|---------------------------------------|
| 1 Yeah sure | 5 I'd love to, but I'm afraid I can't |
| 2 Yes of course | 6 Yeah great |
| 3 I'm afraid not | 7 Yes that's a good idea |
| 4 Yes, I'd love to | 8 Yes if you like |

Unit 25

25.1 *Any combination of these question beginnings:*

What do you think of ...
What do you feel about ...
What are your feelings about ...

- 25.2**
- 1 of; personally ('actually' would also be correct here)
 - 2 according
 - 3 extent
 - 4 concerned
 - 5 totally ('completely' would also be correct here)

25.3 Possible answers

- 1 Personally I don't think you can learn a language in three months.
- 2 In my opinion the club needs to buy new players.
- 3 Yes, I agree with you.
- 4 The newspaper says that terrorists started the fire.
- 5 I partly agree with her.

25.4 Possible answers

- 1 Yeah maybe, but I think there are lots of women who don't want to do that.
- 2 Yes I agree to some extent, but how do you decide if someone doesn't want to work?
- 3 Yes, I think you're right.
- 4 You could be right but don't you think that more people would take drugs if we did that?
- 5 Yes I agree to a large extent – it *can* lead to a lot of conflict between countries.

Unit 26

- 26.1**
- 1 Happy Christmas *or* Merry Christmas
 - 2 Happy Birthday (*or* Many Happy Returns)
 - 3 Happy New Year
 - 4 Congratulations
 - 5 Good luck
 - 6 See you soon

- 26.2**
- 1 How do you do?; How do you do?
 - 2 Bless you
 - 3 Have a nice/good weekend; Yes, same to you.
 - 4 Cheers; Cheers

- 26.3**
- 1 'Excuse me' is enough here, but you could add a little more, e.g. 'Excuse me for one moment' *or* 'Excuse me. I won't be long'.
 - 2 Sorry? (with rising intonation)
 - 3 Goodbye. Nice to meet you. / Nice to have met you.
 - 4 Excuse me.
 - 5 Goodnight. (See you in the morning / tomorrow.)
 - 6 Excuse me. (You would probably add something like 'I think you've dropped something'.)
 - 7 Congratulations
 - 8 Good luck

- 26.4**
- We use 'hard luck' to someone who has just failed in something, e.g. failed an exam
- We ask people to 'say cheese' when we are about to take a picture of them.
- We say 'watch out' as a warning e.g. to warn someone crossing a road that a cyclist is right behind them and could hit them if they aren't careful.
- We say 'I beg your pardon' in many situations when we also say 'sorry' e.g. you step on someone's foot; you interrupt someone. It is more formal.
- We say 'I've no idea' to show that we definitely do not know the answer to something; in some cases we say it because we are annoyed at being asked the question.

Unit 27

- 27.1**
- 1 I need some information.
 - 2 We had lovely weather.
 - 3 The furniture is very old.
 - 4 I'm looking for a new pair of jeans. *or* I'm looking for some new jeans.
 - 5 Your hair is getting very long.
 - 6 Do you have any scissors? *or* Do you have a pair of scissors?

- 7 We had a lot of homework yesterday.
- 8 Do you think she's making progress with her English?
- 9 These trousers are too small.
- 10 She gave me some good advice.

- 27.2** *countable*: cup; grape; coin
uncountable: butter; travel; housework; money; spaghetti; insurance
countable and uncountable:
 television U e.g. Television is bad for your eyes.
 C e.g. We bought a new television yesterday.
 work U e.g. Most people enjoy their work.
 C e.g. The Mona Lisa is a famous work of art.
 coffee U e.g. I love coffee.
 C e.g. I sat down and ordered a coffee (i.e. cup of coffee).

- 27.3**
- | | |
|--|-----------------------------------|
| 1 some scissors / a pair of scissors | 5 some scales |
| 2 some sunglasses / a pair of sunglasses | 6 some headphones |
| 3 some advice | 7 some / a pair of (warm) pyjamas |
| 4 some furniture | 8 to do more homework |

- 27.4** *uncountable nouns*: traffic; news
plural nouns: roadworks; authorities

Unit 28

- 28.1**
- | | | | | |
|-----------|-----------|----------------------|---------------------|-------------|
| 1 to work | 3 going | 5 to drive / driving | 7 to work / working | 9 to finish |
| 2 to help | 4 to take | 6 eating | 8 going | 10 helping |

- 28.2** *Possible ways to complete Part C.*

- 1 to have a successful career; to be happy; to have children
- 2 doing housework; waiting at bus stops; going to the dentist
- 3 getting up late; walking in the country; going shopping
- 4 walking long distances; doing sport; drinking coffee
- 5 to live until they are 75; to have some disappointments; to meet a person they will love
- 6 making their bed; cooking their dinner; tidying up
- 7 come home at a certain time; tidy their own rooms; get up at a certain time
- 8 get up when they like; do what they like; have parties at their home

- 28.3**
- 1 He let her go on holiday with her friends.
 - 2 He offered to lend her the money for the hotel.
 - 3 He refused to pay for the flight and her entertainment.
 - 4 She promised to bring him back a present and repay her loan in six months.
 - 5 They decided to go to the south of France for two weeks.

Unit 29

- 29.1**
- 1 She said the film was terrible.
 - 2 He told me it's not possible.
 - 3 Can you explain what to do?
 - 4 She suggested that we go to ... / she suggested going to ...
 - 5 Can we discuss my report?
 - 6 I want him to leave.
 - 7 I apologised for my mistake.
 - 9 She advised me to buy a dictionary.
 - 10 She insisted on paying.

- 29.2** 1 showed 3 apologise 5 persuaded 7 confirm 9 explained
 2 complain 4 warn 6 insisted 8 blamed 10 discussed

29.3 *Possible answers*

- 1 that we go for a meal. 6 him to go.
 2 them to be quiet. 7 her to go home.
 3 it was great. 8 the manager for the defeat.
 4 it in class. 9 them not to drink it.
 5 on going with her / that we go together 10 how it works.

29.4 *order*

- 1 + object, e.g. He ordered a meal.
 2 + object + infinitive, e.g. He ordered us to leave.

recommend

- 1 + object, e.g. She recommended the school.
 2 + 'that' clause, e.g. She recommended that we stay in a hotel.
 3 + preposition, e.g. What would you recommend for young children?
 4 + (object) + -ing, e.g. I recommend (you) reading the book before you see the film.

prevent

- 1 + object, e.g. I couldn't prevent the accident.
 2 + object + preposition, e.g. They prevented us from leaving.

Unit 30

- 30.1** big/enormous or huge hot/boiling
 small/tiny cold/freezing
 tired/exhausted bad/awful or terrible or dreadful
 surprised/astonished hungry/starving
 interesting/fascinating frightened/terrified

30.2 *Sample answer*

Arrived on Sunday. The hotel is fantastic – we've got a huge room and the food is wonderful. It's been boiling every day so far, so we've spent most of the time on the beach, along with everyone else – it's absolutely packed. But the sea is actually freezing – that's because it's the Atlantic coast, I suppose.

Tomorrow we're going to walk to a tiny seaside village about ten kilometres from here – I imagine I'll be really exhausted by the time we get back, but it does sound a fascinating place and I'm looking forward to it.

I'll write again in a couple of days and tell you about it. Until then,

- 30.3** 1 exhausted 2 fascinating 3 terrifying 4 astonished 5 freezing

- 30.4** 1 exhausted 2 disappointed 3 embarrassed 4 confused 5 astonished

Unit 31

- 31.1** 1 on 2 in 3 at 4 at 5 in 6 on 7 on 8 at 9 on 10 in

- 31.2** 1 No, behind the picture.
 2 No, down the hill.
 3 No, under the fence.
 4 No, I saw her get out of the car.
 5 No, above the clouds.
 6 No, the flat below me.

- 31.3** 1 across 3 into 5 near 7 between 9 round
 2 through 4 in 6 along 8 at/in 10 through

Unit 32

- 32.1** 1 My brother often visits us on Sunday.
 2 She hardly ever phones me.
 3 I have never broken my leg.
 4 I hardly saw him during his visit.
 5 I occasionally get up early. ('occasionally' could also begin or end the sentence)
 6 She is always early for work on a Monday.
- 32.2** 1 hardly ever / rarely 2 hardly 3 nearly 4 slightly 5 incredibly
- 32.3** 1 No it was rather interesting (actually)
 2 No they were rather quiet (actually)
 3 No, it's rather clean (actually)
 4 No, it was rather good (actually)
- 32.4** 1 I thought they were extremely good.
 2 He's been getting very good marks in his exams.
 3 John said the flat was fairly / quite / a bit small.
 4 They said it was a bit boring.
 5 The clothes were quite/fairly expensive.

Unit 33

- 33.1** 1 get 2 while 3 leaving 4 eventually/finally 5 just as 6 while/as

33.2 *Possible answers*

- | | |
|---------------------------------|------------------------------------|
| 1 we went for a swim. | 5 John looked up the other half. |
| 2 I have finished here. | 6 the bus arrived. |
| 3 leaving. | 7 you are not insured to drive it. |
| 4 I was getting out of the car. | 8 I was coming round the corner. |

33.3 *Possible answers*

- And for another, I've got lots of work to do.
- Then finally we came back through the Loire valley and stayed in Tours for a couple of days.
- besides/anyway, we can't really afford it.

33.4 *Possible answer*

Dear Sir

I have just returned from a weekend break at The Royal Malvern Hotel and I am writing to express my dissatisfaction with the food and service provided in your restaurant.

To begin with, there was very little variety in the food and sometimes no choice at all. Secondly, the service was very slow most of the time and we had to wait half an hour between courses. And finally, when we complained to the head waiter about these delays, he was very rude and the service did not improve.

I sincerely hope that immediate action will be taken to improve this situation, and I shall expect a letter of apology and explanation for this very poor standard of service in a hotel with such a fine reputation.

Yours faithfully

Unit 34

- 34.1** 1 although 4 even though 7 however 10 also
2 in spite of 5 whereas 8 too / as well
3 in spite of / despite 6 In addition / Moreover 9 on the other hand

- 34.2** He went to school today even though he didn't feel very well.
He always did his best at school whereas most of his friends were very lazy.
He's got the right qualifications. What's more, he's the most experienced.
He didn't pass the exam in spite of the help I gave him.
He decided to take the job. However, the pay isn't very good.

- 34.3** 1 despite / in spite of
2 whereas
3 furthermore / in addition / moreover / what's more
4 although / even though / despite the fact that
5 however / on the other hand
6 as well / too

34.4 *Possible answers*

- 1 she spoke very quickly. 4 it's much cheaper.
2 the others couldn't. 5 I think they'll probably pass.
3 the bad weather. 6 I wasn't bored at all.

Unit 35

- 35.1** 1 similar
2 unlike / different from
3 a lot in common
4 in common
5 live at home / have jobs / like sport / want to become managers
6 went to university

- 35.2** 1 Martin is very different from his brother.
2 The flats are very good value compared with/to the houses.
3 Everyone in the class passed the exam except Carla.
4 The two boys have nothing in common.
5 You don't have to wear a tie apart from (on) Saturday(s).

- 35.3** 1 otherwise 2 in case 3 unless 4 as long as

35.4 *Possible answers*

- 1 have to finish it at the weekend.
2 a member.
3 pay me back before next week.
4 my cousin comes to stay for a few days.
5 I have to.
6 I want to buy anything.

Unit 36

- 36.1** 1 I didn't phone you *as/since/because* it was very late. *or*
It was very late so I didn't phone you.
2 I turned up the radio in the lounge so (that) I could hear it in the kitchen.
3 The restaurant was full so we went to the bar next door. *or*
We went to the bar next door *as/since/because* the restaurant was full.
4 I stayed at home *as/since/because* I was expecting a phone call. *or*
I was expecting a phone call so I stayed at home.
5 It's a very large city so you have to use public transport a lot. *or*
You have to use public transport a lot *as/since/because* it's a very large city.
6 I learnt to drive so that my mother didn't have to take me to ... (*purpose*)
I learnt to drive, so my mother didn't have to take me to ... (*result*)

36.2 It is possible to use 'because of / due to / owing to' in all of the answers.

- 1 She got the job because of her excellent qualifications.
- 2 We couldn't eat outside owing to the terrible weather.
- 3 She had to stay at home because of her broken ankle.
- 4 The referee had to stop the game owing to the bad light.
- 5 The flowers died because of the dry weather.
- 6 Owing to the heavy traffic, I was half an hour late. *or*
I was half an hour late due to the heavy traffic

36.3 1 *as/since* 2 *cause / lead to* 3 *so that* 4 *lead to* 5 *therefore*

36.4 *Possible answers*

- 1 I want to improve my English because I will need it in my job very soon.
- 2 I bought myself a walkman so that I could listen to English cassettes on the bus.
- 3 I study English at the weekend as I am very busy during the week.
- 4 I always write words down in my notebook so that I don't forget them.
- 5 I don't get many opportunities to practise my English. Consequently I find it difficult to remember everything I study.
- 6 My brother has got a number of American friends. As a result, he gets a lot of opportunities to practise his English.
- 7 If he could speak almost perfect English, it could lead to a job in Britain or America.
- 8 Some people find English difficult because of the pronunciation.

Unit 37

37.1 1 an ocean 4 a desert 7 a group of islands 10 mountain
2 a mountain range 5 a jungle (a rainforest) 8 a continent 11 Lakes
3 a country 6 a sea 9 islands 12 stars

37.2 My journey took me across the Atlantic Ocean from Europe to South America. I travelled through the Amazon rainforest and down through the interior of Brazil as far as the Iguacu Falls. From there I headed north again, through Bolivia, round Lake Titikaka and up to Cuzco. Then I crossed the Andes and finally arrived in Lima. For the last part of the journey I flew to Jamaica in the West Indies.

37.3 1 hurricane 2 flood 3 drought 4 earthquake 5 volcano

- 37.4** 1 Sahara Desert 2 River Nile 3 Nigeria 4 Lake Tanganyika
 5 Mount Kilimanjaro 6 Victoria Falls 7 Kalahari Desert 8 South Africa
 9 Madagascar 10 the equator

Unit 38

- 38.1** 1 foggy 2 snowing 3 cloudy 4 pouring with rain 5 ic(e)y 6 sunny

- 38.2** 1 false 3 true 5 false 7 false 9 true
 2 true 4 true 6 true 8 true 10 false

- 38.3** *The missing words are*
 breeze; gale
 boiling; freezing

- 38.4** 1 blows 2 hot 3 winds 4 snows 5 spell 6 heavy 7 humid

Unit 39

- 39.1** 1 plant trees (you can 'plant plants' but it sounds unnatural. In this case you would probably say:
 'We're going to put some plants in'.
 2 water trees/plants
 3 pick apples
 4 extract coal
 5 grow wheat/apples/trees/plants
 6 slaughter cows

- 39.2** 1 true 4 true
 2 true 5 false (a period when we take crops from the ground)
 3 false (a long period without rain) 6 false

- 39.3** 1 a tin can 3 a knife with a steel blade 5 a gold wedding ring
 2 a silver spoon 4 a frying pan with a copper base 6 these iron bars are very strong

- 39.4** 1 vegetable 2 metal 3 dairy 4 cereal 5 crop(s)

Unit 40

- 40.1** 1 same /aɪ/ 5 same /aɪ/ 8 different /ə/; /ɑː/
 2 different /e/; /əʊ/ 6 different /ʌ/; /ɒ/ 9 same /ɒ/
 3 different /eə/; /iː/ 7 different /æ/; /eɪ/ 10 same /aʊ/
 4 different /g/; /dʒ/

- 40.2** *Suggested answers*

Farm animals: pig, cow, horse, chicken, sheep, goat

Wild animals: lion, tiger, elephant, monkey, camel, leopard, bear

Insects: fly, mosquito, wasp, ant, butterfly

- 40.3** *Possible answers*

- | | |
|--|-----------------------|
| 1 eagles | 6 blue whales |
| 2 whales or sharks | 7 monkeys or giraffes |
| 3 monkeys or dogs are the most probable answer | 8 snakes |
| 4 leopards, lions, tigers and other big cats | 9 elephants |
| 5 camels | 10 sheep |

40.4 Possible answers

- 1 mouse/rabbit
- 2 pigs/horses/chickens
- 3 leopards (panthers and cheetahs would also be possible)
- 4 ants/flies/wasps (cockroaches would also be possible)
- 5 camels

- 40.5** golden eagle = 270 kph when they dive (= fly in a downward direction)
lion = 80 kph shark = 64 kph rabbit = 56 kph elephant = 40 kph pig = 18 kph
spider = 1.88 kph snail = 0.05 kph

Unit 41

- 41.1**
- 1 Great Britain, the United States of America, Canada, Australia, New Zealand
 - 2 Portuguese
 - 3 Dutch
 - 4 Swiss-German, French, Italian. A small number of people also speak a language called Romansch.
 - 5 Arabic
 - 6 Swedish
 - 7 Spanish
 - 8 Egyptian
 - 9 Hebrew
 - 10 China

- 41.2** Japan Japanese Brazilian Egyptian Arabic Italian Austria Australia
Chinese Portuguese Saudi Arabia
Words ending -ia usually have the stress on the third syllable from the end.
Words ending -ian usually have the main stress on the second syllable from the end.
Words ending -ese usually have the stress on the final syllable, i.e. on the -ese.

41.3 Possible answers

- | | | |
|----------------|---------------|-------------|
| 1 The Japanese | 3 Brazilians | 5 The Swiss |
| 2 Israelis | 4 The British | 6 Greeks |

- 41.4**
- | | | | | |
|-------------|---------------|----------------|----------|-------------|
| 1 Thailand | 3 Turkey | 5 Egypt | 7 Greece | 9 Sweden |
| 2 Argentina | 4 South Korea | 6 Saudi Arabia | 8 Israel | 10 Portugal |

- 41.5**
- | | | | |
|-----------|------------|----------------|------------|
| 1 Russian | 4 Japanese | 7 Dutch | 10 French |
| 2 Korean | 5 Greek | 8 Spanish | 11 Swedish |
| 3 Italian | 6 Chinese | 9 Swiss German | |

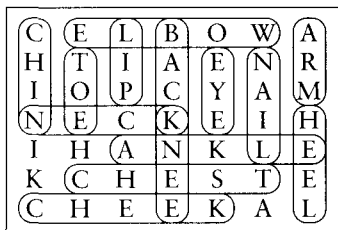
Unit 42

- 42.1**
- | | | |
|------------|-------------|-----------|
| 1 forehead | 8 foot | 15 wrist |
| 2 cheek | 9 toe | 16 hand |
| 3 chin | 10 finger | 17 bottom |
| 4 chest | 11 neck | 18 thigh |
| 5 arm | 12 shoulder | 19 heel |
| 6 hip | 13 waist | |
| 7 knee | 14 elbow | |

- 42.2**
- | | |
|------------------|-------------------|
| 1 blow your nose | 5 bend your knees |
| 2 shake hands | 6 nod your head |
| 3 comb your hair | 7 bite your nails |
| 4 fold your arms | |

- 42.3**
- 1 they're happy or being polite
 - 2 running
 - 3 they're happy or when someone says something funny
 - 4 when they're nervous
 - 5 when they have a cold
 - 6 when they want to say 'no'
 - 7 when they mean 'yes'
 - 8 when they're sad, unhappy, or possibly when they're very happy
 - 9 they're tired or bored

42.4



Unit 43

- 43.1**
- | | | |
|----------------|-------------------|-------------------|
| 1 hair | 5 shoulders | 9 looking |
| 2 skin | 6 chests | 10 hair/skin/eyes |
| 3 hair | 7 beard/moustache | |
| 4 height/build | 8 arms/legs | |
- 43.2** 1 beautiful/pretty 2 plain 3 overweight 4 thin 5 good-looking/handsome
- 43.3** What does he/she look like?
How tall is he/she?
How much does he/she weigh?

Unit 44

- 44.1**
- | | |
|-----------------|-----------------|
| <i>Positive</i> | <i>Negative</i> |
| clever | stupid |
| nice | unpleasant |
| relaxed | tense |
| hard-working | lazy |
| cheerful | miserable |
| generous | mean |
- 44.2** unkind; unfriendly; unreliable; unambitious; unpleasant
inflexible; insensitive
dishonest
- 44.3**
- | | | |
|--|-------------|---------------|
| 1 mean | 5 lazy | 9 insensitive |
| 2 has no initiative / doesn't use her initiative | 6 shy | 10 ambitious |
| 3 unreliable | 7 flexible | |
| 4 punctual | 8 sensitive | |

- 48.3** 1 bother 3 stay in 5 lie-in 7 on my own / by myself
 2 go out 4 early 6 come round

Unit 49

- 49.1** 1 yes 2 yes 3 no 4 shut 5 three 6 no 7 no 8 no

- 49.2** 1 gate; path; doorbell 3 view 5 belongs; condition
 2 climb; lift 4 rent 6 heat; heating

49.3 *Possible answers*

Positive

the rooms are very light
 a good view
 quiet
 large rooms
 in good condition

Negative

the rooms are very dark
 no view
 noisy
 small rooms
 in bad condition
 draughty

Unit 50

50.1 *Possible answers*

- 1 sleep
- 2 cooking and washing-up
- 3 wash and shower (and bath)
- 4 sit and relax (and watch TV)
- 5 eat meals
- 6 guests sleep / where you keep things you don't use all the time.
- 7 work/study
- 8 you have a washing machine / tumble dryer (= machine to dry clothes)

- 50.2** 1 in the fridge 4 in the dishwasher
 2 in the oven 5 in the cupboard
 3 in the washing machine 6 in the cupboard

50.3 sink; curtains; carpet; dishwasher; kettle; sofa; oven; fridge; armchair; cupboard; saucepan

- 50.4** 1 in 2 out; back 3 on; in 4 on 5 in 6 out; on

50.6 *Possible answers*

- 1 oven, TV, radio, hi-fi, washing machine, dishwasher
- 2 plates, cups, saucers, saucepans, glasses, knives and forks
- 3 chair, stool, armchair, sofa
- 4 kettle, saucepan

Unit 51

- 51.1** 1 I cleaned my teeth 5 I had a wash
 2 I went to sleep 6 I put on my pyjamas
 3 I set the alarm clock 7 I got into bed
 4 I switched off the light

Possible order: 5, 1 (or 1, 5), 6, 3, (could be 3, 6), 7, 4, 2. There are, of course, other variations e.g. you might get into bed and then set the alarm clock; etc.

- 51.2** 1 She did the shopping. 4 She hoovered the carpet / did the hoovering.
 2 She ironed something. 5 She did the washing.
 3 She did the washing-up. 6 She made the bed.

- 51.3** 1 no 3 yes 5 no 7 yes
 2 two 4 three 6 yes 8 no

Unit 52

52.1	<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
	burn	burnt (also burned)	burnt (also burned)
	break	broke	broken
	drop	dropped	dropped
	spill	spilt (also spilled)	spilt (also spilled)
	trip	tripped	tripped
	lose	lost	lost
	leave	left	left

- 52.2** 1 f 2 g 3 e 4 c 5 b 6 a 7 d

- 52.3** 1 someone broke some glasses
 2 he has a stain on his trousers
 3 he burnt his shirt

52.4 *Possible answers*

- | | |
|---|-------------------------|
| 1 I dropped it. | 5 I'm afraid I lost it. |
| 2 I'm afraid there's something wrong with it. | 6 I left it at home. |
| 3 I tripped over. | 7 It's not working. |
| 4 It's not working properly. | 8 It's out of order. |

Unit 53

- 53.1** 1 sold; bought 3 paid 5 won
 2 lost; cost; found 4 gave; spent 6 wasted

- 53.2** 1 How much is your gold ring worth?
 2 I'm afraid I can't afford it. *or* I'm afraid I can't afford to go.
 3 Could you lend me some money?
 4 How much did your dictionary cost? *or*
 How much did you pay for your dictionary?

- 53.3** 1 yes 2 no 3 yes 4 no 5 yes 6 no 7 no 8 no

Unit 54

- 54.1** 1 a cough, sore throat, sneezing
 2 a cough, sore throat, sneezing, temperature, aching muscles
 3 runny nose, sneezing, sore eyes
 4 headache
 5 keep going to the toilet
 6 difficulty in breathing

- 54.2** 1 different /dɪ/, /daɪ/ 4 different /aɪ/, /ɪ/
 2 same /k/ 5 different /uː/, /ʌ/
 3 same /ɜː/ 6 different /ɒ/, /ʌ/

54.3 Possible answer

I had terrible toothache, so I made an appointment to see the dentist. He had a look at the tooth and decided that I needed a filling. It was quite a big one, so I had an injection first. Afterwards it felt so much better.

- 54.4
- | | | | | |
|----------|--------|----------------|-----------|----------|
| 1 hurts | 3 ache | 5 lung | 7 asthma | 9 myself |
| 2 attack | 4 pain | 6 prescription | 8 disease | 10 aches |

Unit 55

- 55.1
- | <i>Noun</i> | <i>Verb</i> | <i>Noun</i> | <i>Verb</i> |
|-------------|-------------|-------------|-------------|
| cut | cut | blood | bleed |
| wound | wound | bandage | bandage |
| injury | injure | bruise | bruise |
| shot | shoot | treatment | treat |

55.2 Model answer

Paul somehow fell from the tree where he was picking apples and he knocked himself unconscious. His wife immediately rang for an ambulance and it soon arrived and rushed him to hospital. He was suffering from concussion and had to have some stitches for a large cut on the side of his head, but fortunately it was nothing more serious than that.

55.3 Possible answers

- 1 I was preparing the dinner and I cut my finger on the vegetable knife.
- 2 he was in a fight and someone gave him a black eye.
- 3 I was running for a bus and I hit my foot on something on the pavement and fell over.
- 4 We were running for the same ball; I'm afraid I didn't see him and he didn't see me, and we collided.

Unit 56

56.1 Possible answers

shoes, socks, jeans, trousers, shorts, gloves, tights

56.2

4, 7, 1, 3, 5, 9, 2, 8, 6

56.3

an earring, a ring, a button, a pocket, a necklace, gloves.

56.4 Most likely answers

- | | | |
|-------------------------|----------------|---------------|
| 1 blouse or *top; skirt | 3 tie; shirt | 5 too; enough |
| 2 suit; trousers | 4 enough; size | |
- (*top is a general word)

56.5 Possible answers

worn by women: dress, blouse, skirt, tights, necklace
worn by both: hat, gloves, jeans, trousers, jacket, scarf, coat, shirt

Unit 57

- 57.1
- | | | |
|-------------|-------------------------|--------------|
| 1 clothes | 3 electrical appliances | 5 toys |
| 2 furniture | 4 household goods | 6 stationery |

- 57.2** newsagent: envelopes, a newspaper
 chemist: toothbrush, aspirin
 department store: envelopes, an armchair, gloves (and possibly the apples, carrots, coca cola, chicken and a loaf of bread)
 butcher: a chicken
 greengrocer: apples and carrots
 supermarket: a chicken, a toothbrush, a loaf of bread, coca cola, apples, carrots, a newspaper

Other things you could buy in each shop:

- newsagent: cigarettes, sweets, greeting cards
 chemist: soap, shampoo, perfume, toothpaste
 department store: clothes, washing machines, saucepans
 butcher: steak, sausages, bacon, lamb
 greengrocer: onions, oranges, peas, lemons
 supermarket: coffee, wine, cakes, biscuits, cheese

- 57.3** 1 boutique 3 shop/sales assistant 5 till / cash desk 7 butcher('s)
 2 shopping centre 4 changing/fitting room 6 window shopping 8 chemist('s)

- 57.4** 1 looking for 3 being served 5 take it
 2 size 4 changing room 6 till / cash desk

Unit 58

- 58.1** 1 peas/potato; peach/pear
 2 beans; banana
 3 mushroom; melon
 4 carrot/cauliflower/cabbage; cherry
 5 aubergine; apple

- 58.2** lettuce/chicken /ɪ/
 onion/mushroom /ʌ/
 orange/cauliflower /ɒ/
 banana/melon /ə/
 aubergine/tomato /əʊ/
 salmon/lamb /æ/

- 58.3** 1 salmon; the others are types of meat but salmon is a fish
 2 salmon; the others are types of shellfish but salmon is a fish
 3 aubergine; the others are found in salad but aubergine isn't
 4 peach; the others are vegetables but a peach is a fruit
 5 mussels; the others are types of meat but mussels is a shellfish

- 58.4** *Most likely answers:*

<i>always</i>	<i>usually</i>	<i>never</i>
cherries	apples	bananas
grapes	peaches	pineapples
strawberries	pears	melons
		lemons
		oranges
		mangoes

Unit 59

- 59.2**
- 1 chicken liver pate
 - 2 tagliatelle with courgettes, cream and bacon
 - 3 fillet steak
 - 4 baked salmon
 - 5 steak with a pepper sauce
 - 6 breast of chicken in a white wine sauce
 - 7 fillet steak
 - 8 ice cream and chocolate mousse
 - 9 fruit salad
 - 10 probably the soup, salmon, and fruit salad

59.3 *Possible answers*

lemon – bitter chicken – bland or tender honey – sweet bacon – salty or fatty or tasty
ice cream – sweet fillet steak – tender or fatty or lean chillies – hot and spicy
avocado – bland

Unit 60

60.1	<i>Towns</i>	<i>Villages</i>
	noisy	quiet and peaceful
	dirty and polluted	clean air
	exciting	boring
	stressful	relaxing
	crowded	lots of open space
	lots to do	nothing to do in the evening
	dangerous	safe

60.2 *Possible answers*

<i>Town</i>	<i>Country</i>	<i>Town and country</i>
factories	fields	gates
shopping centres	woods	car parks
pollution	tractors	footpaths
night-life	villages	libraries
Town Hall, suburbs	valleys	traffic

- 60.3**
- | | | | |
|-----------|---------|----------|-----------|
| 1 gate | 3 path | 5 valley | 7 valley |
| 2 tractor | 4 field | 6 wood | 8 village |

Unit 61

- 61.1** Go along this road and take the first turning at the junction. Then you keep going and turn right when you get to the school. Then turn right again into Maldon Road, and the bank is on the left-hand side just after the cinema.

- 61.2**
- | | | |
|---|-------------------|------------------|
| 1 fasten your seat belt; get in / start | 4 braked; crashed | 7 traffic jam |
| 2 injured; damaged | 5 pavement | 8 lane; overtook |
| 3 rush hour | 6 broke down | |

- 61.3**
- | | | |
|---------------|------------|-------------|
| 1 park | 4 one lane | 7 lights |
| 2 speed limit | 5 motorway | 8 bridge |
| 3 turn right | 6 park | 9 roadworks |

Unit 62

- 62.1** 1 ride 3 fares 5 fly 7 take
2 get in 4 run 6 timetable 8 missed

62.2 *Possible answers*

- 1 bus fare; train fare; air fare; taxi fare
- 2 get on the bus; get on the coach; get on the train; get on the plane
- 3 bus station; railway station; coach station
- 4 bus driver; train driver; taxi driver; van driver
- 5 get in the car; get in the taxi; get in the van. (People also sometimes say 'get in the bus' or 'get in the train'.)
- 6 train journey; bus journey; taxi journey; coach journey

- 62.3** 1 coach 2 van 3 lorry 4 motorbike 5 bike

- 62.4** 1 platform 3 full up 5 punctual 7 journey
2 bus stop 4 arrival 6 queue 8 due

Unit 63

- 63.1** 1 earn £500 3 pay income tax 5 deal with clients
2 work overtime 4 go to meetings 6 run a shop

- 63.2** 1 What's your job?
2 My salary is \$50,000.
3 My total income is £30,000.
4 I work for a pharmaceutical company.
5 My job involves looking after and maintaining all the hardware.
6 I'm in charge of one of the smaller departments.

- 63.3** A: What are your working hours?
A: Do you do/work any overtime?
A: How much holiday / how many weeks holiday do you get?
A: Teachers don't earn very much, do they?

Unit 64

64.1 *Possible answers*

- | | | |
|----------------------|-----------------|---|
| 1 a lawyer or doctor | 5 a policeman | 9 a doctor, nurse, surgeon, or vet |
| 2 a pilot | 6 a vet | 10 a soldier, sailor, or someone in the air force |
| 3 a sailor | 7 a fireman | |
| 4 a mechanic | 8 an accountant | |

64.2 *Possible answers*

- | | |
|---|---|
| 1 an architect designs buildings | 6 plans the construction of roads and bridges |
| 2 lectures in a university | 7 builds walls |
| 3 controls the financial affairs of a company | 8 buys and sells shares |
| 4 treats animals | 9 repairs cars |
| 5 advises people on legal problems | 10 operates on people |

- 64.3** 1 Really. When did he join the army? 3 Really. When did he join the air force?
2 Really. When did he join the navy? 4 Really. When did he join the fire brigade?

64.4 Possible answers

an architect to design your house
a lawyer to give you legal advice
a carpenter to make cupboards and fit doors
a plumber to fit the kitchen and bathroom
an electrician to do all the electrical work
an accountant to calculate how much everything will cost

Unit 65

65.1 1 sacked/dismissed 3 resigned 5 prospects 7 employees
2 unemployed 4 promoted 6 retired

65.2 1 b 2 e 3 d 4 a 5 f 6 c

65.3 1 part-time 3 challenge 5 rise 7 over
2 course 4 market 6 her 8 apply

65.4	<i>Verb</i>	<i>General noun</i>	<i>Personal noun</i>
	promote	promotion	–
	employ	employment	employer (boss)/employee (worker)
	resign	resignation	–
	retire	retirement	–
	train	training	trainer (gives the training) / trainee (receives it)

Unit 66

66.1 Possible answers

1 write: a letter, a report, a memo, a cheque
2 send: a letter, a report, a fax, an invoice
3 make: phone calls, products, the tea, mistakes
4 arrange: meetings, conferences, visits, training courses

66.2 1 noticeboard 3 filing cabinet; briefcase 5 wastepaper basket/bin
2 assembly line 4 paperwork

66.3 1 warehouse 3 goods 5 diary 7 retailer
2 automation 4 calendar 6 invoice 8 drawer

66.4 1 manufactured 4 stored
2 fit 5 deliver ('send' would also be possible)
3 examines/checks

Unit 67

67.1 1 loan 3 inflation 5 it breaks even
2 interest 4 aims/goals/objectives 6 recession

67.2 1 gradual 3 thriving 5 aims
2 sharp 4 expanding 6 gone up

67.3 1 rose 3 sharp fall 5 rose sharply
2 fell slightly 4 steady rise 6 rose

- 67.4** 1 public expenditure 3 tax cuts 5 raw material(s)
 2 political/economic stability 4 interest/inflation rate* 6 profit and loss
 *(Rate of inflation is also commonly used.)

Unit 68

- 68.1** product, price, promotion, place
- 68.2** sales manager; sales figures; sales forecast; market share; market leader; market research; marketing manager; marketing department.
 1 forecast 3 figures 5 research
 2 manager; department 4 leader; share
- 68.3** 1 representative 3 products 5 consumers
 2 products 4 competitors 6 customers/clients
- 68.4** *Noun* *Adjective* *Noun* *Adjective*
 excitement exciting prestige prestigious
 glamour glamorous luxury luxurious
 competition competitive reliability reliable
 fashion fashionable danger dangerous

Unit 69

- 69.1** *Possible answers*
 1 cards, musical instruments, board games
 2 stamps, coins, antiques
 3 hiking, rock climbing, jogging, hunting, camping
- 69.2** 1 photography 4 jogging 7 DIY
 2 collecting antiques 5 makes her own clothes
 3 playing a musical instrument 6 chess
- 69.3** 1 go 3 made 5 do 7 joined
 2 took up; gave it up 4 collects 6 play 8 do

Unit 70

- 70.1** head it; pass it; catch it; drop it; throw it; hit it; kick it
- 70.2** *Possible answers*
 1 tennis, table tennis, squash, badminton (shuttlecock), cricket, baseball, hockey
 2 football, rugby, American football, hockey, basketball
 3 rugby, American football, cricket, baseball, basketball
 4 football, rugby
 5 football
- 70.3** *Sport* *Place* *Equipment*
 swimming pool trunks (men); costume (women)
 football pitch boots, shorts; goals; net (for the goal); whistle (referee)
 motor racing track crash helmet
 golf course clubs
 boxing ring shorts, boots, gloves, vest
 tennis court racket, shorts, net, training shoes

- 70.4** 1 false (they are the crowd/spectators) 5 true
 2 true 6 false (it is played on a court)
 3 true 7 true
 4 true 8 false (they wear a swimming costume)

Unit 71

71.1

<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
win	won	won
lose	lost	lost
beat	beat	beaten
lead	led	led
catch	caught	caught
draw	drew	drawn

- 71.2** 1 nil-nil two-one four all 2 fifteen love forty thirty deuce

- 71.3** 1 beat 5 lost 9 set 13 match
 2 penalty 6 won 10 lost 14 score
 3 score 7 lost 11 set
 4 extra time 8 won 12 tie-break

- 71.4** 1 true
 2 false (it has a referee)
 3 false (it is only decided on a tie-break if the score reaches 6–6)
 4 true
 5 true
 6 false (it is still in progress)
 7 true
 8 false (if you lose you are out of the competition)

- 71.5** 1 rugby 3 tennis 5 motor racing 7 swimming
 2 football 4 basketball 6 football 8 athletics

Unit 72

- 72.1** 1 stalls 2 C 3 yes 4 no

- 72.2** 1 musical 3 the audience 5 director 7 reviews 9 to book
 2 the cast 4 clap 6 critics 8 subtitles 10 stars

- 72.3** 1 *Dirty Harry* could be described as an action film or a thriller.
 2 *Blade Runner* is a science fiction film.
 3 *Four Weddings and a Funeral* is a comedy.
 4 *Schindler's List* could be described as a war film or a thriller.
 5 *Dances with Wolves* is a western.

Unit 73

- 73.1** 1 Tolstoy – novelist 7 Verdi – composer
 2 Wordsworth – poet 8 Mick Jagger – singer and songwriter
 3 Ibsen – dramatist 9 Nascimento – singer-songwriter
 4 Mishima – novelist 10 Paul Tortelier – cellist
 5 Chekhov – dramatist 11 Paul Simon – singer and songwriter
 6 Mozart – composer 12 Mark Knopfler – singer, songwriter, guitarist

- | | |
|---|---------------------------------------|
| 13 Henry Moore – sculptor | 16 Saki – short story writer |
| 14 Borges – novelist and short story writer | 17 Bernstein – composer and conductor |
| 15 Picasso – painter | 18 Giacometti – sculptor |

73.2 pianist; guitarist; drummer; violinist; cellist; flautist

73.3 1 a landscape 2 a portrait 3 an abstract

73.4 1 orchestra 5 write; performs/plays
 2 group/band; solo artist 6 opera
 3 classical; composer 7 novel
 4 exhibition; gallery 8 play

Unit 74

74.2 Minister to leave his job / resign
 Government reduces spending ...
 New attempt/try to reduce ...
 Bad weather has a terrible effect on farmers
 Germany supports ...
 Minister in argument about tax
 Police discover important witness
 Japan and US enter fresh discussions

Unit 75

75.1 1 Could you turn it up, please?
 2 Could you turn/switch over?
 3 Could you turn it down?
 4 Could you turn/switch it off?

75.2 *Documentary:* Cutting Edge and World in Action
Game show: Bruce's Price is Right (The Krypton Factor is also a game show)
Quiz show: Telly Addicts
Drama series: Cracker
Current affairs: World in Action
 The soap operas are: Coronation Street and EastEnders.
 The comedy series is Two Point Four Children.

Unit 76

76.1 *Possible answers*
 phone number; phone card; phone box; telephone directory; answerphone; on the phone

76.2 A 1 My name is 2 message 3 out / not here
 4 ring you / call you back 5 number
 B 6 Is that 7 afraid 8 be back 9 leave (a) message
 10 phone me / ring me / ring me back
 C 11 Is that 12 it's 13 rang 14 get through 15 engaged 16 on

Unit 77

77.1 Possible answers

- | | | |
|--------------------|--------------------------------------|-----------------|
| 1 software | 5 computer-literate | 9 laser printer |
| 2 a word processor | 6 keyboard | 10 laptop |
| 3 floppy disk | 7 a computer program/programmer/game | 11 spreadsheet |
| 4 user-friendly | 8 CD-ROM | 12 e-mail |

- 77.2** 1 cut 4 open a new document 6 copy
2 print 5 open an existing document 7 paste
3 save the data in this document

- 77.3** 1 computer 3 down 5 back-up 7 cut 9 save
2 printed 4 save 6 graphics 8 graphics 10 back-up

Unit 78

- 78.1** 1 Maths 3 Science 5 Technology 7 Art 9 French
2 History 4 English 6 Geography 8 Music 10 Economics

- 78.2** 1 3 4 16 7 They leave
2 5 5 French and German 8 Go to university or get a job
3 comprehensive 6 12

- 78.4** 1 to school 3 to bed 5 to church
2 into hospital 4 to university

Unit 79

- 79.1** 1 medicine 3 agriculture 5 business studies 7 politics
2 architecture 4 psychology 6 history of art 8 law

- 79.2** 1 a grant 3 undergraduates 5 graduates 7 research
2 degree 4 lecturers 6 postgraduates 8 lecture

- 79.3** 1 doing 3 get 5 doing 7 make
2 get 4 go to 6 doing/conducting 8 lasts

Unit 80

- 80.1** 3, 9, 7, 8, 2, 6, 4, 1, 5

- 80.2** 1 the police 3 prisoners 5 barristers (lawyers)
2 the judge 4 the jury 6 criminals

- 80.3** 1 broken; committed 3 fine 5 guilty 7 convicted; sentence
2 against 4 prove 6 evidence 8 offence

- 80.4** 1 Yes
2 Visit the people who were broken into and take fingerprints if possible.
3 Probably not
4 burglary
5 No, not at 15.
6 Probably a suspended sentence (= the boys are free but if they commit another crime in the next year or two years, they will receive a much tougher punishment) unless the boys already have a record for burglary. In this case, they could be sent to a centre for young offenders.

- 6 being asked to explain the same information over and over again to different officials, especially over the telephone
- 7 spending a long time getting a document in one country, then you discover that nobody is interested in it when you arrive in another country
- 8 officials who act like policemen

Unit 84

- 84.1**
- 1 ally = friendly country
 - 2 release = permit to go free
 - 3 conflict = strong disagreement
 - 4 troops = large group of soldiers
 - 5 invade = enter another country by force and in large numbers
 - 6 wound = injure from fighting
 - 7 territory = land controlled by a country
 - 8 ceasefire = stop fighting

- 84.2**
- | | |
|---|--------------------|
| 1 carry on fighting / continue to fight | 4 mostly civilians |
| 2 they will retreat | 5 release them |
| 3 run out of food | |

- 84.3**
- | | |
|----------------------|------------------------|
| <i>First mention</i> | <i>repeated as ...</i> |
| ordinary people | civilians |
| soldiers | troops |
| shelling | firing |
| hit | wounded |
| allow them to enter | let anyone in |
| captured | take control of |
| soldiers | army |

84.4 *Possible answers*

- 1 Terrorists use hostages for bargaining, e.g. they release hostages if governments give them money or release political prisoners. Hostages also give the terrorists protection.
- 2 Some governments refuse on moral grounds, i.e. they believe it is wrong to bargain with hostages. Some governments believe that if you agree to terrorists demands on one occasion, terrorists will attack again.

Unit 85

- 85.1**
- | | |
|-------------------|------------------------------|
| 1 the ozone layer | 5 industrial or human waste |
| 2 global warming | 6 tropical rainforests |
| 3 acid rain | 7 a bottle bank |
| 4 exhaust fumes | 8 natural or human resources |

- 85.2**
- | | | | |
|-------------|-------------|-------------|----------------------|
| <i>Noun</i> | <i>Verb</i> | <i>Noun</i> | <i>Adjective</i> |
| waste | waste | damage | damaging |
| protection | protect | environment | environmental |
| destruction | destroy | harm | harmful (≠ harmless) |
| pollution | pollute | danger | dangerous |
| damage | damage | safety | safe |

- 85.3**
- | | |
|------------------------|----------------------------|
| 1 plants and animals | 4 carbon dioxide |
| 2 smoke from factories | 5 destroys the ozone layer |
| 3 the earth | |

- 85.4** We should: recycle paper etc.; save/keep/protect tropical rainforests; plant more trees; save water and energy
 We shouldn't: throw away paper etc.; destroy the ozone layer; waste water and energy; cut down tropical rainforests

- 85.5** 1 false 2 true 3 true 4 true 5 true

Unit 86

- 86.1**
- | | |
|--------------------|--------------------|
| 1 boarding card | 6 duty free |
| 2 baggage reclaim | 7 overhead locker |
| 3 excess baggage | 8 take-off |
| 4 passport control | 9 departure lounge |
| 5 hand luggage | 10 check-in |

- 86.2**
- | | | |
|--------------------|----------------------------|---------------------|
| 1 check-in | 5 hand luggage | 9 terminal building |
| 2 boarding card | 6 overhead locker | 10 baggage reclaim |
| 3 excess baggage | 7 runway | |
| 4 departure lounge | 8 stewards (or cabin crew) | |

- 86.3**
- | | | | |
|-----------------|----------|-----------|----------|
| 1 took off | 3 fasten | 5 landed | 7 flight |
| 2 captain/pilot | 4 flew | 6 get off | |

Unit 87

- 87.1** 7, 9, 2, 4, 12, 8, 5, 6, 10, 11, 1, 3

87.2 *Possible answers*

- 1 I'd like to book a double room for two nights for next Thursday and Friday, please? *or*
Do you have a double room free for next Friday and Saturday?
- 2 Could I have my bill, please? *or* Could you order a taxi for me, please?
- 3 Could I have a call tomorrow morning at 7 a.m., please?
- 4 Could you put it on my bill, please?
- 5 I'm afraid there's something wrong with the shower in my room. *or*
I'm afraid the shower in my room isn't working very well.
- 6 How do I get to the nearest bank from here? *or*
Could you tell me the way to the nearest bank, please?

Unit 88

- 88.1**
- | | | | |
|---------------------|-------------|----------|----------|
| 1 great/lovely time | 4 a look | 7 lost | 10 spent |
| 2 sightseeing | 5 souvenirs | 8 market | 11 taken |
| 3 packed | 6 galleries | 9 go out | |

88.3 *Possible answers*

- 1 Yes, it's a great place.
- 2 Yes, it's very cosmopolitan.
- 3 Yes, it was absolutely packed.
- 4 Yes, the night-life is fantastic.
- 5 Yes, we had a great time.

Unit 89

89.1 Possible answers

sunshine; suntan; suntan lotion; sun cream; sunburn; sunglasses; sunbed; sunbathe; sunlight; sunblock; sunset; sunrise; sunshade; sunstroke

- 89.2 1 sandy beach 3 beach umbrella 5 sunbathe 7 big waves
2 suntan lotion 4 rough sea 6 seaside 8 steep cliff

1 to spend time on the beach
2 because they want a suntan
3 to protect yourself from the sun
4 to protect themselves and also help to get a suntan
5 very painful
6 surfing

- 89.3 1 get away 3 quiet 5 walk/stroll
2 country/countryside 4 lie/sunbathe 6 picnic

- 89.4 1 resort 3 lying/sunbathing 5 picnic
2 different/various 4 rent 6 quiet

Unit 90

- 90.1 1 at 3 at 5 on 7 on 9 on 11 in
2 in 4 in 6 at 8 at 10 at 12 on

- 90.2 1 by 3 since 5 during 7 in 9 throughout
2 until 4 for 6 for 8 during 10 for

- 90.3 1 two 3 1963 5 ten
2 17th 4 12 hours 30 minutes 6 1960s

- 90.4 1 a few days ago 4 for ages
2 for the time being 5 a long time ago
3 recently/lately

Unit 91

- 91.1 1 four hundred and sixty-two
2 two and a half
3 two thousand three hundred and forty-five
4 six point seven five
5 nought point two five
6 three and a third
7 one million two hundred and fifty thousand
8 ten point oh four
9 forty-seven per cent
10 the tenth of September *or* September the tenth
11 the third of July *or* July the third
12 six oh two eight four seven seven *or* double seven
13 five degrees below zero *or* minus five degrees centigrade
14 nineteen oh three *or* nineteen hundred and three
15 eighteen seventy six

94.4 *Wrong answers*

- 1 none
- 2 sheet
- 3 gang (gang would be appropriate if you have a negative view of journalists)
- 4 group
- 5 none
- 6 piece

Unit 95

- 95.1**
- | | | | |
|------------|---------|----------|-------------------|
| 1 ripe | 4 water | 7 photo | 10 washing powder |
| 2 new | 5 sore | 8 donkey | 11 doorbell |
| 3 horrible | 6 fresh | 9 cod | 12 silk |

95.2 *Possible answers*

- 1 looks sad.
- 2 looks/feels soft.
- 3 tastes horrible.

95.3

- 1 listening to; heard
- 2 heard
- 3 hear
- 4 look at
- 5 watch
- 6 listening
- 7 touch
- 8 press
- 9 hold
- 10 watch ('look' is also possible here but less likely); see

Unit 96

96.1 *Possible answers*

Please queue other side
Beware of pickpockets
Mind the step
Mind your head
Sold-out
Please do not disturb; Please do not feed the animals
Out of order
No exit; No smoking; No parking
Keep right; Keep off the grass

96.2 *Possible answers*

- | | |
|--------------------------------------|--------------------------------------|
| 1 In a Bed & Breakfast (cheap hotel) | 5 Public telephone |
| 2 On the underground | 6 Theatre or cinema |
| 3 Customs at an airport or port | 7 On the outside of a parcel/package |
| 4 Bank or post office | 8 In a park |

- 96.3**
- | | |
|----------------------------------|-----------------------------------|
| 1 Please do not feed the animals | 5 Do not lean out of the window |
| 2 Do not leave bags unattended | 6 No smoking |
| 3 Please do not disturb | 7 Keep right; No smoking; No exit |
| 4 No parking | 8 Mind your head |

Unit 97

97.1 Possible answers

- | | |
|------------------------------------|---------------------------|
| 1 a type of perfume or after shave | 6 programme |
| 2 the key | 7 clothes or belongings |
| 3 whisky | 8 a type of toy |
| 4 knife and fork | 9 a suitcase |
| 5 flour | 10 shampoo or conditioner |

97.2 Possible additions

- A: How many people were at the conference?
B: Roughly 400.
- A: Did you enjoy it?
B: Yes, sort of.
- A: You don't seem very sure.
B: Well, there were some good things, but it was a bit too long.
- A: And did you go to John's talk?
B: Naturally.
- A: How did it go?
B: Well he was sort of nervous at the beginning, but he soon got more confident and I think it went really well.
- A: Did he have a big audience?
B: About 75.
- A: That's good, isn't it?
B: I think John was a bit disappointed – he wanted at least a hundred.

97.3 Possible answers

- | | | |
|----------------|------------------------|-------------------|
| 1 more or less | 3 sort of | 5 sort of |
| 2 a bit | 4 more or less/roughly | 6 a bit / sort of |

Unit 98

- 98.1
- 1 American (because of vacation): fall
 - 2 American (because of high school): semester
 - 3 British (because of biscuits): sweets
 - 4 American (because of garbage): trashcan
 - 5 British (because of trousers): waistcoat
 - 6 American (because of truck): highway
 - 7 Probably American (because of apartment): elevator
 - 8 British (because of fortnight): holiday
 - 9 American (because of subway with this meaning): parking lot
 - 10 British (because of trainers): wardrobe

- 98.2
- | <i>British</i> | <i>American</i> |
|--------------------|---------------------------|
| holiday | vacation |
| trousers | pants |
| flat | apartment |
| trainers | sneakers |
| secondary school | high school |
| biscuits | cookies |
| rubbish | garbage |
| main road | highway |
| fortnight | two weeks / fourteen days |
| underground (tube) | subway |

- 98.3** 1 gas/petrol 5 cab/taxi
 2 freeway/motorway 6 sidewalk/pavement
 3 gas station / petrol station or garage 7 truck driver / lorry driver
 4 parking lot / car park

- 98.4** 1 queue 2 curtains 3 reverse charge call 4 barrister 5 bill

Unit 99

- 99.1** *Formal* *Informal*
 purchase handy
 resume loo
 thus terrific
 commence quid
 apprehend reckon
 guy

purchase/buy; handy/convenient; loo/toilet; resume / start again; thus/therefore; terrific/fantastic; quid/pounds; commence/start; apprehend/catch; reckon/think; guy/man

- 99.2** 1 When are you going to pick up your bike?
 2 Most of the kids are very bright.
 3 I reckon it'll start pretty soon.
 4 Do you fancy going out for a meal?
 5 My flat is five minutes from where I work, so it's very handy.
 6 What's up?
 7 The guy in the market wanted 20 quid for this ring.
 8 Where did you buy/get that book?
 9 They'll never catch him.
 10 I'm just going to the loo.

- 99.3** We regret to inform you that we are unable to lend you the sum of £500 that you require, but it may be possible to grant you a loan for part of the sum.

If you are still interested, would you like to contact our main office to arrange an appointment with the assistant manager. He will be happy to discuss the matter further.

- 99.4** 1 attend (*fml*) = go to 4 bloke (*infml*) = man
 2 a drag (*infml*) = boring 5 permitted (*fml*) = allowed
 3 pinched (*infml*) = stolen

Unit 100

- 100.1** 1 British Broadcasting Corporation 5 Prime Minister
 2 Member of Parliament 6 United Nations
 3 European Union 7 United Kingdom
 4 Value Added Tax 8 Organisation of Petroleum Exporting Countries

- 100.2** Michael
 Pete had a maths exam this afternoon and then he had to take his bike to the repair shop, so he'll probably be a bit late home. You can watch TV while you're waiting for him and please help yourself to anything from the fridge. If there's a problem (e.g. Dr Brown rings about the flu vaccination) my phone number is next to the photos on the dining room table. I should be home myself by about 5 p.m.
 Margaret (Peter's mum)

100.3 1 e.g. 2 etc. 3 St. 4 i.e. 5 Mr 6 Dr

100.4 1 e.g. 3 lab 5 etc. 7 ad(vert) 9 i.e.
2 bike 4 board 6 flu 8 fridge 10 case

100.5 PTO stands for 'please turn over' at the bottom of a page.
RSVP means 'please reply' (from the French 'repondez, si'il vous plait') and is found at the bottom of formal invitations e.g. to a reception or wedding. The French do not use this expression or abbreviation however.
c/o stands for 'care of'. You put this on an envelope when the person you write to does not live at the address on the letter but can be reached there.
asap stands for 'as soon as possible' and is commonly used in faxes; the letters are read individually a-s-a-p.

Phonetic symbols

Vowel sounds

<i>Symbol</i>	<i>Examples</i>
/i:/	sleep me
/i/	happy recipe
/ɪ/	pin dinner
/ʊ/	foot could pull
/u:/	do shoe through
/e/	red head said
/ə/	arrive father colour
/ɜ:/	turn bird work
/ɔ:/	sort thought walk
/æ/	cat black
/ʌ/	sun enough wonder
/ɒ/	got watch sock
/ɑ:/	part heart laugh
/eɪ/	name late aim
/aɪ/	my idea time
/ɔɪ/	boy noise
/eə/	pair where bear
/ɪə/	hear beer
/əʊ/	go home show
/aʊ/	out cow
/ʊə/	pure fewer

Consonant sounds

<i>Symbol</i>	<i>Examples</i>
/p/	put
/b/	book
/t/	take
/d/	dog
/k/	car kick
/g/	go guarantee
/tʃ/	catch church
/dʒ/	age lounge
/f/	for cough
/v/	love vehicle
/θ/	thick path
/ð/	this mother
/s/	since rice
/z/	zoo houses
/ʃ/	shop sugar machine
/ʒ/	pleasure usual vision
/h/	hear hotel
/m/	make
/n/	name now
/ŋ/	bring
/l/	look while
/r/	road
/j/	young
/w/	wear

Pronunciation problems

when 'a' is /eɪ/	when 'u' is /ʌ/	when 'i' is /aɪ/	when 'o' or 'oo' is /ʌ/
pa <u>ti</u> ent	p <u>u</u> nc <u>tu</u> al	pi <u>l</u> ot	gl <u>o</u> ves
<u>A</u> sia	lu <u>g</u> g <u>a</u> ge	vi <u>r</u> us	ov <u>e</u> n
da <u>n</u> gerous	hu <u>n</u> gry	di <u>a</u> l	mo <u>n</u> th
pa <u>v</u> ement	disc <u>u</u> ss	hepat <u>i</u> tis	fr <u>o</u> nt
ba <u>co</u> n	fu <u>n</u> ction	mi <u>n</u> us	mo <u>n</u> key
ph <u>ra</u> se	pu <u>b</u> lish	li <u>ce</u> nce	g <u>o</u> vernment
engag <u>e</u> d	cu <u>st</u> oms	di <u>e</u> t	wor <u>r</u> y
sunba <u>th</u> e	lu <u>ck</u>	stri <u>p</u> ed	fl <u>oo</u> d
late <u>l</u> y	bankru <u>pt</u>	ti <u>n</u> y	bl <u>oo</u> d

When ow is /əʊ/ e.g. row (= line), throw, blow, show, know, elbow

When ou or ow is /aʊ/ e.g. lounge, drought, row (= argument), towel, allowed, blouse, shower

When ou is /u:/ e.g. soup, group, through, wound, souvenir, routine

When ou is /ʌ/ e.g. cousin, couple, trouble, tough, rough, enough

When a, au or aw is /ɔ:/ e.g. draw, raw, law, stall, fall, cause, audience, launch, exhausted

When a or au is /ɑ:/ e.g. vase, calm, laugh, draughty, half

When a or u is /ɪ/ e.g. busy, business, minute, lettuce, purchase, surface, orange, damage

When o is /u:/ e.g. move, prove, improve, lose

When or or ur is /ɜ:/ e.g. purple, burn, burglary, worth, work, curtain

When ea is /e/ e.g. dreadful, jealous, health, dead, bread, instead, pleasant, weather, weapon

Silent letters (the underlined letters are silent):

island, knee, knife, know, knock, knowledge, wrong, wrist, muscle, castle, whistle, fasten, listen, bombl, lambl, thumbl, combl, scissors, psychology, honest, hour, cupboard, answer, guess, handsome, aisle, half, calm, christmas, mortgage

Short syllables (the underlined letters often disappear or are only a /ə/):

fattening; miserable; comfortable; fashionable; restaurant; strawberry, eventually, parliament, actually occasionally, prisoner, medicine, favourite, temperature, literature

Problem pairs:

quite /kwaɪt/ and quiet /'kwaɪət/ desert /'dezət/ and dessert /də'zɜ:t/

soup /su:p/ and soap /səʊp/

Note: The pronunciation of these letters at the end of words is often like this:

-ous /əs/ e.g. famous, dangerous, unconscious, ambitious, cautious, jealous

-age /ɪdʒ/ e.g. luggage, baggage, village, damage, cabbage, bandage, message, manage, garage

-able /əbl/ e.g. comfortable, reliable, suitable, unbreakable, vegetable, fashionable, miserable

-are /eə/ e.g. care, spare, square, beware, stare, fare, aware, rare(ly), barely

-ile /aɪl/ e.g. fragile, mobile, file, while

-tory/tary /təri/ e.g. directory, history, secretary, documentary

-ture /ʃə/ e.g. picture, signature, departure, capture, temperature, literature, feature

-ate /eɪt/ at the end of verbs e.g. educate, operate, communicate

-ate /ət/ at the end of nouns and adjectives e.g. graduate, approximate, certificate

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- 59 Distances and dimensions
- 60 Obligation, need, possibility and probability
- 61 Sound and light
- 62 Possession, giving and lending
- 63 Movement and speed
- 64 Texture, brightness, weight and density
- 65 Success, failure and difficulty
- 66 Containers and contents (e.g. **box** of matches, **jar** of jam)

Feelings and actions

- 67 Belief and opinion
- 68 Pleasant and unpleasant feelings
- 69 Like, dislike and desire
- 70 Speaking
- 71 The six senses
- 72 What your body does
- 73 What animals do

Fixed expressions

- 74 Idioms and fixed expressions – general (different types; advice on their use)
- 75 Everyday expressions (e.g. as I was saying, that reminds me)
- 76 Similes – as...as... / like... (e.g. as white as a sheet)
- 77 Binomials (e.g. odds and ends, spick and span)
- 78 Idioms describing people (e.g. to have a heart of gold)
- 79 Idioms describing feelings or mood (e.g. to be in a black mood, to shake in your shoes)
- 80 Idioms connected with problematic situations (e.g. to take the bull by the horns)
- 81 Idioms connected with praise and criticism (e.g. she's streets ahead of the other girls, the world's worst)
- 82 Idioms connected with using language (e.g. to talk behind somebody's back, to put in a nutshell)
- 83 Idioms – miscellaneous
- 84 Proverbs (e.g. Many hands make light work.)

Phrasal verbs and verb-based expressions

- 85 Expressions with **do** and **make**
- 86 Expressions with **bring** and **take**
- 87 Expressions with **get**
- 88 Expressions with **set** and **put**
- 89 Expressions with **come** and **go**
- 90 Expressions with **look**
- 91 Miscellaneous expressions (with **break**, **run**, **turn**, **let**, etc.)

Varieties of English

- 92 Headline English (e.g. boost, axe)
- 93 US English (e.g. elevator, downtown)
- 94 Other Englishes
- 95 Slang (e.g. copper, bread)
- 96 The language of notices (e.g. refrain, trespassers)
- 97 Words and gender (e.g. waiter/waitress, chairperson, headteacher)
- 98 Abbreviations (e.g. UN, OPEC, lab)
- 99 New words in English
- 100 Discourse markers (e.g. Right! Mind you!)

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Using this book

Why was this book written?

It was written to help you to improve your English vocabulary. It will help you to learn not only the meanings of words but also how they are used. You can use this book either with a teacher or for self-study.

How is the book organised?

The book has 100 two-page units. In most units, the left-hand page explains the words and expressions to be studied in that unit. Where appropriate, it gives information about how the words are used as well as their meaning. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises practising what you have just learnt. Occasionally the right-hand page will also teach you some more new words.

There is a key at the back of the book. The key does not always simply give you one right answer. It sometimes also comments on the answers and will help you learn more about the words studied in the unit.

There is an index at the back of the book. This lists all the words and phrases covered in the book and refers you to the units where these words or phrases are discussed. The index also tells you how difficult and unusual words are pronounced. It uses the International Phonetic Alphabet to do this and the symbols you need to know are listed at the beginning of the index.

How should I use this book?

The book is divided into a number of sections. Complete the seven introductory units first. These units not only teach you some useful new vocabulary but they also help you with useful techniques for vocabulary learning in general. After completing those units, you might want to work straight through the book or you might prefer to do the units in any order that suits you.

What else do I need in order to work with this book?

You need some kind of vocabulary notebook or file where you can write down the new words you are learning. (See Unit 3 for advice on how to do this.)

You also need to have access to a couple of good dictionaries. This book selects the words that are most important for you to learn at your level and it gives you the most important information about those words but you will sometimes need to refer to a dictionary as well for extra information about meaning and usage. Firstly, you need an English-English dictionary for foreign learners. Good ones are *The Cambridge International Dictionary of English*, the *Longman Dictionary of Contemporary English*, the *Oxford Advanced Learner's Dictionary* and the *Collins Cobuild English Language Dictionary*, for example. Secondly, you will also find a good bilingual dictionary useful. Ask a teacher to recommend a good bilingual dictionary for you. (See Unit 5 for advice on using your dictionaries.)

I Learning vocabulary – general advice

A What do you need to learn?

- 1 How many words are there in English? At least:
a) 10,000 b) 100,000 c) 250,000 d) 500,000
- 2 Winston Churchill was famous for his particularly large vocabulary. How many words did he use in his writing?
a) 10,000 b) 60,000 c) 100,000 d) 120,000
- 3 How many words does the average native English speaker use in his/her everyday speech?
a) 2,500 b) 5,000 c) 7,500 d) 10,000
- 4 How many words make up 45% of everything written in English?
a) 50 b) 250 c) 1,000 d) 2,500

To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself. Clearly you need to spend most time learning this last group. In the text below mark the words you'd like to be able to use.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside kingly (from Anglo-Saxon) we find royal (from French) and regal (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

You probably marked many words that you would like to be able to use. Unless you are studying linguistics, however, you probably need only to understand, rather than to use, the verb 'coin' as used in the context above.

What does knowing a new word mean?

- It is not enough just to know the meaning of a word. You also need to know:
 - a) what words it is usually associated with
 - b) whether it has any particular grammatical characteristics
 - c) how it is pronounced
- Try to learn new words not in isolation but in phrases.
- Write down adjectives together with nouns they are often associated with and vice versa, e.g. royal family; rich vocabulary.
- Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.
- Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.
- Write down words with their prepositions, e.g. at a high level; thanks to your help.
- Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- Make a note of any special pronunciation problems with the words you're learning.

- How could you record the following?
a) chilly b) dissuade c) king d) up to the ears e) independent f) get married
- What would you record beside the following words?
a) scissors b) weather c) teach d) advice e) lose f) trousers
- What might you note beside the following words?
a) comb b) catastrophe c) photograph/photographer

C

Can you learn just by reading or listening to English?

You will certainly help yourself to learn English vocabulary not only by studying with this book but also by reading and listening to English. Give each of the items on the lists below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. *Example: newspapers 3*

newspapers TV (cable / subtitled) cinema magazines video
radio (e.g. BBC World Service) academic or professional literature fiction
simplified readers (with or without cassettes)
music or other cassettes talking to native speakers

D

What should you do when you come across new words?

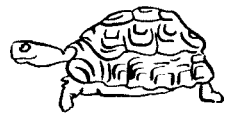
When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expressions that interest you.

Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

When you read or listen to English it is sometimes possible to guess the meaning of a word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form.

Before you read the text below, check whether you know what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 metres in length and have a lifespan of more than 150 years. Smaller tortoises from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.



Which of the marked words can you perhaps guess from the context or from the way the word is formed? Guess and then check whether you were correct by using a dictionary. Some words are impossible to guess from context or the structure of the word. In such cases, ask someone or go to a dictionary for help.

E

How are you going to plan your vocabulary learning?

- How many words and expressions do you intend to learn each week?
a) 5 b) 10 c) 15 d) more than 15
- Where and when are you going to learn them?
a) on your way to school or work b) before dinner c) in bed d) other
- How often are you going to revise your work?
a) once a week b) once a month c) before a test d) once a year

2 Learning vocabulary – aids to learning

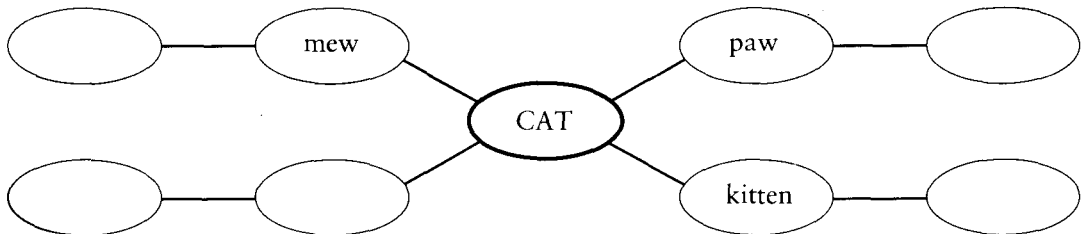
A

Help yourself to learn by learning associated words together

Learn words with associated meanings together.

Learning words together that are associated in meaning is a popular and useful way of organising your vocabulary study.

1 Complete this network for the word CAT. Add as many other bubbles as you like.



If possible, compare your network with those done by other students. Add any of their ideas that you like to your network.

Learn words with a grammatical association together.

2 Here are some groups of words, each of which has a grammatical connection. Can you see what the connection is? What other words could you add to these groups?

a) child tooth ox b) cut split burst c) information furniture food

Learn together words based on the same root.

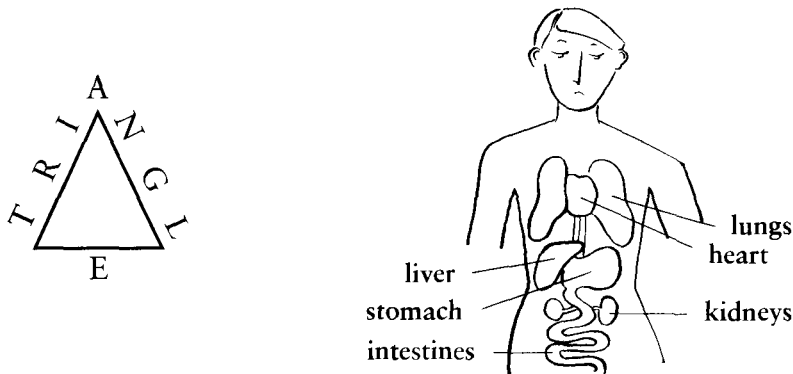
3 Can you add any words or expressions to these two groups?

a) price priceless overpriced
b) handy single-handed give me a hand

B

Pictures and diagrams can help you learn

Here are some ways in which pictures might help you to remember vocabulary.

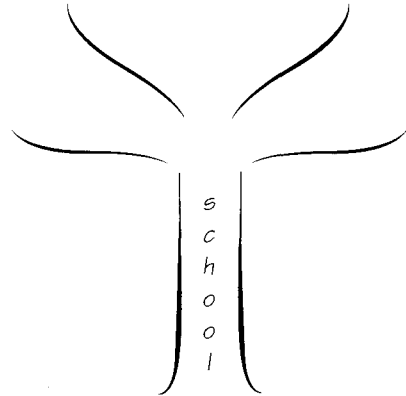
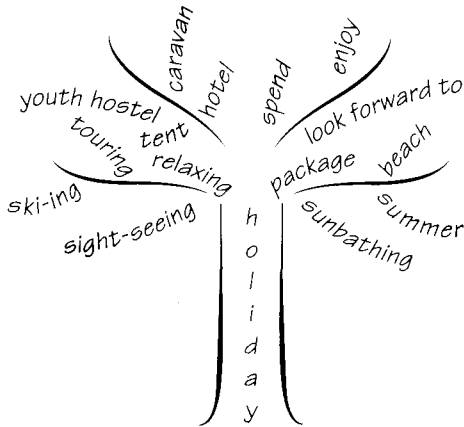


Can you draw any pictures that would help you remember the following vocabulary?

a circle to look a gift horse in the mouth screwdriver

Word trees can be useful.

1 Look at the word tree for holiday. Now complete a tree for school.



Word forks are good ways of learning adjectives and verbs.

2 Look at the complete word forks below. Finish the others.

original		shoot		magnificent		kick	
brilliant		edit		breathtaking		hit	
unusual	idea	direct	a film	superb	view	bounce	a ball
great		star in					
excellent		review					

Matrices can also clarify collocations.

This book will sometimes use matrices to help to clarify word associations. Look at the following example of a matrix:

	a car	a motorbike	a train	a horse	a plane
to fly					+
to drive	+		+		
to ride		+		+	

3 Now complete the following sentences.

- She has always wanted to have the chance to a train.
- Russian women are not allowed to passenger aircraft.
- a motorbike can be very dangerous.

You will do more practice with these and other ways of writing down vocabulary in Unit 3.

3 Organising a vocabulary notebook

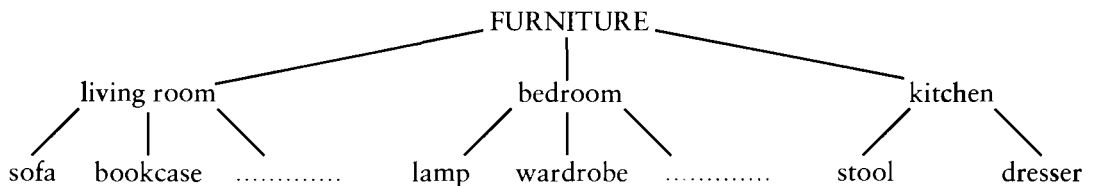
There is no one correct way to organise a vocabulary notebook, but it is a good idea to think about possible ways of doing so. Here are some possibilities and examples.

A Organising words by meaning

This book divides vocabulary into a large number of different topics, probably far too many for a notebook, but you could try dividing your book into different broad sections, with sections for words for feelings, words to describe places, words for movement, words for thinking, etc. In this way you can build families of words related in meaning.

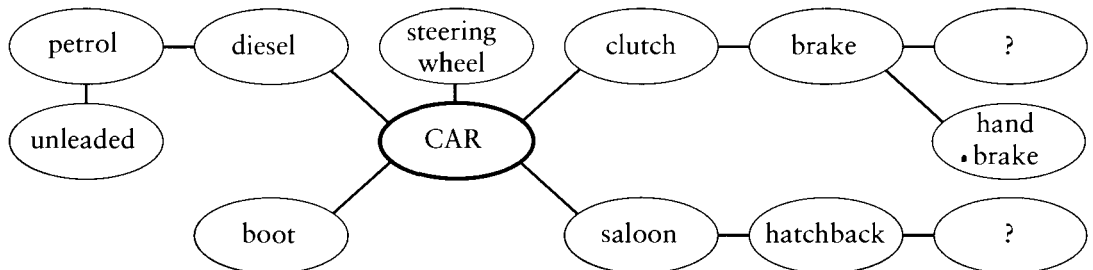
B Using various types of diagrams

Words that can be grouped under a heading or a more general word can be drawn as a tree-diagram. (See also Unit 2.)



The dotted lines mean that you can add more words to the tree as you meet them.

A bubble-network is also useful, since you can make it grow in whatever direction you want it to. (See Unit 2.)



C Organising by word-class

A Spanish learner of English, Angeles, gave us an interview on how she marks word-class in her personal notebook. This is what she said:

'What I have just started doing is to write them depending on if they are verbs or nouns or adjectives or phrases. If they are phrases I write them in red and also the definition. If they are verbs, in black, and blue if they are nouns... And if I write the Spanish translation I write it in another colour, so it's easy to see... I draw some pictures too.'

D When you meet a synonym or an antonym of a word you already have in your book, enter it next to that word with a few notes:

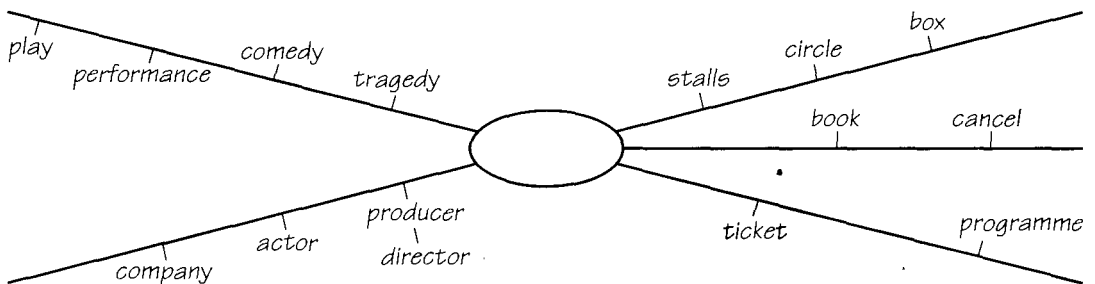
urban ≠ rural stop = cease (more formal)

Exercises

- 3.1** Here is a list of words a Spanish learner of English has made in her vocabulary notebook. How could she improve them and organise them better?

clock - reloj
tell the time - decir la hora
rush - darse prisa
office - despacho
beneath }
under }
I must rush - tengo prisa / tengo que correr
drowsy - the room was hot and I got drowsy
wristwatch - reloj de pulsera
What time do you make it?
next to - junto a / al lado de
hands - the minute-hand (minutero)
wide-awake (fully awake)

- 3.2** Here is a word-map, a variation on the bubble-network. What word do you think should go in the middle of the diagram?



- 3.3** One learner we interviewed said he tested himself regularly with his notebook, covering up the word and trying to guess it from the translation he had written or from any other notes he had made. This was his system:
- 1 If the notes and/or translation were clear but he could not get the word, he made a small red mark in the margin. If any word got three red marks, then it needed extra attention and a special effort to learn it.
 - 2 If the notes and/or translation could not help him guess what the word might be, then the word got a blue mark. A blue mark meant 'Write more information about this word!'
- What is your testing system? Try to make one if you have not got one, or ask other people what they do. Try your system out and decide whether it needs improving.

- 3.4** Making tables for word-classes is a good idea, since you can fill in the gaps over time. What do you think this learner will put in the remaining gaps in the table?

noun	verb	adjective	person
production	produce	.....	producer
industry	.....	industrial	.....
export	.....	.....	.....

4 The names of English language words

A The names of basic parts of speech in English

article adjective noun verb adverb preposition conjunction pronoun gerund
A good student works hard at her books and she enjoys learning.

B Words relating to nouns

Look at the sentence *An artist loves beauty*; *artist* is countable, i.e. it has a plural form (artists), but *beauty* is uncountable; *artist* is the subject of the verb as it describes who does the verb; *beauty* is the object, i.e. what is affected by the verb.

C Words relating to verbs

infinitive (to go) -ing form (going) past participle (gone)

Go (go, gone, went) is an irregular verb whereas *live* (live, lived, lived) is regular. *Go* is also intransitive because it does not need an object, e.g. *Has Luis gone?* *Make* is transitive because it is followed by an object – you make something.

D Words relating to the construction of words

In the word, *irregularity*, *ir-* is a prefix, *regular* is a root and *-ity* is a suffix. *Fat* is the opposite or antonym of *thin* and *plump* is a synonym of *fat*. A word family is a set of words based on one root, e.g. *word*, *wordy*, *to reword*. A phrase does not include a main verb – ‘in a word’ is an example of a phrase. A sentence has a main verb; it begins with a capital letter and ends with a full stop.

E Words relating to pronunciation

A syllable is the minimum sound unit of a language consisting of one vowel and any consonants on either side. There are three syllables in the word ‘minimum’ (the first is *mi*, the second is *ni* and the third is *mum*) and the stress is on the first syllable. Onomatopoeia means forming words that sound like their meaning, e.g. *moo*, *buzz*.

F Words and their associations

Register means a style of speaking or writing appropriate to a particular social situation. Thus, *slang* is an extremely informal register and is only used by people who know each other very well. *Colloquial* is an adjective referring to language that is suitable mainly for conversation, e.g. *He’s a nice guy*. *Pejorative* describes words which have a negative association. *Pig-headed* is pejorative whereas *determined*, which is very close in meaning, is not. *Collocation* refers to words which frequently occur together, e.g. *torrential rain*, *auburn hair*.

G Words describing punctuation

.	full stop	,	comma	;	semi-colon	'	apostrophe
-	hyphen	-	dash	!	exclamation mark	?	question mark
()	brackets	“ ”	inverted commas	ANNE	block capitals		

Exercises

4.1 Look at the paragraph about register in F opposite. Find at least three examples of each of the following:

- 1 nouns
- 2 verbs
- 3 adjectives
- 4 adverbs
- 5 prepositions

4.2 Considering the words in their context in F opposite, mark the nouns you've written in 4.1 with a *C* (countable) or *UC* (uncountable). Mark the verbs *R* (regular) or *IR* (irregular) and *T* (transitive) or *IT* intransitive.

4.3 Complete the following table.

<i>verb</i>	<i>infinitive</i>	<i>-ing form</i>	<i>past participle</i>
define
mean
write

4.4 Think about the word *informal*.

- 1 What is its root, its prefix and its suffix?
- 2 What is its opposite or antonym?
- 3 Has it got any synonyms?
- 4 What words are included in its word family?
- 5 Use it in (a) a phrase and (b) a sentence.

4.5 Look at all the words in bold in sections E, F and G opposite. In each case mark which syllable is stressed.

4.6 Match the following colloquial words with their more formal equivalents below.

- 1 chat (verb) 2 loo 3 chap 4 put up with 5 fiddle (noun)
 man violin lavatory converse tolerate

4.7 The following pairs of words are close in meaning but one word in each case is pejorative. Which?

- 1 terrorist / freedom-fighter 3 fluent / wordy 5 cunning / shrewd
 2 slim / skinny 4 mean / thrifty 6 generous / extravagant

4.8 Give examples of collocations based on the words *noun*, *word* and *colloquial*.

Example: uncountable noun

4.9 Cover the left-hand page and write the names of the following punctuation marks.

- () ? '
 ; - -
 , " "

5 Using your dictionary

A

Good dictionaries can tell you a lot more about a word than just its meaning, including (among other things):

- Synonyms and their differences, e.g. **mislaid** and **lose**
- Antonyms (opposites), e.g. **friend** ≠ **enemy/foe**
- Collocations (how words go together), e.g. **auburn** combines only with **hair** (or connected words, e.g. **curls**)
- Pronunciation: this will mean learning some symbols which are different from the letters of the English alphabet.

θ	th in thick	ð	th in then	tʃ	ch in church
ʃ	sh in she	dʒ	j in jam	z	s in pleasure
ŋ	ng in ring	æ	a in bad	ɒ	o in top
ɔ:	o in form	ʊ	u in put	ə	a in about
ʌ	u in up	ɜ:	i in bird		

Most other symbols look just like ordinary letters of the English alphabet and their pronunciation is not so hard to guess. But check the table given in the index.

- **Word stress:** often shown by a mark before the syllable to be stressed or by underlining, e.g. **əd'ventʃəl**, **/wɛs tən/**. Make sure you know how your dictionary marks stress.
- **Usage:** how a word is used and any special grammatical pattern that goes with it, e.g. **suggest** + clause (not an infinitive) – I suggest you ring her right away.
- Whether a word is used for people and/or things. For example, look at this entry for **malignant**:

ma-lig-nant /mə'lɪgnənt/ *adj* 1 (of people or their actions) feeling or showing great desire to harm others; malevolent: *a malignant slander, attack, thrust.* 2 (a) (of a tumour) growing uncontrollably, and likely to prove fatal: *The growth is not malignant.* (b) (of diseases) harmful to life.
 ▷ **ma-lig-nancy** /-nənsɪ/ *n* 1 [U] state of being malignant. 2 [C] malignant tumour.
ma-lig-nantly *adv.*

- **Word-class** (usually abbreviations **n:** noun, **adj:** adjective, etc.), whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

B

Don't forget that most words have more than one meaning. In this example, only the second meaning corresponds to the way **hairy** is used in this sentence:

It was a really **hairy** journey on the mountain road.

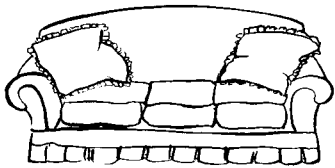
hairy /'heəri/. **hairier, hairiest.** 1 Someone or something that is **hairy** is covered with hair. ADJ QUALIT *eg ...a plump child with hairy legs... ...a big, hairy man... The function of a mammal's hairy coat is to insulate the body.* 2 If you describe a situation as **hairy**, you mean that it is exciting, worrying, and rather frightening; a very informal use. ADJ QUALIT = nerve-racking, scary *eg It got a little hairy when we drove him to the station with less than two minutes to spare.*

Exercises

5.1 With a *bilingual* dictionary, try a double search: look up a word in your language; the dictionary may give several possibilities in English. Look up each of those possibilities in the English section of the dictionary to see how they translate back into your language. This may help you to separate synonyms.

If you own a dictionary, make a little mark in the margin each time you look a word up. If a word gets three or more marks, it is worth an extra effort to learn it. What other learning techniques are there for dictionaries?

5.2 Small, bilingual dictionaries often just give three or four translations for a word you look up, without any explanation. Here are some pictures with translations you might find in such a dictionary. Which ones fit in the sentences? You may need to use a monolingual dictionary.



sofa divan
couch settee



boots bootees
wellingtons



sailing boat ketch
dinghy yacht

- 1 Come and sit on the and relax a while.
- 2 She bought a huge, luxury and went off round the world.
- 3 If you're going to stand in the water you should take your
- 4 It's not a proper yacht; it's just a tiny little

5.3 Which definition of *casual* fits which sentence?

casual /kæʒjuəl/. **casuals**. 1 Something that is casual 1.1 happens or is done by chance or without planning. EG *Her casual remark caused a political storm...* a casual meeting. ◊ **casually**. EG *...a casually acquired object.* 1.2 is rather careless and done without much interest. EG *I had a casual glance at the papers...* a casual friendship. ◊ **casually**. 2 If you are casual, you are, or you pretend to be, calm and not very interested in what is happening or what you are doing. EG *He tried to appear casual as he asked her to dance...* a casual wave. ◊ **casually**.

EG *I walked casually into his room.* ◊ **casualness**. EG *With studied casualness he mentioned it to Hilary.* 3 **Casual** clothes are clothes that are suitable for when you are at home or doing things other than working, but are not suitable for work or formal occasions. EG *...a casual shirt.* ► used as a plural noun. EG *...smart casuals.* ◊ **casually**. EG *He was dressed casually.* 4 **Casual** work is done for only a short time, and not on a permanent or regular basis. EG *They employ casual workers to pick the fruit...* a casual job.

- 1 It was quite a casual outfit, just right for such an informal occasion. (definition no.)
- 2 I only said it casually, but it shocked her. (.....)
- 3 I don't get a salary; I'm just a casual. (.....)
- 4 It was just a casual encounter, but it changed my life. (.....)

5.4 Pronunciation. What English words are these?

- | | |
|-----------------------|--------------------|
| 1 /edʒu'keɪʃən/ | 4 /'lɪbətɪ/ |
| 2 /'pæspɔ:t/ | 5 /rə'vɪʒən/ |
| 3 /'leɪθ/ | 6 /'brʌðə/ |

5.5 In the dictionary entry for *hairy* opposite how many synonyms can you see for the different meanings?

6 Revising vocabulary

Here is an extract from a psychology book on the importance of revising in an active way.

Probably the commonest fault among students is failure to realise that learning is essentially an active process. Too many students sit for hours passively reading and re-reading notes and textbooks, without ever attempting actively to recall what they have read. The fallacy of this method has been amply shown by experiments.

The same principles apply to more advanced forms of learning; for effective memory, some form of active expression is essential. The student, therefore, should read through the material he wants to master with close attention and should then reproduce the main points aloud or produce a written summary...An hour's concentrated work of this kind is more effective than three hours' passive reading.

(From *A Modern Introduction to Psychology*, Rex and Margaret Knight)

B Revising with this book

When you revise a unit, first read it through. Then look at anything you wrote in your vocabulary notebook connected with the unit.

Then, and most importantly, try to do something different with the new words and expressions in that unit in order to help fix them in your memory.

Here are some suggestions:

- Highlight (or underline) any words and expressions that you had forgotten or were not sure about.
- Look at the unit and choose ten words and expressions that you particularly want or need to learn. Write them down.
- Look up any words that you selected in an English-English dictionary. Do these words have any other uses or associations that might help you learn them? Looking up the verb, **wish**, for example, might lead you to **wishbone** or **wishful thinking**. Write anything that appeals to you in an appropriate phrase or sentence.
- Perhaps the dictionary can also help you find some other words based on the same root. Looking up the noun, **employment**, will lead you to the verb, **employ**, to the nouns, **employer** and **employee**, and, perhaps, to the adjectives **employable**, **unemployed** and **self-employed**.
- Write down the words and expressions you wish to learn in phonetic script. Use a dictionary to help you.
- Write down the words and phrases from a unit in your notebook in a different way – put them into a network or a table, perhaps.
- The next day, ask yourself again: How much can I remember?
- Test yourself. Cover part of a word or phrase. Can you remember the complete word or phrase?

When you have done all the steps above that you feel will be useful to you, close your book and notebook and remind yourself of what you have been studying. How much can you remember?

C**Making the new words active**

One of the great advantages of revising vocabulary is that it should help you to make the step from having something in your passive vocabulary to having it in your active vocabulary.

Encourage this process by:

- writing the words and expressions you are trying to learn in a sentence relating to your life and interests at the moment.
- making a point of using the new words and expressions in your next class or homework.
- keeping a learning diary in which you note down things that particularly interest you about the words you have learnt.
- watching out for the words and expressions you are trying to learn in your general reading of English. If you come across any of them in use, write them down in their context in your diary or notebook.
- writing a paragraph or story linking the words and expressions you want to learn.

D**What can you remember?**

- 1 What do you remember now from the first six units in this book? Answer without looking back at the units.
- 2 Now read through the units again.
- 3 How much do you remember about the units now?
- 4 Choose at least one word and expression from each unit and work through all the suggestions made in B and C above. It may not always be appropriate in your future study to do all the steps in B but try them now for practice.

E**Some plans for your work with this book**

- 1 How often are you going to revise what you have done? (Every week? Every five units?)
- 2 Which techniques are you going to use for revising?
- 3 Now write yourself some notes to remind yourself of when you are going to revise. You might like, for instance, to write *revise vocabulary* in your diary for the next eight Fridays, if you decided to revise every week. Alternatively you could write **REVISE** in capital letters after, say, every five units in the book.

7 Formal and informal words

Formality is all about your relationship with the person you're speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, 'official' language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should *never* use informal language just to sound fluent or clever.

A Scales of formality

Some groups of words can be put on a scale from (very) formal to (very) informal.

<i>very formal</i>	<i>neutral</i>	<i>very informal</i>
offspring	children	kids
abode/residence	house/flat	place
alcoholic beverages	drink	booze

B Short, monosyllabic informal words

Informal versions of words are often short and monosyllabic, as we can see in the right-hand column in the table in A. They include slang words. (Unit 95 has more examples.)

- It cost me ten **quid**. [pounds]
- I'll help you peel the **spuds**. [potatoes]
- My **bike**'s been stolen. [bicycle]
- I always go by **tube**. [word used for the London Underground]
- Come and meet my **Mum** and **Dad**. [mother and father]
- Hi!** Can't stop; see you, **bye!** [hello; goodbye]
- The milk's in the **fridge**. [refrigerator]

C Clippings

Shortening a word tends to make it less formal, as in **fridge** and **bye** in B.

- I'll meet you in the **lab**(oratory). What's on **telly** tonight? [television]
- We should put an **ad**(vertisement) / an **advert**(isement) in the (news)**paper**.
- Shall I (tele)**phone** them?
- Her sister's a **vet**(erinary surgeon).

D Formality in notices, instructions, etc.

You will often see rather formal words in notices and suchlike. Make sure you know the meaning of the words used so that you could tell someone what the notice says using less formal words.

**THIS PUBLIC HOUSE
IS CLOSED UNTIL
FURTHER NOTICE**

**DO NOT ALIGHT WHILE
THE BUS IS IN MOTION**

**DO NOT ADDRESS THE
DRIVER UNLESS THE BUS
IS STATIONARY**

**ARTICLES DEPOSITED MUST
BE PAID FOR IN ADVANCE**

**We regret we cannot
accept cheques**

**Tickets must be purchased
before boarding the train**

Exercises

- 7.1** If you look up an informal word in a monolingual dictionary, you will often find a neutral equivalent as part of the definition or explanation. For example, the Collins COBUILD dictionary entry for *kid* says: A *kid* is a *child*; an informal use.

Use a monolingual dictionary to find neutral or more formal words for these:

1 kip 2 a pal 3 a chap 4 cheerio 5 swot 6 ta! 7 brainy

- 7.2** Make this conversation more *informal* by changing some of the words. Refer to the left-hand page if necessary.

JIM: Annie, can you lend me five pounds?

ANNIE: What for?

JIM: Well, I have to go and visit my mother and father, and my bicycle's not working, so I'll have to take a taxi.

ANNIE: Can't you telephone them and say you can't come?

JIM: Well, I could, except I want to go because they always have lots of food, and the refrigerator at our flat is empty, as usual.

ANNIE: Can't you go by Underground?

JIM: Erm...

ANNIE: Anyway, the answer's no.

- 7.3** Say whether you feel the following remarks/sentences are *okay*, *too formal* or *too informal* for each situation described. If the remark/sentence is unsuitable, suggest what the person might say instead.

1 (*Teenage boy to teenage girl at disco*): D'you fancy an appointment one night next week?

2 (*Parent to another parent at a school parents meeting*): How many offspring do you have at the school?

3 (*Dinner-guest to host/hostess*): No thanks, I never consume alcoholic beverages when I'm driving.

4 (*Student to University Professor*): Will there be lab demonstrations next week?

5 (*Business letter to a newspaper office*): Dear Sir/Madam, I should like to enquire about the current charges for ads in your paper. My company is considering... etc.

- 7.4** Mini-quiz: Find words on the left-hand page for the following.

1 The opposite of stationary.

2 The opposite of to board.

3 a) to be sorry b) to buy c) to speak to

4 Informal versions of Greetings! and Farewell!

- 7.5** Express these notices in neutral or informal language.

1

Children are requested not to deposit litter in the play-area

2

Expenses can only be reimbursed upon production of dated receipts

(See also Units 95 and 96 for other informal and formal words and expressions.)

8 Suffixes

Suffixes can change the word-class and the meaning of the word.

A Common noun suffixes

-er /ə/ is used for the person who does an activity, e.g. **writer, worker, shopper, teacher.**

You can use -er with a wide range of verbs to make them into nouns.

Sometimes, the /ə/ suffix is written as -or instead of -er. It is worth making a special list of these as you meet them, e.g. **actor, operator, sailor, supervisor.**

-er/-or are also used for things which do a particular job, e.g. **pencil-sharpener, bottle-opener, grater, projector.**

-er and -ee can contrast with each other meaning 'person who does something.' (-er) and 'person who receives or experiences the action' (-ee), e.g. **employer/employee, sender/addressee, payee** (e.g. of a cheque).

-(t)ion /ʃ(ə)n/ is used to make nouns from verbs.

complication pollution reduction alteration donation admission

-ist [person] and -ism [activity or ideology]: used for people's politics, beliefs and ideologies, and sometimes their profession (compare with -er/-or professions above), e.g. **Marxism, Buddhism, journalism, anarchist, physicist, terrorist.**

-ist is also often used for people who play musical instruments, e.g. **pianist, violinist, cellist.**

-ness is used to make nouns from adjectives. Note what happens to adjectives that end in -y: **goodness, readiness, forgetfulness, happiness, sadness, weakness.**

B Adjective suffix

-able/-ible /əbl/ with verbs, means 'can be done'.

drinkable washable readable recognizable countable forgivable

Examples with -ible: **edible** (can be eaten) **flexible** (can be bent)

C Verbs

-ise (or -ize) makes verbs from adjectives, e.g. **modernise, commercialise, industrialise.**

Other suffixes that can help you recognise the word class

-ment: (nouns) excitement enjoyment replacement

-ity: (nouns) flexibility productivity scarcity

-hood: (abstract nouns especially family terms) childhood motherhood

-ship: (abstract nouns especially status) friendship partnership membership

-ive: (adjectives) passive productive active

-al: (adjectives) brutal legal (nouns) refusal arrival

-ous: (adjectives) delicious outrageous furious

-ful: (adjectives) forgetful hopeful useful

-less: (adjectives) useless harmless cloudless

-ify: (verbs) beautify purify terrify

Note: the informal suffix **-ish**, which can be added to most common adjectives, ages and times to make them less precise, e.g. She's **thirtyish**. He has **reddish** hair. Come about **eightish**.

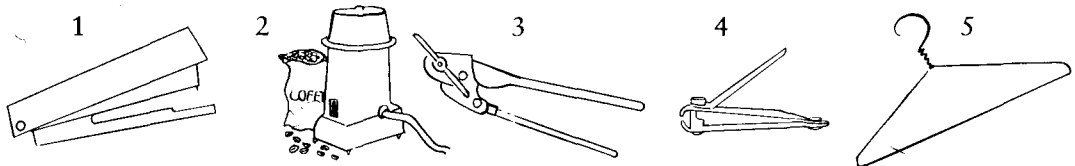
Exercises

8.1 The *-er/-or*, *-ee* and *-ist* suffixes. Use the suffixes to give the names of the following.

Example: A person who plays jazz on the piano. *a jazz pianist*

- 1 The thing that wipes rain off your car windscreen.
- 2 A person who plays classical violin.
- 3 A person who takes professional photographs. (N.B. pronunciation)
- 4 A person who acts in amateur theatre.
- 5 The person to whom a cheque is made out.
- 6 A machine for washing dishes.
- 7 A person who donates their kidneys upon their death.
- 8 The person to whom a letter is addressed.

8.2 Each picture is of an object ending in *-er*. Can you name them?



8.3 List six jobs you would like to have in order of preference. How many different suffixes are there in your list? Do any of the job names not have a suffix? (e.g. pilot, film star)

8.4 Do these words mean a thing, a person, or both?

- | | | | |
|----------------|-------------------|--------------------------|--------------------------|
| 1 a cooker | 3 a ticket-holder | 5 a cleaner ^b | 7 a drinker ^p |
| 2 a typewriter | 4 a record player | 6 a smoker | |

8.5 Spelling changes. Rewrite each sentence by changing the underlined words, using a suffix from the left-hand page. Make any spelling changes needed.

- 1 Most of his crimes can be forgiven.
Most of his crimes are
- 2 The Club refuses to admit anyone not wearing a tie.
The Club refuses to anyone not wearing a tie.
- 3 Her only fault is that she is lazy.
Her only fault is
- 4 This firm has produced a lot in recent years.
This firm has been very in recent years.
- 5 I found the book very easy and pleasant to read.
I found the book very

8.6 Can you think of anything in your country which should be *nationalised* (e.g. banks, steel works), *standardised*, *modernised*, *computerised* or *centralised*?

8.7 Which word is the odd one out in each group and why?

- 1 brotherhood neighbourhood manhood priesthood
- 2 hair-restorer plant-holder step-ladder oven-cleaner
- 3 appointment involvement compliment arrangement
- 4 tearful spiteful dreadful handful
- 5 worship kinship friendship partnership

9 Prefixes

A

Prefixes are often used to give adjectives a negative meaning. The opposite of 'comfortable' is 'uncomfortable', the opposite of 'convenient' is 'inconvenient' and the opposite of 'similar' is 'dissimilar'. Other examples are 'unjust', 'inedible', 'disloyal'. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and, if so, what it is.

Note:

- **in-** becomes **im-** before a root beginning with 'm' or 'p', e.g. **immature, impatient, impartial, improbable**. Similarly **in-** becomes **ir-** before a word beginning with 'r', and **il-** before a word beginning with 'l', e.g. **irreplaceable, irreversible, illegal, illegible, illiterate**.
- The prefix **in-** does not always have a negative meaning – often it gives the idea of inside or into, e.g. **internal, import, insert, income**.

B

Although it is mainly adjectives which are made negative by prefixes, **un-** and **dis-** can also form the opposites of verbs too, e.g. appear **disappear**. The prefix **is-** is used here to reverse the action of the verb. Here are some more examples: **disagree, disapprove, disbelieve, disconnect, discredit, dislike, dismount, disprove, disqualify, unbend, undo, undress, unfold, unload, unlock, unveil, unwrap, unzip**.

C

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you're not sure.

<i>prefix</i>	<i>meaning</i>	<i>examples</i>
anti	against	anti-war antisocial antibiotic
auto	of or by oneself	autograph auto-pilot autobiography
bi	two, twice	bicycle bi-monthly biannual bilingual
ex	former	ex-wife ex-student ex-president
ex	out of	extract exhale excommunicate
micro	small	micro-computer microwave microscopic
mis	badly/wrongly	misunderstand mistranslate misinform
mono	one/single	monotonous monologue monogamous
multi	many	multi-national multi-purpose multi-racial
over	too much	overdo overtired oversleep overeat
post	after	postwar postgraduate post-revolutionary
pro	in favour of	pro-government pro-revolutionary
pseudo	false	pseudo-scientific pseudo-intellectual
re	again or back	retype reread replace rewind
semi	half	semicircular semi-final semi-detached
sub	under	subway submarine subdivision
under	not enough	underworked underused undercooked

Exercises

- 9.1** Practise using words with negative prefixes. Contradict the following statements in the same way as the example. Not all the words you need are on the left-hand page.

Example: He's a very honest man. *I don't agree. I think he's dishonest.*

- | | |
|-------------------------------------|-------------------------------------|
| 1 I'm sure she's discreet. | 6 He's very efficient. |
| 2 I always find him very sensitive. | 7 I always find her responsible. |
| 3 It's a convincing argument. | 8 He seems grateful for our help. |
| 4 That's a very relevant point. | 9 I'm sure she's loyal to the firm. |
| 5 She's always obedient. | 10 He's a tolerant person. |

- 9.2** Which negative adjective fits each of the following definitions?

- 1 means not having a husband or wife.
- 2 means impossible to eat.
- 3 means unable to read or write.
- 4 means not having a job.
- 5 means fair in giving judgement, not favouring one side.
- 6 means unable to be replaced.

- 9.3** Choose a negative verb from B to fit each of the sentences below. Put it in the correct form.

Example: The runner was *disqualified* after a blood test.

- 1 Children (and adults) love parcels at Christmas time.
- 2 I almost always find that I with his opinion.
- 3 I'm sure he's lying but it's going to be hard to his story.
- 4 After a brief speech the Queen the new statue.
- 5 It took the removal men an hour our things from the van.
- 6 His phone was because he didn't pay his last bill.

- 9.4** Answer the following questions. The answers are all in the table opposite.

- 1 What kind of oven cooks things particularly fast?
- 2 What kind of drug can help somebody with an infection?
- 3 What kind of company has branches in many countries?
- 4 How does a passenger aeroplane normally fly?
- 5 What is a student who is studying for a second degree?
- 6 What means 'underground railway' in the US and 'underground passage' in the UK?

- 9.5** Using the table opposite construct words or phrases to replace the underlined words.

Example: He's in favour of the American approach. *He's pro-American.*

- 1 The BBC tries to avoid pronouncing foreign words incorrectly.
- 2 Most people say they have to work too hard but are paid too little.
- 3 He dated his cheque with a date that was later than the real date.
- 4 She's still on good terms with the man who used to be her husband.
- 5 He made so many mistakes in the letter that he had to write it again.

- 9.6** Think of two more examples for each prefix in C opposite.

10 Roots

A

Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help you to remember or guess their meaning when you see them in context. These words are usually fairly formal. In their formation, they can perhaps be seen as the Latinate, formal, equivalent of phrasal verbs.

B

Here are some examples of the more common Latin roots, with some of the verbs derived from them. In each case an example sentence is given with the meaning of the verb in brackets at the end. You'll find some easier to understand than others.

spect: see, look

You should **respect** your parents / the laws of a country. [look up to]

The police **suspected** he was guilty but they had no proof. [had a feeling]

Many pioneers travelled west in America to **prospect** for gold. [search]

vert: turn

I tried a word-processor but I soon **reverted** to my old typewriter. [went back]

Missionaries went to Africa to **convert** people to Christianity. [change beliefs]

The royal scandal **diverted** attention from the political crisis. [took attention away]

port: carry, take

How are you going to **transport** your things to the States? [send across]

Britain **imports** cotton and **exports** wool. [buys in, sells out]

The roof is **supported** by the old beams. [held up]

duc, duct: lead

She was **educated** abroad. [went to school]

He **conducted** the orchestra with great vigour. [led]

Japan **produces** a lot of electronic equipment. [makes]

press: press, push

She was **impressed** by his presentation. [full of admiration and respect]

This weather **depresses** me. [makes me feel miserable]

She always **expresses** herself very articulately. [puts her thoughts into words]

pose, pone: place, put

The meeting has been **postponed** until next week. [changed to a later date]

The king was **deposed** by his own son. [put off the throne]

I don't want to **impose** my views on you. [force]

C

Above you only have examples of verbs. Note that for all the verbs listed, there is usually at least one noun and at least one adjective as well. Here are some examples.

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
inspect	inspector	inspecting	inspection
advertise	advertiser	advertising	advertisement
deport	deportee	deported	deportation
introduce	introducer	introductory	introduction
oppress	oppressor	oppressive	oppression
compose	composer	composite	composition

Exercises

10.1 Complete as much as possible of the table with other forms of some of the words presented in B. Use a dictionary to help you if necessary.

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
convert
produce
conduct
impress
support
impose

10.2 Fill in the gaps in the sentences below using words from the table in C.

- We stayed in a town surrounded by high mountains. I found it very
- He from the USA for having a forged passport.
- The magazine seems to have nothing in it but for cosmetics.
- May I you to my boss?
- The tax decided I owed a lot of money.
- The new take-away pizza service has a very good offer.
- Business people always say that it pays
- Tchaikovsky some wonderful ballet music.

10.3 Can you work out the meanings of the underlined words in the sentences below?

To help you, here are the meanings of the main Latin prefixes:

intro: within, inward o, ob: against in, im: in, into re: again, back
de: down, from ex: out sub: under trans: across

- She's a very introspective person and he's also very introverted.
- He always seems to oppose everything I suggest.
- They have a very good induction programme for new staff in that company.
- I don't think it is healthy to repress one's emotions too much.
- Perhaps you can deduce what the word means from the way it is formed.
- The documentary exposed corruption in high places.
- She tried hard to suppress a laugh.
- She transposed the music for the flute.

10.4 Think of three other words based on each of the roots listed in B opposite. Put each into an appropriate phrase.

10.5 Pair the formal verbs below with their phrasal verb equivalents.

support put off oppose look at cut down deposit hold up
postpone turn away inspect go against divert reduce put down

Abstract nouns

A

An abstract noun is one which is used to mean an idea, experience or quality rather than an object. Thus **happiness, intention and shock** are abstract nouns whereas, for example, **pen, bed and trousers** are not.

There are a number of suffixes which are used particularly frequently in the formation of abstract nouns. Some of the most common are **-ment, -ion, -ness and -ity**.

Note: **-ment** and **-ion** are usually used to make verbs into abstract nouns whereas **-ness** and **-ity** are added to adjectives; **-ion** sometimes becomes **-tion, -sion, -ation** or **-ition**.

Here are some examples of abstract nouns using those suffixes.

achievement	action	aggressiveness	absurdity
adjustment	collection	attractiveness	anonymity
amazement	combination	bitterness	complexity
discouragement	illusion	carelessness	curiosity
improvement	imagination	consciousness	generosity
investment	production	permissiveness	hostility
replacement	recognition	tenderness	prosperity
retirement	reduction	ugliness	sensitivity

Less common suffixes associated with abstract nouns are **-ship, -dom, -th** and **-hood**.

Note: **-ship** and **-hood** are usually used in combination with other nouns whereas **-th** combines with an adjective to form an abstract noun and **-dom** can combine with either a noun or an adjective.

Here are some examples of abstract nouns using those suffixes.

apprenticeship	boredom	breadth	adulthood
companionship	freedom	depth	brotherhood
membership	kingdom	length	childhood
ownership	martyrdom	strength	motherhood
partnership	stardom	warmth	neighbourhood
relationship	wisdom	width	(wo)manhood

There are also a large number of abstract nouns which do not use any suffix at all. Here are some examples of these.

anger	belief	calm	chance
faith	fear	humour	idea
luck	principle	rage	reason
sense	sight	speed	thought

You will find more examples of the use of suffixes in Units 8 and 10 and of abstract nouns in Units 68 and 69.

Exercises

- 11.1** What is the abstract noun related to each of the following adjectives? All the nouns are formed in ways described on the opposite page although not all are listed opposite.

Example: affectionate affection

- | | | | |
|----------------|------------|-------------|--------------|
| 1 affectionate | 5 amused | 9 attentive | 13 equal |
| 2 excited | 6 graceful | 10 happy | 14 hopeful |
| 3 kind | 7 original | 11 popular | 15 resentful |
| 4 secure | 8 stupid | 12 weak | 16 wise |

- 11.2** Find at least one more noun using each of the suffixes in B and C.

- 11.3** Which abstract noun on the opposite page is a synonym of each of the following?

Example: animosity hostility or aggressiveness

- | | | |
|-------------------|----------------|------------|
| 1 animosity | 5 substitution | 9 vision |
| 2 astonishment | 6 fame | 10 liberty |
| 3 inquisitiveness | 7 decrease | 11 fury |
| 4 fraternity | 8 area | 12 wealth |

- 11.4** Complete the following table.

<i>abstract noun</i>	<i>adjective</i>	<i>verb</i>	<i>adverb</i>
contentment	content(ed)	to content	contentedly
argument
emptiness
intensity
satisfaction
sentiment
strength

- 11.5** Which of the words in the list below is being described in the following quotations?

love permanence hope jealousy happiness beauty

- '..... is no more than feeling alone among smiling enemies.'
- '..... is like coke; something you get as the by-product of making something else.'
- '..... is the power of being cheerful in circumstances which we know to be desperate.'
- '..... is a universal migraine.'
- 'The British love more than they love.....'

- 11.6** Write your own quotations to describe the following abstract nouns.

1 freedom 2 friendship 3 life 4 curiosity 5 imagination

12 Compound adjectives

A

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen, e.g. **well-dressed**, **never-ending** and **shocking-pink**. Its meaning is usually clear from the words it combines. The second part of the compound adjective is frequently a present or past participle.

B

A large number of compound adjectives describe personal appearance. Here is a rather **far-fetched** description of a person starting from the head down.

Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals.



Another set of compound adjectives describes a person's character. Here is a rather **light-hearted** description of a girl. The meanings are explained in brackets.

Melissa was **absent-minded** [forgetful], **easy-going** [relaxed], **good-tempered** [cheerful], **warm-hearted** [kind] and **quick-witted** [intelligent] if perhaps a little **big-headed** [proud of herself], **two-faced** [hypocritical], **self-centred** [egotistical] and **stuck-up** [snobbish (colloquial)] at times.

D

Another special group of compound adjectives are those where the second part is a preposition. Some of these adjectives are listed below with a typical noun.

an **all-out** strike [total] a **burnt-out** car [nothing left in it after a fire]
a **broken-down** bus [it won't work] a **built-up** area [lots of buildings in it]
a **hard-up** student [poor] cast-off clothes [no longer wanted by the owner]
worn-out shoes [can't be worn any more; of people – exhausted]
a **drive-in** movie [you watch from your car] **well-off** bankers [wealthy]
a **run-down** area [in poor condition]

Here are some other useful compound adjectives.

air-conditioned	bullet-proof	cut-price	drip-dry
duty-free	hand-made	interest-free	last-minute
long-distance	long-standing	off-peak	part-time
record-breaking	remote-controlled	second-class	so-called
sugar-free	time-consuming	top-secret	world-famous

F

You can vary the compound adjectives listed by changing one part of the adjective. For example, **curly-haired**, **long-haired**, **red-haired** and **straight-haired**; **first-hand** (knowledge), **first-class** (ticket) and **first-born** (child).

Exercises

12.1 Fill each of the blanks to form a new compound adjective. Use a dictionary if necessary.

- | | | | |
|---------|----------|---------|-----------|
| 1 | - eyed | 5 | - made |
| | | | |
| | | | |
| 2 | - proof | 6 | - free |
| | | | |
| | | | |
| 3 | - minded | 7 | - headed |
| | | | |
| | | | |
| 4 | - necked | 8 | - hearted |
| | | | |
| | | | |

12.2 Put the words in E opposite into any categories which will help you learn them.

12.3 List as many compound adjectives beginning with *self*, as you can. Mark them *P* or *N* for positive or negative characteristics, or write *neutral*.

12.4 Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. Note that the answer may or may not have the same second element as the adjective in the question.

Example: Is he working full-time? *No, part-time.*

- | | |
|---|---------------------------------------|
| 1 Isn't she rather short-sighted? | 4 Are her shoes high-heeled? |
| 2 Is your brother well-off? | 5 Is this vase mass-produced? |
| 3 Would you say the boy's well-behaved? | 6 Do they live in south-east England? |

12.5 Think of two nouns that would frequently be associated with any ten of the compound adjectives listed in E opposite.

12.6 Add a preposition from the list below to complete appropriate compound adjectives.

back up out off on of

- 1 She's been doing the same low-paid job for so long that she's really fed-
..... with it now.
- 2 The two cars were involved in a head-..... collision.
- 3 He has a very casual, laid-..... approach to life in general.
- 4 It'll never happen again. It's definitely a one-..... situation.
- 5 He's a smash hit here but he's unheard-..... in my country.
- 6 She bought a cut-..... paper pattern and made her own dress.

12.7 Which of the adjectives from this unit could you use to describe yourself and other students in your class or members of your family?

13 Compound nouns – combinations of two nouns

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. address book, human being, science fiction. A number of compound nouns are related to phrasal verbs and these are dealt with in Unit 14.

Compound nouns may be written as two words, e.g. tin opener, bank account, or they may be written with a hyphen instead of a space between the words, e.g. pen-name, baby-sitter. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both letter box and letter-box are correct. Sometimes they may be written as one word, e.g. earring.

Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below.

Here are some examples of common countable compound nouns.

<u>alarm</u> clock	<u>assembly</u> line	<u>blood</u> donor	<u>book</u> token
<u>burglar</u> alarm	<u>contact</u> lens	<u>credit</u> card	<u>handcuffs</u>
<u>heart</u> attack	<u>package</u> holiday	<u>pedestrian</u> crossing	<u>shoe</u> horn
<u>tea</u> -bag	<u>windscreen</u>	<u>windscreen</u> wiper	<u>youth</u> hostel

Here are some examples of common uncountable compound nouns. These are never used with an article.

air- <u>traffic</u> control	<u>birth</u> control	<u>blood</u> pressure	cotton <u>wool</u>
data- <u>processing</u>	family <u>planning</u>	<u>food</u> poisoning	<u>pocket</u> money
<u>income</u> tax	<u>junk</u> food	<u>mail</u> order	<u>hay</u> fever (allergy to pollen)

Here are some examples of common compound nouns used only in the singular.

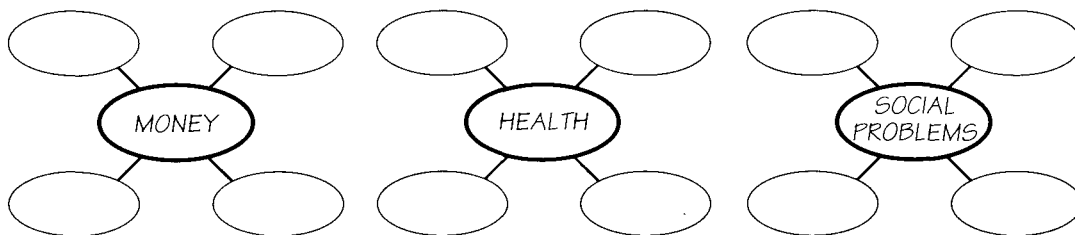
<u>arms</u> race (countries wanting most powerful weapons)	<u>death</u> penalty
<u>generation</u> gap	<u>labour</u> force
<u>mother</u> -tongue	<u>sound</u> barrier
<u>greenhouse</u> effect	<u>welfare</u> state
<u>brain</u> drain (highly educated people leaving country to work abroad)	

Here are some examples of common compound nouns used only in the plural.

grass <u>roots</u>	luxury <u>goods</u>	human <u>rights</u>	kitchen <u>scissors</u>
<u>race</u> relations	<u>road</u> works	<u>sunglasses</u>	<u>traffic</u> lights

Exercises

- 13.1** Complete these networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



- 13.2** In some cases more than one compound noun can be formed from one particular element. What, for example, are the two expressions listed opposite with *blood* as an element and what are the two based on *control*? Complete the following compound nouns with a noun other than the one suggested opposite.

- | | | | | |
|--------------|-------|---------------|--------------|----------|
| 1 | token | 5 tea..... | 9 | crossing |
| 2 junk..... | | 6 mother..... | 10 | lights |
| 3 sound..... | | 7 | 11 food..... | |
| 4 blood..... | | 8 | 12 | race |

- 13.3** What are they talking about? In each case the answer is a compound noun opposite.

Example: 'I had it taken at the doctor's this morning and he said it was a little high for my age.' *blood pressure*

- 1 'You really shouldn't cross the road at any other place.'
- 2 'It's partly caused by such things as hair sprays and old fridges.'
- 3 'She always has terrible sneezing fits in the early summer.'
- 4 'I can't understand why they spend so much money on something so destructive.'
- 5 'Working there is supposed to be much more stressful than being a pilot.'
- 6 'The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.'
- 7 'I don't think it should ever be used under any circumstances.'
- 8 'It's much easier not to have to make your own arrangements.'
- 9 'He can't possibly run away from the policeman with those on!'

- 13.4** Now make up some sentences like those in exercise 13.3 relating to some of the new expressions you made in exercise 13.2.

- 13.5** Choose any article in a magazine or newspaper and write down all the compound nouns which you find.

- 13.6** Look at all the compound expressions you have worked with in this unit. Mark all those that you feel you need to be able to use yourself rather than just to understand when others use them.

14 Compound nouns – verb + preposition

A large number of compound nouns (see Unit 13) are based on phrasal verbs. In Sections B to E you will see a number of examples of such nouns in context. The meaning of the compound noun is indicated in brackets at the end of the sentence. To form the plural, 's' is added to the end, e.g. **pin-ups**.

B Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use.

- In response to the pay offer, there was a **walk-out** at the factory. [strike]
- There is going to be a **crack-down** on public spending. [action against]
- There has been a **break-out** from the local prison. [escape]
- Last month saw a tremendous **shake-up** in personnel. [change]
- I never expected the **break-up** of the USSR. [collapse]

C A number of these nouns have economic associations.

- The **takeover** of one of our leading hotel chains has just been announced. [purchase by another company]
- We're trying to find some new **outlets** for our products. [places to sell]
- Take your things to the **check-out** to pay for them. [cash-desk]
- Cutbacks** will be essential until the recession is over. [reductions]
- We made a profit of £1000 on a **turnover** of £10,000. [money passing through a company]

Some of these nouns are associated with technology and other aspects of contemporary life.

- What the computer produces depends on the quality of the **input**. [information that is put in]
- Output** has increased thanks to new technology. [production]
- We have a rather rapid staff **turnover**. [change]
- Just after leaving school he went through the stage of being a **dropout**. [person who rejects society]
- It will be a long time before the consequences of **fallout** from Chernobyl are no longer felt. [radio-active dust in the atmosphere]
- I can easily get you a **printout** of the latest figures. [paper on which computer information has been printed]
- A **breakthrough** has been made in AIDS research. [important discovery]

E Some of the words can be used in more general circumstances.

- Many of the problems were caused by a **breakdown** in communications. [failure]
- The **outlook** for tomorrow is good – sunny in most places. [prospect]
- There are **drawbacks** as well as advantages to every situation. [negative aspects]
- The **outcome** of the situation was not very satisfactory. [conclusion]
- TV companies always welcome **feedback** from viewers. [comments]
- It was clear from the **outset** that the **set-up** would cause problems. [start; situation]
- We parked in a **lay-by** on the **by-pass**. [parking space at the side of a road; road avoiding the centre of a town]
- The **outbreak** of war surprised them. [start of something unpleasant, e.g. disease, violence]

Exercises

14.1 Here are some more compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context.

- 1 Because of the accident there was a three-mile tailback along the motorway.
- 2 Police are warning of an increased number of break-ins in this area.
- 3 The papers are claiming the Prime Minister organised a cover-up.
- 4 Unfortunately, our plans soon suffered a setback.
- 5 I'm sorry I'm late. There was a terrible hold-up on the bridge.
- 6 The robbers made their getaway in a stolen car.

14.2 Which of the words studied on the opposite page would be most likely to follow the adjectives given below?

- | | |
|--------------------|-----------------|
| 1 radioactive..... | 5 final..... |
| 2 nervous..... | 6 sales..... |
| 3 computer..... | 7 positive..... |
| 4 annual..... | 8 drastic..... |

14.3 Fill in the blanks with an appropriate word from those opposite.

- 1 A and C Ltd. have made a bid for S and M plc.
- 2 The Prime Minister yesterday announced a in the Cabinet.
- 3 The negotiations aim to end the 10-day-old
- 4 She provided some very valuable to the discussion.
- 5 CIRCUS LION IN HORROR
- 6 There's a terrible queue at this Let's find another one.
- 7 There has been a disturbing of violence in prisons recently.
- 8 The office wall was covered in

14.4 Here are some more words of this type. In each case the preposition element of the noun is given but the other part is missing. Choose from the list of possibilities.

work hand hold clear write lie turn press

- 1 Their car was a-off after the accident.
- 2 The lecturer distributed-outs before she started speaking.
- 3 Jack does a daily-out at the gym, starting with 20
- 4 There is an interesting-up of the match in today's paper.
- 5 I'm giving my office a major-out this week.
- 6 Did you read about the-up at our bank?
- 7 There was a surprisingly large-out at the concert.
- 8 I love having a-in on Sundays.

14.5 Can you explain the difference between these pairs? Use a dictionary if necessary.

- 1 outlook/look-out 2 set-up/upset 3 outlet/let-out 4 outlay/layout

14.6 Choose eight of the words in this unit which you particularly want to learn and write your own sentences using them.

15 Words with interesting origins – people and places

A

A number of words in English have originated from the names of people.

biro: [ball-point pen] named after Laszlo Biro, its Hungarian inventor

boycott: [refuse to deal with or a refusal to deal with] after a landlord in Ireland who made himself unpopular by his treatment of his tenants and was socially isolated

braille: [name of a raised writing system used by blind people] from the name of its French inventor, Louis Braille

chauvinist: [strong belief that your country or race is superior to others] after the Frenchman, Nicolas Chauvin, who was fanatically devoted to Napoleon

hooligan: [a rough, lawless youth] from the Irish family name, Hooligan

machiavellian: [cunning, deceitful, unscrupulous in the pursuit of a goal] from Niccolò Machiavelli, the Italian statesman who died in 1527

mentor: [loyal and wise adviser] from Mentor, friend to Odysseus

pamphlet: [a small leaflet] from a character Pamphilus, in a 12th century love poem

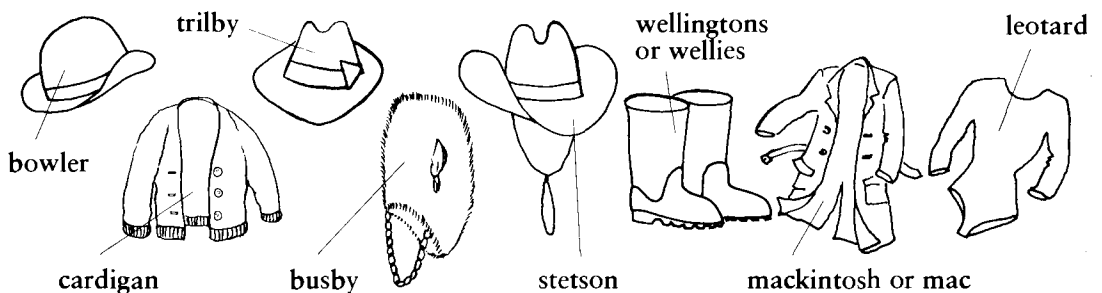
to pander: [to indulge someone's desires] from Pandaros, a procurer or pimp in Ancient Greek mythology

saxophone: [musical instrument] invented by the Belgian, Adolphe Sax

tawdry: [cheap and tasteless] from St Audrey, at whose annual fair in the town of Ely, near Cambridge, cheap gaudy scarves were sold

watt: [unit of power] from the 18th century Scottish inventor, James Watt

Quite a few names of types of clothing, particularly hats, originate from the people who invented them or made them popular.



B

A number of other words in English come from place names.

bedlam: [chaos] from the name of a famous London mental hospital once situated where Liverpool Street Station now stands

spartan: [severely simple] from the ancient Greek city of Sparta, famed for its austerity

canter: [movement of a horse, faster than a trot but slower than a gallop] a shortening of Canterbury, a town in south-east England

gypsy: [member of a particular group of travelling people] These people were once thought to have come from Egypt, hence the name.

A number of names of different kinds of cloth originate from place names. The place of origin is shown in brackets ().

angora (Ankara)

denim (Nimes, France)

satin (Qingjiang, China)

cashmere (Kashmir)

gauze (Gaza)

suede (Sweden)

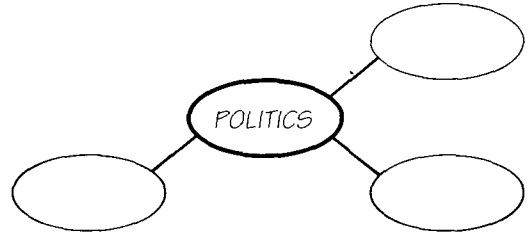
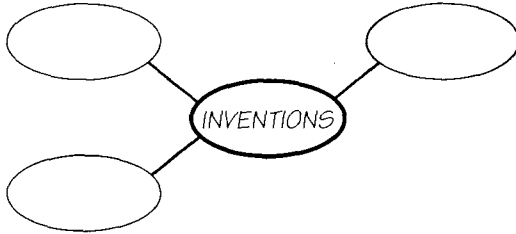
damask (Damascus)

muslin (Mosul, Iraq)

tweed (River Tweed, Scotland)

Exercises

- 15.1** Which (if any) of the words listed on the opposite page are familiar to you because there are similar words in your own language?
- 15.2** Complete the networks below with as many other words as you can from the words listed on the opposite page.



- 15.3** Complete the sentences with appropriate words.
- 1 It looks like rain. Don't forget your and your
 - 2 I wish I could play the
 - 3 It's in here. Let's go somewhere quieter.
 - 4 The anarchist speaker urged all citizens to the elections.
 - 5 What a beautiful sweater! Where did you get it?
- 15.4** Choose two adjectives to use with the following words.
- Example:* wellington *red, muddy*
- 1 hooligan
 - 2 pamphlet
 - 3 stetson
 - 4 gypsy
 - 5 leotard
 - 6 biro
- 15.5** Now give two nouns that you might expect to follow each of these adjectives.
- Example:* denim *jeans, jacket*
- 1 suede
 - 2 machiavellian
 - 3 spartan
 - 4 tawdry
- 15.6** And now suggest how the following sentences could end.
- 1 I can't stand the way he panders...
 - 2 She buttoned up her cardigan because...
 - 3 The horse cantered...
 - 4 It has been agreed to boycott...
 - 5 A busby must be...
- 15.7** Here are some more words of this type in English. Can you explain (a) their meaning and (b) their origin?
- 1 herculean effort
 - 2 platonic friendship
 - 3 teddy bear
 - 4 jersey
 - 5 Caesarean section
 - 6 July
 - 7 bottle of champagne
 - 8 atlas
 - 9 magnolia

16 Words with interesting origins – from other languages

A

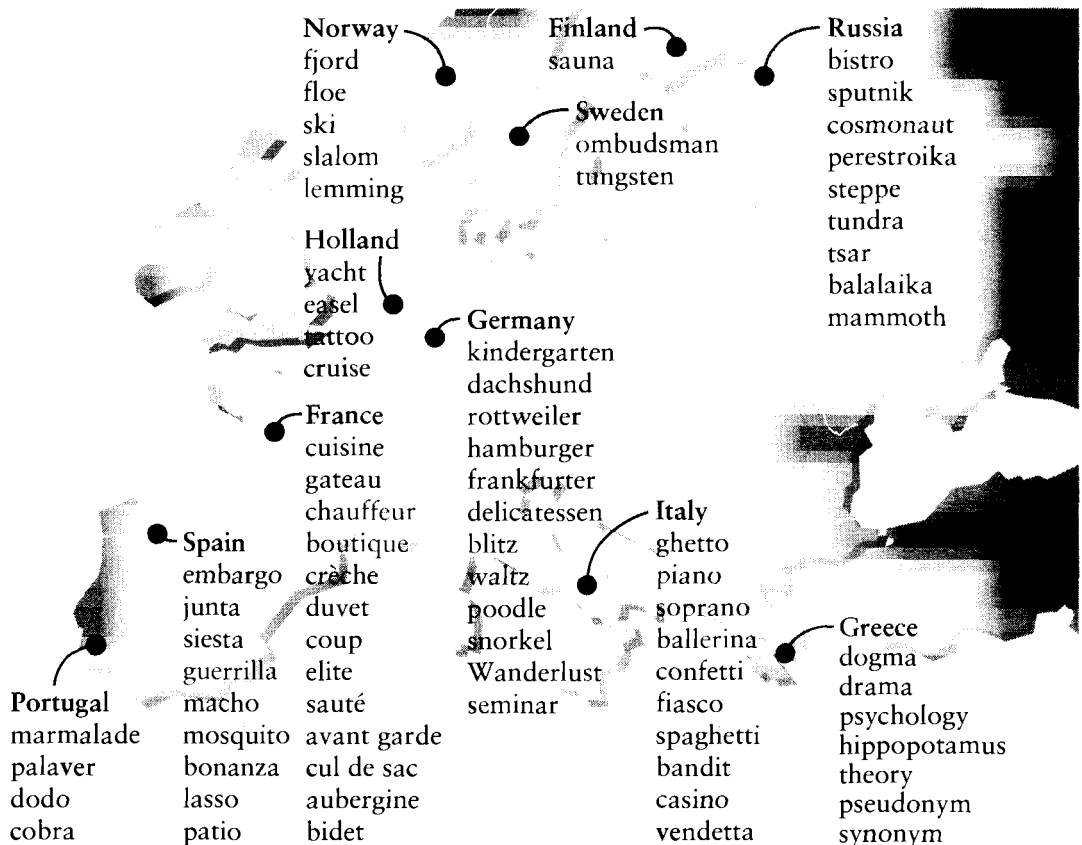
English has taken over words from most of the other languages with which it has had contact. It has taken many expressions from the ancient languages, Latin and Greek, and these borrowings usually have academic or literary associations. From French, English has taken lots of words to do with cooking, the arts, and a more sophisticated lifestyle in general. From Italian come words connected with music and the plastic arts. German expressions in English have been coined either by tourists bringing back words for new things they saw or by philosophers or historians describing German concepts or experiences. The borrowings from other languages usually relate to things which English speakers experienced for the first time abroad.

B

There are borrowings from a wide range of languages. For example, from Japanese, tycoon, karate, origami, judo, futon and bonsai. From Arabic, mattress, ciphher, alcove, carafe, algebra, harem, mufti and yashmak. From Turkish, yoghurt, jackal, kiosk, bosh [nonsense (colloquial)], tulip and caftan; from Farsi, caravan, shawl, taffeta, bazaar and sherbet, and from Eskimo, kayak, igloo and anorak.

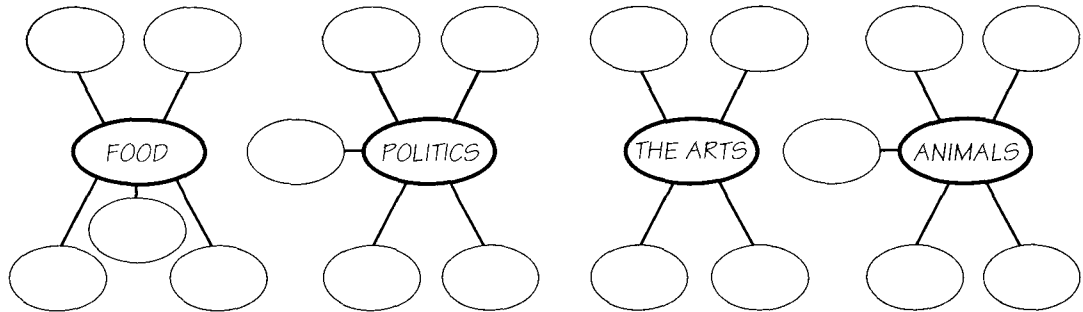
C

The map of Europe below shows the places of origin of some English words and expressions borrowed from some other European languages. Use a dictionary to check the meanings of any words you are not sure about.



Exercises

- 16.1** Which of the words listed opposite are also used in your language?
- 16.2** Is your own language represented on the opposite page? If so, can you add any words to the lists opposite? If not, do you know of any words English has borrowed from your language? (There are almost sure to be some.) Do the words mean exactly the same in English as in your language? Are they pronounced in the same way?
- 16.3** Look at all the words opposite and complete the following networks.



- 16.4** Make two or three other networks to help you to learn the words on the opposite page.
- 16.5** Match the adjectives on the left with the noun they are most likely to be associated with, on the right.
- | | |
|-----------------|--------------|
| 1 right-wing | kindergarten |
| 2 prima | casino |
| 3 strawberry | duvet |
| 4 ice | vendetta |
| 5 Chinese | ballerina |
| 6 long-sleeved | embargo |
| 7 total | cuisine |
| 8 long-standing | floe |
| 9 noisy | yoghurt |
| 10 cosy | coup |
| 11 all-night | caftan |

- 16.6** What verbs collocate, in other words, are frequently used with the following nouns?

Example: study algebra

- | | | | |
|----------|--------------|------------|------------|
| 1 karate | 4 embargo | 7 coup | 10 cruise |
| 2 kayak | 5 guerrilla | 8 confetti | 11 sauna |
| 3 mufti | 6 cul de sac | 9 siesta | 12 seminar |

- 16.7** Give three nouns likely to follow *macho* and *avant-garde*.
- 16.8** Have some words or expressions been borrowed from English into your own language? Give some examples. Have they kept exactly the same meaning as they have in English?

17 Onomatopoeic words

A

Onomatopoeic words are those which seem to sound like their meaning. The most obvious examples are verbs relating to the noises which animals make, e.g. cows **moo** and cats **mew** or **meow**. See Unit 73 for more about animal noises.

B

If the vowel sound in a word is short, an onomatopoeic word usually signifies a short, sharp sound. If it is long (indicated in the International Phonetic Alphabet by :) then the word usually signifies a longer, slower sound. Compare **pip** /pɪp/ which is a short sound with **peep** /pi:p/ which is a long sound.

C

Particular combinations of letters have particular sound associations in English.

gr- at the beginning of a word can suggest something unpleasant or miserable, e.g. **groan** [make a deep sound forced out by pain or despair], **grumble** [complain in a bad-tempered way], **grumpy** [bad-tempered], **grunt** [make a low, rough sound like pigs do, or people expressing disagreement or boredom], **growl** [make a low, threatening sound].

cl- at the beginning of a word can suggest something sharp and/or metallic, e.g. **click** [make a short sharp sound], **clang** [make a loud ringing noise], **clank** [make a dull metallic noise, not as loud as a clang], **clash** [make a loud, broken, confused noise as when metal objects strike together], **clink** [make the sound of small bits of metal or glass knocking together]. Horses go **clip-clop** on the road.

sp- at the beginning of a word can have an association with water or other liquids or powders, e.g. **splash** [cause a liquid to fly about in drops], **spit** [send liquid out from the mouth], **splutter** [make a series of spitting sounds], **spray** [liquid sent through the air in tiny drops either by the wind or some instrument], **sprinkle** [throw a shower of something onto a surface], **spurt** [come out in a sudden burst].

ash- at the end of a word can suggest something fast and violent, e.g. **smash** [break violently into small pieces], **dash** [move or be moved violently], **crash** [strike suddenly violently and noisily], **bash** [strike heavily so as to break or injure], **gash** [a long deep cut or wound].

wh- at the beginning of a word often suggests the movement of air, e.g. **whistle** [a high pitched noise made by forcing air or steam through a small opening], **whirr** [sound like a bird's wings moving rapidly], **whizz** [make the sound of something rushing through air], **wheeze** [breathe noisily especially with a whistling sound in the chest], **whip** [one of these or to hit with one of these].



-ckle, -ggle, or -zzle at the end of a word can suggest something light and repeated, e.g. **trickle** [to flow in a thin stream], **crackle** [make a series of short cracking sounds], **tinkle** [make a succession of light ringing sounds], **giggle** [laugh lightly in a nervous or silly way], **wriggle** [move with quick short twistings], **sizzle** [make a hissing sound like something cooking in fat], **drizzle** [small, fine rain].

Exercises

17.1 Which of the consonant combinations listed in C opposite exist in your language? Do they ever have similar associations?

17.2 Look in your dictionary. Can you find any other examples of words beginning with *gr-*, *cl-*, *sp-* or *wh-* with the associations described opposite?

17.3 Which of the words from C opposite fit best in the sentences below.

- 1 She heard his key as it turned in the lock.
- 2 The blades of the propeller noisily.
- 3 I love to hear sausages in the pan!
- 4 They glasses and drank to each other's health.
- 5 There was a terrible car on the motorway today.
- 6 Everyone with disappointment at the news.
- 7 The baby loves in its bath.
- 8 I can feel raindrops down the back of my neck.

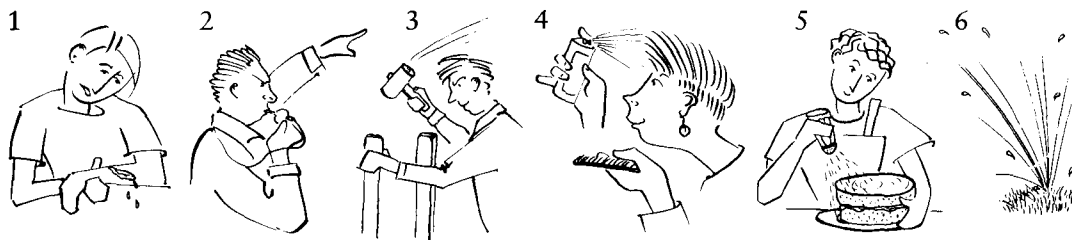
17.4 Almost all the words in C opposite can be both nouns and regular verbs. There is, however, one irregular verb, one word which is only an adjective, one word which is both verb and noun but the noun has a rather different meaning from the verb. What are these words? Choose from the alternatives offered below.

- 1 The irregular verb: whip, grunt, spurt, spit or wriggle?
- 2 The word which is only an adjective: gash, grumpy, clip-clop, or whirr?
- 3 The word which is both a verb and a noun but the noun has a different meaning: trickle, spray, growl, splutter, spit, splash or crash?

17.5 Can you guess the meanings of the underlined words from their sounds?

- 1 The child sploshed through the puddles.
- 2 If you have a sore throat, try gargling with some salt water.
- 3 I couldn't concentrate on the play because of the rustle of sweet papers behind me.
- 4 Speak up. Don't mumble.
- 5 That step always creaks.
- 6 He whacked the ball into the air.

17.6 What words on the page opposite do these pictures represent?



17.7 Pair the words below so that in each case there is a noun and a matching verb.

- | | | | |
|----------------------------|---------------------|---------------|------------------------------|
| schoolchildren | crackles | tinkles | a bad-tempered person or dog |
| the bell on a cat's collar | a bored child | clanks | whistles |
| growsls | a churchbell | a steam train | clangs |
| wriggles | someone with asthma | | wheezes |
| | | | a fire |
| | | | giggle |
| | | | a prisoner's chain |

18 Words commonly mispronounced

English spelling is notoriously unphonetic. This page looks at some of the words which cause most pronunciation difficulties for learners of English. The phonetic transcription is provided for some of the words below. If you are not sure of the pronunciation of any of the other words, check in the index at the back of the book.

A

To master English pronunciation you need to learn the 20 phonetic symbols for English vowel sounds. It is not really necessary to learn the consonant symbols as it is usually not difficult to know how consonants should be pronounced. Vowels are important because the vowel letters can be pronounced in many different ways.

a	about /ə/	wander /ɒ/	last /ɑː/	late /eɪ/
i	alive /aɪ/	give /ɪ/		
u	put /ʊ/	cut /ʌ/	cupid /juː/	
ie	fiend /iː/	friend /e/	science /aɪə/	
ei	rein /eɪ/	receive /iː/	reinforce /iːr/	
e	met /e/	meter /iː/	/ə/	
o	sorry /ɒ/	go /əʊ/	love /ʌ/	to /uː/
ea	head /e/	team /iː/	react /iːæ/	
ou	our /aʊ/	route /uː/	would /ʊ/	
oo	cool /uː/	cook /ʊ/	coopt /əʊp/	

B

Silent letters can be a problem. The letters below in **bold** are silent in the following words:

p	psychic /saɪkɪk/	psychiatry	pneumatic	receipt	pseudonym	psychology			
b	comb /kəʊm/	dumb	numb	tomb	climb	womb	lamb		
b	doubt /daʊt/	subtle	debt	debtor					
l	could /kʊd/	should	calm	half	talk	palm	walk	salmon	chalk
h	honour /ɒnə/	honourable	honest	hour	hourly	heir	heirress		
t	whistle /wɪsəl/	castle	listen	fasten	soften	Christmas			
k	knee /niː/	knife	know	knob	knowledge	knot	knit		
r	card /kɑːd/	park	farm	burn	work	storm	tart		
r	(unless followed by a vowel)	mother /mʌðə/	sister	teacher	water				

In a number of two-syllable words in English, the stress is on the first syllable of the word when it is a noun and the second syllable if it is a verb, e.g. 'Wool is a major Scottish **export**.' 'Scotland **exports** a lot of wool.' Here are some other words like this.

conduct	conflict	contest	decrease	suspect
desert	import	increase	insult	transfer
permit	present	progress	protest	transport
record	reject	reprint	subject	upset

D

Here are a number of other words which are often mispronounced.

apostrophe /ə'pɒstrəfi/	catastrophe /kə'tæstrəfi/	cupboard /'kʌbəd/
recipe /'resɪpi/	hiccough /'hɪkʌp/	sword /sɔːd/
plough /plau/	muscle /'mʌsəl/	interesting /'ɪntrəstɪŋ/

Exercises

18.1 Mark all the silent letters in each of the following sentences.

- 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb.
- 2 The psychiatrist was knifed in the knee as he was walking home.
- 3 He should have whistled as he fastened his sword to his belt.
- 4 You should have left me half the Christmas cake on Wednesday.

18.2 Which word is the odd one out in each of these groups?

- 1 worry sorry lorry 5 doubt could shout
- 2 sword cord word 6 plough rough tough
- 3 come some dome 7 land wand sand
- 4 head plead tread 8 soot root foot

18.3 What word could a poet use to rhyme with each of the words below?

- | | | | |
|------------|------------------|-----------|-------|
| 1 hiccough | <i>CUP</i> | 4 through | ..... |
| 2 bough | ..... | 5 cough | ..... |
| 3 plough | ..... | 6 though | ..... |

18.4 Underline or highlight the stressed syllable in each of the words in bold.

- 1 They paid a £1 million **transfer** fee for **transferring** the player to their team.
- 2 Although they **suspected** several people were partly involved, the police decided to concentrate on Jo as the main **suspect**.
- 3 There are **conflicting** views as to the cause of the **conflict**.
- 4 All this **upset** over the wedding has really **upset** them.
- 5 The cost of living has **increased** while there has been a **decrease** in wages.
- 6 A work **permit** **permits** you to work for a period of six months.
- 7 I wish I could record a hit **record**!
- 8 Despite the disgraceful **conduct** of the audience, James went on **conducting** the orchestra.

18.5 Write out the words below using the normal English alphabet.

- | | | | |
|-----------------|-----------------|-------------|-------------|
| 1 /'mʌsəl/ | 3 /'hæŋkətʃi:f/ | 5 /'sʌtəl/ | 7 /haɪt/ |
| 2 /kə'tæstrəfi/ | 4 /'kɛmɪkəl/ | 6 /rə'si:t/ | 8 /'resɪpi/ |

18.6 Underline the stressed syllable in each of the words below.

- 1 photograph photography photographer photographically
- 2 telephone telephonist
- 3 zoology zoologist zoological
- 4 arithmetic arithmetical arithmetician
- 5 psychology psychologist psychological
- 6 psychiatry psychiatric psychiatrist

18.7 Are there other words which you know you have particular problems pronouncing? You might like to ask a teacher to help you answer this question. Note any such words down with their phonetic transcription beside them.

19 Homonyms

Homonyms can be subdivided into **homographs** and **homophones**. Homographs are words which are written in the same way but have different meanings. Compare **bow** in 'He took a **bow** /bau/ at the end of the concert' and 'He was wearing a **bow** /bəʊ/ tie'. **Homophones** are words which are pronounced in the same way but are spelt differently, e.g. **bow** as in 'He took a **bow**' and **bough**, 'the **bough** of a tree'.

B Here are some more examples of homographs.

I **live** in the north of England. /lɪv/

Your favourite pop star is **singing live** on TV tonight. /laɪv/

I **read** in bed each night. /ri:d/

I **read** War and Peace last year. /red/

The **lead** singer in the group is great. /li:d/

Lead pipes are dangerous. /led/

The **wind** blew the tree down. /wɪnd/

Don't forget to **wind** your watch. /waɪnd/

I **wound** my watch last night. /waʊnd/

He suffered a terrible **wound** in the war. /wu:nd/

Some students at Oxford spend more time learning to **row** well than studying. /rəʊ/

They shared a flat for ages until they had a **row** over money and split up. /raʊ/

This book is called *English Vocabulary in Use*. /ju:z/

You must know how to **use** words as well as their meaning. /ju:z/

They lived in a large old **house**. /haus/

The buildings **house** a library and two concert halls as well as a theatre. /haʊz/

The **sow** has five piglets. /sau/

The farmers **sow** the seeds in the spring. /səʊ/

I **bathed** the baby this morning. /bɑ:θt/

We **bathed** in the sea every day when we were on holiday. /beɪðd/

C Here are some of the many examples of homophones in English.

air/heir

faze/phase

groan/grown

might/mite

pane/pain

pray/prey

right/rite/write

sent/scent

steak/stake

tire/tyre

weather/whether

aloud/allowed

floe/flow

hoarse/horse

mown/moan

peal/peel

raise/rays

rough/ruff

sight/site

tea/tee

toe/tow

whine/wine

dough/doe

flu/flew

its/it's

our/hour

place/plaice

read/reed

sale/sail

sole/soul

there/their/they're

waist/waste

fare/fair

grate/great

lays/laze

pale/pail

practise/practice

rein/rain

scene/seen

sought/sort

through/threw

wait/weight

Exercises

19.1 How would you pronounce each of the underlined words in the sentences below? Choose a word with a similar sound from the brackets.

- 1 The girl I live with knows a good pub with live music. (dive/give)
- 2 The main house houses a collection of rare stamps. (mouse/rouse)
- 3 They bathed the children after they had bathed in the sea. (lathe/path)
- 4 You sow the seeds while I feed the sow. (cow/glow)
- 5 The violinist in the bow tie took a bow. (allow/flow)
- 6 He's the lead singer in the group 'Lead piping'. (head/deed)
- 7 What a row from the last house in the row! (plough/though)
- 8 Does he still suffer from his war wound? (found/mooned)
- 9 I wound the rope around the tree to strengthen it against the gale. (round/tuned)
- 10 It's quite hard to wind in the sails in this wind. (find/tinned)

19.2 Write the word in phonetic script in the correct spelling for the context.

Example: I really must do some more exercise or I'll never lose /weɪt/ *weight*.

- 1 Watching sport on TV is such a /weɪst/ of time.
- 2 There is a hole in the /səʊl/ of my shoe.
- 3 He broke a /peɪn/ of glass in the kitchen window.
- 4 The eldest son of the monarch is the /eə/ to the throne.
- 5 You are not /ə'laʊd/ to talk during the test.
- 6 Let's /'præktɪs/ our swimming together this evening?
- 7 He's going /θru:/ a rather difficult /feɪz/ at the moment.
- 8 Don't throw away that orange /pi:l/. I need it for a recipe.

19.3 Write one sentence using both of the words corresponding to the phonetic script.

Example: /peɪl/ She was quite pale after the exertion of carrying such a heavy pail of water.

- | | | | | |
|---------|--------------|----------|----------|-----------|
| 1 /ðeə/ | 3 /'præktɪs/ | 5 /waɪn/ | 7 /saɪt/ | 9 /hɔ:s/ |
| 2 /ɪts/ | 4 /greɪt/ | 6 /sɔ:t/ | 8 /preɪ/ | 10 /reɪz/ |

19.4 Homophones and homographs are at the root of many jokes in English. Match the first part of each of these children's jokes with the second part and then explain the play on words involved in each.

- | | |
|---|--|
| 1 What did the big chimney say to the little chimney? | Because it's got a tender behind. |
| 2 What did one lift say to the other lift? | A drum takes a lot of beating. |
| 3 What did the south wind say to the north wind? | I think I'm going down with something. |
| 4 Why did the man take his pencil to bed? | A nervous wreck. |
| 5 Why is history the sweetest lesson? | He wanted to draw the curtains. |
| 6 What's the best birthday present? | Because it's full of dates. |
| 7 Why can't a steam engine sit down? | Let's play draughts. |
| 8 What's pale and trembles at the bottom of the sea? | You're too young to smoke. |

20 Time

A One thing before another

Before I went to work I fed the cat. [or, more commonly in written English: **Before** going to work...]

I had written to her **prior** to meeting the committee. [formal/written style]

It was nice to be in Venice. **Previously** I'd only been to Rome. [fairly formal, more informal would be **before that**, I...]

I was in the office from 2.30. I was out **earlier** on. [**before then**, fairly informal]

The city is now called Thatcherville. **Formerly** it was Grabtown. [used when something has changed its name, state, etc.]

B Things happening at the same time

While I waited, I read the newspaper. [or, more formal: **While waiting**, I read...; the waiting and reading happen together.]

As I was driving to work, I saw an accident. [**As** describes the background when something *happens* in the foreground.]

I saw her **just** as she was turning the corner. [precise moment]

During the war, I lived in Dublin. [does not specify how *long*]

Throughout the war, food was rationed. [from beginning to end]

She was entering **at the very time/the very moment** I was leaving. [These two are stronger and more precise than **as** or **just as**.]

C One thing after another

After I'd locked up, I went to bed. [or, more formal: **After locking up...**; we do not usually say 'After **having** locked up...']

We went to the castle. **Then** we caught a bus to the beach.

First we went to the theatre. **After that**, we had a meal.

He fell ill and was admitted to hospital. He died soon **afterwards**. [In these two examples, **after that** and **afterwards** are interchangeable.]

Following my visit to Peking, I bought lots of books about China. [fairly formal]

D Time when

When I'm rich and famous, I'll buy a yacht. [*Note*: not 'When I will be rich...']

As soon as we've packed we can leave. [immediately after]

Once we've finished we can go and have a coffee. [less specific]

The moment/the minute I saw his face I knew I'd met him before.

I stayed in that hospital **the time (that)** I broke my leg.

I met Polly at Ken's wedding. **On that occasion** she was with a different man.

E Connecting two periods or events

The meal will take about an hour. **In the meantime**, relax and have a drink. [between now and the meal]

The new whiteboards are arriving soon. **Till then**, we'll have to use the old ones.

I last met him in 1985. **Since then** I haven't set eyes on him.

By the time I retire, I will have worked here 26 years.

Exercises

- 20.1** Look at these pages from the personal diary of Laura, a businesswoman who travels a lot, then do the exercise.

Mon Paris – day 5	Up early. Said goodbye to Nick and left. Saw bad accident on motorway.	Fri
12 Pompidou Centre then theatre		16
Tue Been away 6 days!	Answered all the mail, then felt I could watch TV!	Sat
13 Paris OK, but miss home.		17
Wed Left Paris 10 am.	Lots of phone calls! Sandra, Joyce – and Dougy all in a row! Lazy day!	Sun
14 Huge pile of mail waiting! Manchester, then		18
Thu Glasgow. Met Maura at Nick's.	book tickets for Dublin – 24th!	Notes
15		

Fill in the blanks with connectors. An example is given.

- Prior* to going to Manchester, Laura was in Paris.
- Her next trip after Glasgow is on 24th. she can have a quiet time at home.
- She was in Paris for over a week. she got home there was a big pile of mail waiting for her.
- she was at Nick's place on the 16th, she met Maura.
- She went to the theatre in Paris on Monday., she had been to the Pompidou Centre.
- she had said goodbye to Nick, she left.
- she had answered all her letters, she felt she could watch TV for a while.
- she put the phone down it rang again. This time it was Dougy.

Make more sentences with connectors you haven't used, based on the diary information.

- 20.2** Think of things that are true for you in these situations and complete the sentences. Add more sentences if you can. An example has been done.

- While I'm asleep, I usually dream a lot.
- After I've eaten too much,...
- The moment I wake up, I...
- Throughout my childhood I...
- I'm doing vocabulary right now. Earlier on, I was...
- Once I've finished my language course, I'll...
- Before I go on holiday, I always...
- Following an argument with someone, I always feel

Follow-up: If you can, get hold of a news report in English. Underline all the time connectors and see if there are any which you can add to those on the left-hand page. If there are, write a whole sentence in your notebook showing how the connector is used.

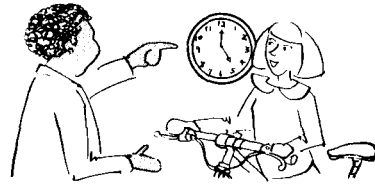
2 | Condition

A

As well as *if*, there are a number of other words and phrases for expressing condition.



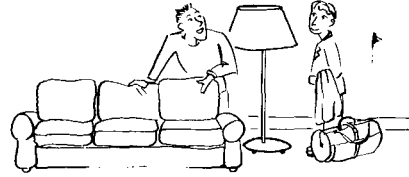
1 You can't come in **unless** you have a ticket.



2 You can borrow the bike **on condition** that you return it by five o'clock.



3 **In case of** fire, dial 999. [usually seen on notices (see Unit 96); it means 'when there is a fire'; don't confuse with 'take your mac in case it rains'; *not* it might rain.]



4 You can stay, **as long as** you don't mind sleeping on the sofa. [less formal than *so long as* and less formal and not so strong as *on condition that*]

Providing (that) or **provided (that)** can also be used in examples 2 and 4. They are less formal and not so strong as *on condition that* but stronger and more restricting than *as long as*, e.g. **Provided/Providing** you don't mind cats, you can stay with us. Note the use of **supposing** and **what if** (usually in spoken language) for possible situations in the future. **What if** is more direct, e.g. **Supposing/What if** he doesn't turn up; what shall we do then?

B

Conditions with -ever

However you do it, it will cost a lot of money.
You'll get to the railway station, **whichever** bus you take.
Whoever wins the General Election, nothing will really change.
That box is so big it will be in the way **wherever** you leave it.

These four sentences can also be expressed using **no matter**.

No matter how you do it, it will cost a lot of money.
You'll get to the railway station, **no matter** which bus you take.

C

Some nouns which express condition

Certain **conditions** must be **met** before the Peace Talks can begin.
A good standard of English is a **prerequisite** for studying at a British University.
[absolutely necessary; very formal word]
What are the entry **requirements** for doing a diploma in Management at your college?
[official conditions]
I would not move to London **under any circumstances**. It's awful!

Notice in the examples in A and B how the present tense is used in the clause with the conditional word or phrase. Don't say: Take your umbrella in case it will rain.

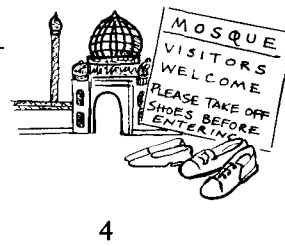
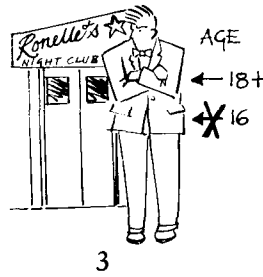
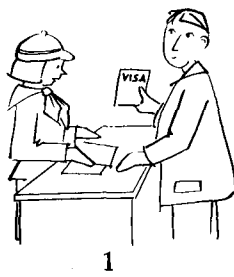
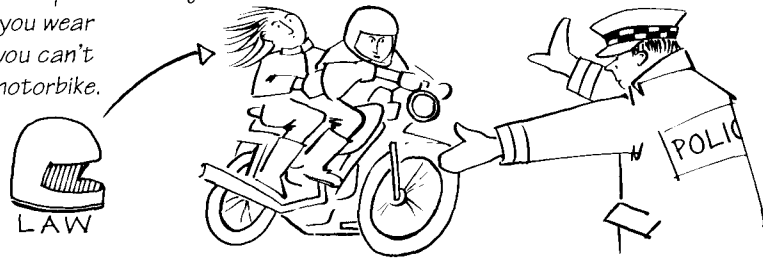
Exercises

21.1 Fill the gaps with a suitable word from A opposite.

- 1 You can come to the party you don't bring that ghastly friend of yours.
- 2 emergency in the machine-room, sound the alarm and notify the supervisor at once.
- 3 I hear from you, I'll assume you are coming.
- 4 A person may take the driving test again they have not already taken a test within the previous fourteen days.
- 5 I lent you my car, would that help?

21.2 The pictures show conditions that must be met to do certain things. Make different sentences using words and phrases from the opposite page.

Example: You can have a passenger on a motorbike provided they wear a helmet.
 or Unless you wear a helmet, you can't ride on a motorbike.



21.3 Change the sentences with *-ever* to *no matter*, and vice-versa.

- 1 Wherever she goes, she always takes that dog of hers.
- 2 If anyone rings, I don't want to speak to them, no matter who it is.
- 3 No matter what I do, I always seem to do the wrong thing.
- 4 It'll probably have meat in it, whichever dish you choose. They don't cater for non-meat eaters here.
- 5 No matter how I do it, that recipe never seems to work.

21.4 What would your answers be to these questions?

- 1 Are there any prerequisites for the job you do or would like to do in the future?
- 2 Under what circumstances would you move from where you're living at the moment?
- 3 What are the normal entry requirements for university in your country?
- 4 On what condition would you lend a friend your house/flat?

22 Cause, reason, purpose and result

A

Cause and reason

You probably know how to use words like **because**, **since** and **as** to refer to the **cause** of or **reason** for something. Here are some other ways of connecting clauses to express causes and reasons. Note how verbs and nouns can do the same job as conjunctions.

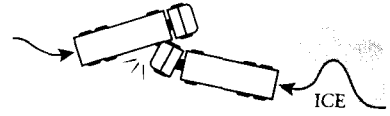
Look at the picture of an accident, on the right. Here are several ways of talking about it.

Owing to the icy conditions, the two lorries collided.

The collision **was due to** the icy conditions.

The collision **was caused by** ice on the road.

The cause of the collision was ice on the road.



Here are some other 'cause' words and typical contexts they are used in.

The rise in prices **sparked off** a lot of political protest. [often used for very strong, perhaps violent, reactions to events]

The President's statement **gave rise to** / **provoked** / **generated** a lot of criticism. [slightly less strong than **spark off**]

The new law has **brought about** / **led to** great changes in education. [often used for political/social change]

This problem **stems from** the inflation of recent years. [explaining the direct origins of events and states]

The court-case **arose out of** allegations made in a newspaper. [the allegations started the process that led to the court-case]

B

Reasons for and purposes of doing things

Her **reason** for not going with us was that she had no money. *or* **The reason** she didn't go with us was that... [less formal]

I wonder what his **motives** were in sending that letter? [purpose]

I wonder what **prompted** him to send that letter? [reason/cause]

She wrote to the press **with the aim** of exposing the scandal. [purpose]

I've invited you here **with a view** to resolving our differences. [sounds a bit more indirect than **with the aim of**]

He refused to answer **on the grounds that** his lawyer wasn't there. [reason]

The purpose of her visit was to inspect the equipment.

Results

He did no work. **As a result** / **As a consequence** / **Consequently**, he failed his exams.

The result/consequence of all these changes is that no-one is happy any more. [The examples with **consequence/consequently** sound more formal than **result**]

His remarks **resulted in** everyone getting angry. [as a verb + in]

The events had an **outcome** that no-one could have predicted. [result of a process or events, or of meetings, discussions, etc.]

The upshot of all these problems was that we had to start again. [less formal than **outcome**]

When the election results were announced, chaos **ensued**. [formal]

Exercises

22.1 Make full sentences using 'cause' words from A opposite.

Example: closure of 20 mines → strikes in coal industry *The closure of 20 mines sparked off a lot of strikes in the coal industry.*

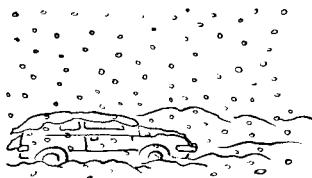
- | | | |
|-------------------------|--------|--------------------------------|
| 1 announcement | —————→ | strong attack from opposition |
| 2 new Act of Parliament | —————→ | great changes in industry |
| 3 signalling fault | —————→ | train crash |
| 4 violent storm | —————→ | wall collapsed |
| 5 food shortages | —————→ | riots in several cities |
| 6 food shortages | —————→ | poor management of the economy |

22.2 Make two sentences into one, using the 'reason and purpose' words in brackets. Look at B opposite if you aren't sure.

Example: There was a controversial decision. She wrote to the local newspaper to protest. (prompt) *The controversial decision prompted her to write to the local newspaper to protest.*

- I didn't contact you. I'd lost your phone number. (reason)
- I will not sign. This contract is illegal. (grounds)
- The government passed a new law. It was in order to control prices. (aim)
- She sent everyone flowers. I wonder why? (motives)
- The salary was high. She applied for the job. (prompt)

22.3 The pictures show the *results* of events. Imagine what the *causes* might be and describe the events in different ways.



- The road was blocked.



- Everyone got a refund.



- The customers got angry.



- We had to walk home.

22.4 Fill in the missing words.

- My reasons not joining the club are personal.
- The purpose this pedal is to control the speed.
- I came here the aim resolving our dispute.
- His stupidity has resulted us having to do more work.
- All this arose one small mistake we made.
- It was done a view lowering inflation.
- That press article has rise a lot of criticism.

23 Concession and contrast

Concession means accepting one part of a state of affairs but putting another argument or fact against it.

Although they were poor, they were independent.
He is a bit stupid. He's very kind, nevertheless.

Verbs of concession

example

I acknowledge/accept that he has worked hard but it isn't enough.

I admit I was wrong, but I still think we were right to doubt her.

I concede that you are right about the goal, but not the method.

paraphrase and comments

I agree but...

[accept is less formal than acknowledge]

I accept I'm guilty of what I'm accused of.

You have won this point in our argument. [formal]

B Adverbs and other phrases for concession

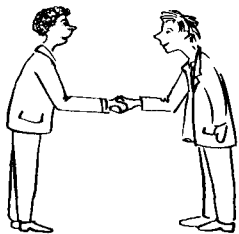
OK, you're sorry. That's all well and good, but how are you going to pay us back? You shouldn't seem so surprised. After all, I did warn you.

It's all very well saying you love dogs, but who'll take it for walks if we *do* get one?

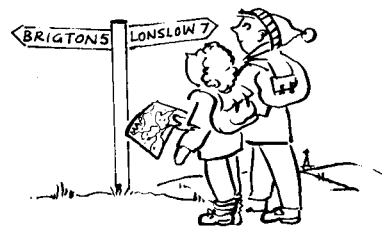
He *is* boring, and he *is* rather cold and unfriendly, but, for all that, he *is* your uncle and we should invite him.

Admittedly, she put a lot of effort in, but it was all wasted.

C Contrast



I expected Mr Widebody to be fat. The reverse was true.



We're not almost there at all; quite the opposite. We've got five miles to go yet.

Everywhere in Europe they use metric measures. In contrast, Britain still uses non-metric. It's not actually raining now. On the other hand, it may rain later, so take the umbrella.

Remember: On the other hand means 'that is true *and* this is true'; On the contrary means 'that is *not* true, but this *is* true', e.g. John, quiet? On the contrary, he's the noisiest person I know *or* John is rather arrogant. On the other hand, he can be very kind.

Note also these collocating phrases for contrast.

When it comes to politics, Jim and Ann are poles apart.

There's a world of difference between being a friend and a lover.

There's a great divide between left and right wing in general.

A yawning gap divides rich and poor in many countries.

There's a huge discrepancy between his ideals and his actions.

Exercises

23.1 Rewrite these sentences using the most likely verb from A opposite (there is usually more than one possibility).

- I know that you weren't solely to blame, but you must take *some* responsibility.
- Okay, I was wrong, you were right; he *is* a nice guy.
- The company is prepared to say that you have suffered some delay, but we do not accept liability.
- She didn't deny that we had done all we could, but she was still not content.

23.2 Write a *beginning* for these sentences, as in the example.

- I expected Mary to be tall and dark.* The reverse was true; she was short, with fair hair.
- On the other hand, it does have a big garden, so I think we should rent it.
- Jim:*? *Mary:* On the contrary, it's one of the cheapest hotels in town.
- In contrast, the traffic in Britain drives on the left.
-; quite the opposite. I feel quite full. I had a huge breakfast.

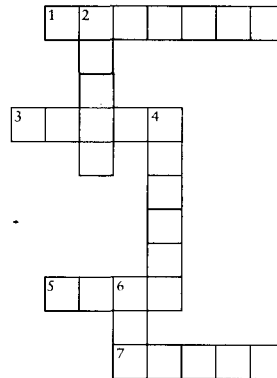
23.3 Try to do this word puzzle from memory. If you can't, look at C opposite.

Across

- a gap
- a of difference
- a discrepancy
- apart

Down

- poles
- a great
- a yawning



Now use the phrases from the word puzzle to make comments on these statements.

- Some people believe in the nuclear deterrent, some in world disarmament.
- She says one thing. She does quite the opposite.
- Jim believes in God. Sandra's a total atheist.
- Being a student's one thing; being a teacher's quite another.

23.4 Complete the sentences with phrases from B opposite.

- Okay, you've cleaned the kitchen,, but what about the mess in the dining-room.
- No need to panic., it doesn't start till six.
- She's bossy and sly, but, she *is* a friend.
- saying you'll pay me back soon; *when* is what *I* want to know!

23.5 Choose between *on the other hand* and *on the contrary*.

- I'm not worried;, I feel quite calm.
- It's expensive, but, we do need it.

24 Addition

There are a number of ways of adding one idea to another in English. You probably already know words like **and**, **also** and **too**.

A

Words for linking sentences/clauses

<i>sentence/clause 1</i>	<i>and</i>	<i>sentence/clause 2</i>
For this job you need a degree.	In addition	you need some experience.
Video cameras are becoming easier to use.	Furthermore Moreover What's more* }	they're becoming cheaper.
It'll take ages to get there and it'll cost a fortune.	Besides**	we'll have to change trains three times at least.
Children should respect their parents.	Equally Likewise }	they should respect their teachers.
We'll have all the stress of going to court and giving evidence.	On top of (all) that***	we'll have to pay the lawyers' bills.
<p>* furthermore and moreover are normally interchangeable; what's more is informal; what is more is more formal.</p> <p>** a more emphatic way of adding; similar in meaning to anyway.</p> <p>*** even more emphatic; used mostly in informal spoken English.</p> <p><i>Note also:</i> To keep fit you need a good diet plus regular exercise. [normally used to connect noun phrases, but can connect clauses in informal speech]</p>		

B

Adding words at the end of clauses/sentences

They sell chairs, tables, beds, **and so on** / etc. /et'setrə/

It'll go to the committee, then to the board, then to another committee, **and so on and so forth**. [suggests a long continuation]

He was a good sportsman and an excellent musician **into the bargain** / **to boot**. [emphasises the combination of items]

C

Adding words that begin or come in the middle of clauses/sentences

Further to my letter of 18/9/92, I am writing to... [formal opening for a letter]

In addition to his BA in History he has a Ph.D. in Sociology.

He's on the school board, **as well as** being a local councillor.

Besides / **Apart from** having a salary, he also has a **private** income.

Alongside her many other hobbies she restores old racing cars.

Jo Evans was there, **along with** a few other people who I didn't know.

Note: This last group are followed by nouns or by -ing. Do *not* say: As well as she speaks French, she also speaks Japanese. (You can say: As well as **speaking** French, she...)

Exercises

24.1 Fill the gaps in this letter with suitable adding words and phrases. Try to do it without looking at the opposite page.

Dear Mr Stoneheart
..... (1) my letter of 16.3.94, I should like to give you more information concerning my qualifications and experience. (2) holding a Diploma in Catering, I also have an Advanced Certificate in Hotel Management. The course covered the usual areas: finance, front services, publicity, space allocation, (3) I also wish to point out that, (4) holding these qualifications, I have now been working in the hotel trade for five years. (5), my experience prior to that was also connected with tourism and hospitality.
I hope you will give my application due consideration.
Yours sincerely
Nora Hope
Nora Hope

24.2 Rewrite the sentences using the word or phrase in brackets at the end.

- 1 Physical labour can exhaust the body very quickly. Excessive study can rapidly reduce mental powers too. (equally)
- 2 My cousin turned up and some schoolmates of his came with him. (along with)
- 3 He owns a big chemical factory and he runs a massive oil business in the USA. (as well as)
- 4 She was my teacher and she was a good friend. (into the bargain)
- 5 I'm their scientific adviser and act as consultant to the Managing Director. (in addition to)

24.3 Correct the mistakes in the use of addition words and phrases in these sentences.

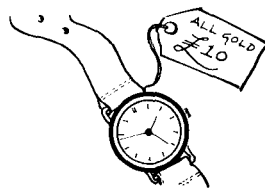
- 1 I work part-time as well as I am a student, so I have a busy life.
- 2 Besides to have a good job, my ambition is to meet someone nice to share my life with.
- 3 Alongside I have many other responsibilities, I now have to be in charge of staff training.
- 4 In addition has a degree, she also has a diploma.
- 5 Likewise my father won't agree, my mother's sure to find something to object to.
- 6 To boot she is a good footballer, she's a good athlete.
- 7 He said he'd have to first consider the organisation, then the system, then the finance and so forth so on.

24.4 What adding words/phrases can you associate with these pictures?

1



2



3

$$2 + 2 = 4$$

4



25 Text-referring words

Text-referring words are ones that pick up their content from the surrounding text. This sentence in isolation does not mean much:

We decided to look at the problem again and try to find a solution.

What problem? We need to refer to some other sentence or to the context to find out.

Problem and **solution** help organise the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. What the word in bold refers to is underlined.

Pollution is increasing. The **problem** is getting worse each day.

Should taxes be raised or lowered? This was the **biggest issue** in the election. [topic causing great argument and controversy]

Whether the war could have been avoided is a **question** that continues to interest historians.

Let's discuss crime. It's always an interesting **topic**. [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one aspect of crime. [part of the topic]

Problem-solution words

Text-referring words are often associated with common patterns in text, such as the 'problem-solution' type of text. Note the words in bold connected with problems and solutions here and try to learn them as a family.

The **situation** in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to affect our national economies. Unless a new approach is found to controlling the number of cars, we will never find a **solution** to the **dilemma**.

In this dialogue, two politicians are arguing on the radio. Note how the words in bold refer to parts of the argument.

A: **Your claim** that we are doing nothing to invest in industry is false. We invested £10 billion last year. You have ignored **this fact**.

B: But the investment has all gone to service industries. **The real point** is that we need to invest in manufacturing.

A: **That argument** is out of date in a modern technological society. **Our position** has always been that we should encourage technology.

B: But **that view** will not help to reduce unemployment.

A: Rubbish. Utter rubbish.

Here are some more words associated with problem-solution texts. They are grouped in families associated with the key-words in bold. The prepositions which are normally used with these words are given in brackets.

situation: state of affairs position (with regard to)

problem: difficulty [more formal] crisis matter

response: reaction (to) attitude (to)

solution: answer (to) resolution (to) key (to) way out (of)

evaluation [of the solution]: assessment judgement

Exercises

25.1 Draw lines from the left-hand column to the right-hand column joining each sentence with a suitable label, as in the example.

- | | |
|---|------------|
| 1 The earth is in orbit around the sun. | problem |
| 2 World poverty and overpopulation. | evaluation |
| 3 God exists and loves everybody. | fact |
| 4 I've run out of cash. | belief |
| 5 It has proved to be most efficient. | view |
| 6 They should get married, to my mind. | issue |

25.2 Fill the gaps with an appropriate word to refer to the underlined parts of the sentences.

- So you were talking about animal rights? That's quite a big in Britain nowadays.
- We are running short of funds. How do you propose we should deal with the
- Is there life on other planets? This is a nobody has yet been able to answer.
- (Teacher to the class) You can write your essay on 'My best holiday ever'. If you don't like that, I'll give you another one.
- She thinks we should all fly around in tiny little helicopters. This to the traffic problem in cities is rather new and unusual. I wonder if it is viable?

25.3 These newspaper headlines have got separated from their texts. Put each one with a suitable text.

**NEW APPROACH TO
CANCER TREATMENT**

**NEW ARGUMENT OVER
ECONOMIC RECESSION**

**SCIENTIST REJECTS CLAIMS
OVER FAST FOOD**

**PRIME MINISTER SETS OUT
VIEWS ON EUROPEAN UNION**

**SOLUTION TO AGE-OLD
MYSTERY IN KENYA**

**SITUATION IN SAHEL
WORSENING DAILY**

1 she said if the world community failed to respond, thousands of children could die and

2 there was no proof at all that such things were harmful, and in

3 also said that he believed that most people had a similar vision of

4 tests were being carried out to see if the new drug really did

5 the bones proved beyond doubt that human beings had inhabited the region during

6 Mr Wallis denied that this was true and said instead that all the evidence pointed to

25.4 Answer these questions with regard to yourself.

- What's your approach to learning vocabulary?
- What aspect of your work/studies do you find most interesting?
- Which topics in this book are most useful?

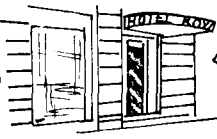
26 Uncountable words

Uncountable nouns are not normally used with a(n) or the plural, e.g. **information**, *not* an information, or some informations. It is a good idea to learn uncountable nouns in groups associated with the same subject or area. Here are some possible headings.

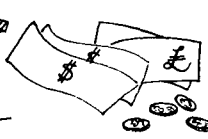
A Travel



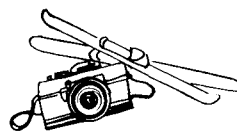
luggage
baggage (Am. Eng.)



accommodation



money
currency



equipment
(e.g. for skiing)



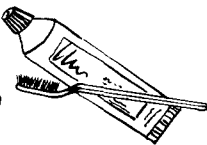
information

Travel is also an uncountable noun, e.g. Travel broadens the mind.

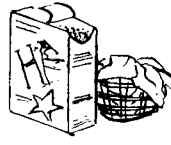
B Day-to-day household items



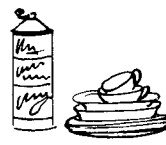
soap



toothpaste



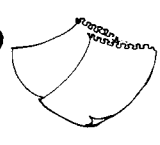
washing powder



washing-up liquid



polish



paper

C Food

The word **food** is uncountable. Try adding more uncountable words to this list.

sugar rice spaghetti butter flour *soup*.....

D Some rather abstract words are uncountable

She gave me some **advice** on how to study for the exam.

I picked up some interesting **knowledge** on that course.

She's made a lot of **progress** in a very short time.

She has done some **research** on marine life.

They've done a lot of **work** on the project.

E Materials and resources

For making clothes, etc.: cloth (e.g. cotton, silk) leather wool

For buildings: stone brick plastic wood/timber concrete

For energy: coal oil petrol gas

Typical mistakes

Don't say: What a terrible weather! She has long hairs. I have a news for you.

We bought some new furnitures. *Say:* What terrible weather! She has long hair. I have some news for you. We bought some new furniture. (See also Unit 27.)

Tip: always mark an uncountable noun with (U) in your vocabulary notebook, or write 'some...' or 'a lot of...' before it.

Exercises

26.1 Say whether these sentences need *a(n)* or not. Some of the nouns are not on the left-hand page. Use a dictionary that tells you whether the nouns are uncountable.

- 1 He gave us all advice on what to take with us.
- 2 I'm sorry. I can't come. I have homework to do.
- 3 She's doing investigation of teenage slang in English for her university project.
- 4 You'll need rice if you want to make a Chinese meal.
- 5 Paula getting divorced? That's interesting news!
- 6 I have to buy film for the holiday. I think I'll get about five rolls.
- 7 We saw beautiful silk and cotton in Thailand.

26.2 Sort these words into two columns side by side, one for *uncountables* and one for *countables*. Then join the words which have similar meaning.

tip clothing case information job advice travel garment
trip work baggage fact

26.3 Imagine you are going away for a week's holiday and you pack a suitcase with a number of things. Make a list of what you would pack and consider how many of the items on your list are *uncountable* nouns in English.

26.4 Correct the mistakes in these sentences.

- 1 We had such a terrible weather that we left the camp-site and got an accommodation in town instead.
- 2 In the North of England, most houses are made of stones, but in the South, bricks are more common.
- 3 I love antique furnitures, but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.
- 4 Her researches are definitely making great progresses these days. She has done a lot of original works recently.

26.5 Another area that has a number of uncountable words is personal qualities and skills. For example, we might say that a secretary should have *intelligence, reliability, charm* and *enthusiasm*. These are all uncountable nouns. Choose from the list and say what qualities these people should have. Say whether they need *some, a lot* or *a bit* of the quality. Use a dictionary for any difficult words.

Jobs: soldier nurse teacher explorer actor athlete writer
surgeon receptionist

Qualities: patience courage determination goodwill charm
stamina reliability loyalty energy experience commitment
talent creativity intelligence training

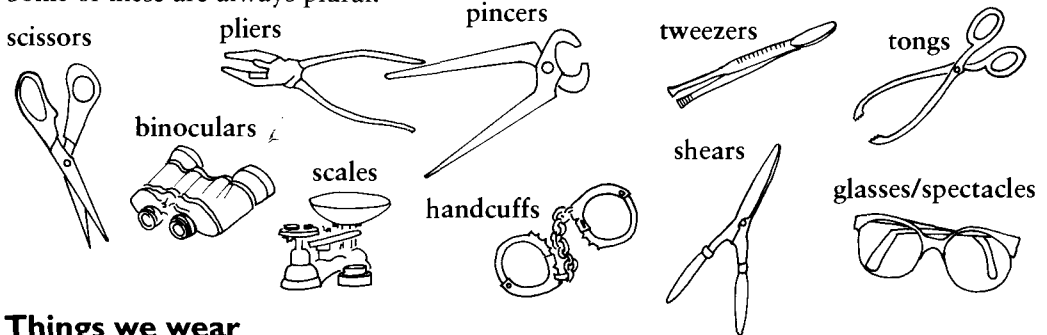
26.6 Could I have...? Practise asking for these everyday items and decide whether you must say *a* or *some*.

vinegar duster needle thread sellotape tea-bag polish

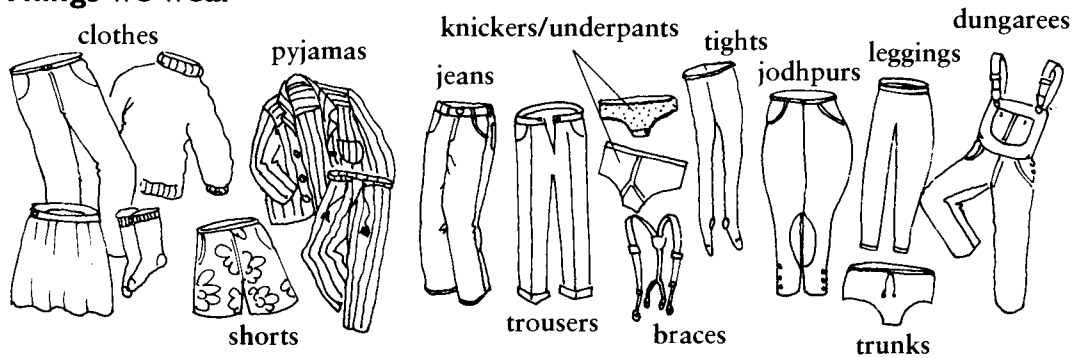
27 Words that only occur in the plural

A Tools, instruments, pieces of equipment

Some of these are always plural.



Things we wear



Some other useful words

When I move to London, I'll have to find **lodgings**. [e.g. a room]

When will the goods be delivered? [articles/items]

The architect inspected the **foundations** before declaring that the premises were safe.

The military authorities have established their **headquarters** in the old Town Hall.

The **acoustics** in the new opera-house are near-perfect.

The **contents** of the house were sold after her death.

Looks are less important than personality in a partner.

As you come to the **outskirts** of the village, there are **traffic-lights**. Turn left there.

The **stairs** are a bit dangerous; be careful.

The **proceeds** of the concert are going to the children's fund.

A terrorist has escaped from prison. Her **whereabouts** are unknown.

Words with plural form but used mostly with singular verbs

Names of some games: billiards dominoes draughts darts bowls

Names of subjects/activities: physics economics classics gymnastics aerobics
 athletics maths

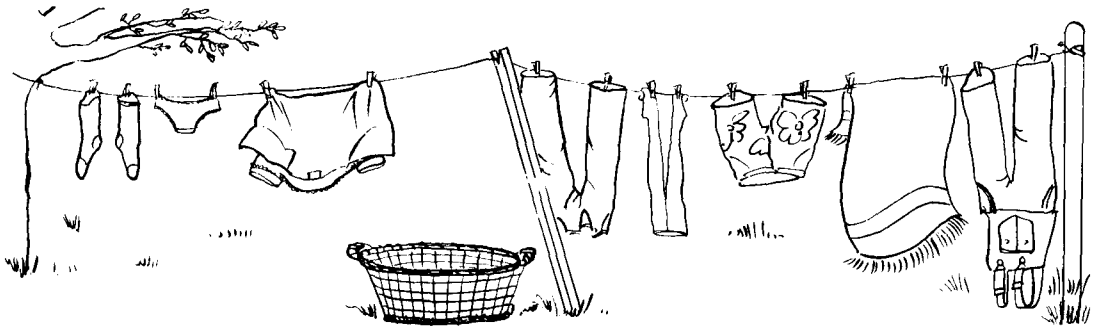
Note: some words look plural but are not, e.g. series, means, news, spaghetti

There was a **series** of programmes on TV about Japan.

Is there a cheap **means** of transport I could use to get there?

Exercises

- 27.1** Make a list of (a) subjects you studied at school or elsewhere, and (b) your leisure interests. How many of the words are plural? Check the left-hand page or in a dictionary.
- 27.2** What things which are always plural can be used to:
- | | |
|------------------------------|--------------------------------------|
| 1 cut a hedge? <i>shears</i> | 5 get a splinter out of your skin? |
| 2 weigh something? | 6 look at distant objects? |
| 3 cut paper? | 7 get a nail out of a piece of wood? |
| 4 hold your trousers up? | 8 keep a prisoner's hands together? |
- 27.3** How many articles on the clothes line are plural nouns?



- 27.4** Fill the gaps with an appropriate plural-form noun.
- 1 (To a child) Come on! Get your on! It's time to go to bed.
 - 2 The of the rock concert are going to the international 'Save the Children fund'.
 - 3 The in the new concert hall are superb. I've never heard such clear sound.
 - 4 The escaped prisoner is tall, dark and has a beard. His are unknown, but the search is continuing.
 - 5 You don't have to wear to ride, but it's much more comfortable.
 - 6 The have forbidden the import of all foreign

- 27.5** Odd one out. In each of these groups, one of the nouns is always used in the plural. Which one?

- | | | | | | |
|--------------|---------|---------|-------------|---------|----------|
| 1 wellington | trouser | slipper | 3 knife | scissor | razor |
| 2 billiard | squash | archery | 4 tracksuit | costume | dungaree |






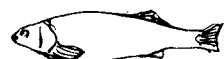


- 27.6** In this little story, there are some nouns that should be plural but are not. Change the text where appropriate.

I decided that if I wanted to be a pop star I'd have to leave home and get lodging in London. I finally got a room, but it was on the outskirts of the city. The owner didn't live on the premise, so I could make as much noise as I liked. The acoustic in the bathroom was fantastic, so I practised there. I made so much noise I almost shook the foundation! I went to the headquarter of the Musicians' Union, but a guy there said I just didn't have a good enough look to be famous. Oh well, never mind!

28 Countable and uncountable with different meanings

A

When we use a noun countably we are thinking of specific things; when we use it uncountably we are thinking of stuff or material or the idea of a thing in general.

<i>stuff/materials.</i>	<i>things</i>
glass 	a glass / glasses 
cloth 	a cloth 
fish 	a fish 
work 	a work 

Be careful! there's broken **glass** on the road. I need a **cloth** to wipe the table.
 We had **fish** for dinner. Hamlet is one of Shakespeare's most famous **works**.





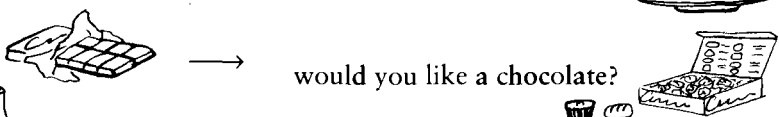




Here are some more nouns used in both ways. Make sure you know the difference between the uncountable and the countable meaning.

drink / a drink hair / a hair paper / a paper land / a land
 people / a people home / a home policy / a policy trade / a trade

Drink was the cause of all his problems. [alcohol]
 There's a **hair** in my sandwich, a dark one; it must be yours.
 Did you buy a **paper** this morning? [a newspaper]
 I love meeting **people** from different countries. [individuals]
 The different **peoples** of Asia. [races / national groups]
 Her grandmother lives in a **home**. [an institution]
 I've lost my car **insurance policy**. [a document]
 Trade with China has increased. [imports and exports]

B

The names of food items often have a different shade of meaning when used countably and uncountably (see **fish** above).

coffee/tea 	→	a coffee and two teas 
potato 	→	just two potatoes, please! 
would you like some chocolate?	→	would you like a chocolate? 
salt and pepper 	→	a pepper 
a hot dog with onion 	→	an onion 

Exercises

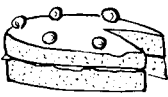




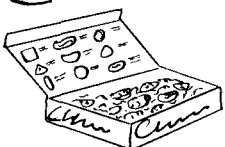


- 28.1** Would you normally expect to find the following things in most people's houses/flats or garages/gardens? Where in those places would you expect to find them?

Example: an iron *Yes, most people have an iron to iron their clothes; they might keep it in the kitchen somewhere.*

- | | | | | |
|-----------|----------|----------|----------|-------------|
| 1 a cloth | 3 iron | 5 pepper | 7 paper | 9 drink |
| 2 a wood | 4 a fish | 6 glass | 8 a tape | 10 a rubber |

- 28.2** Which question would you ask? *Can I have/borrow a...?* or *Can I have/borrow some...?*

Example: cake *Can I have some cake?*

		
1 iron		4 paper
		
2 pepper		5 rubber
		
3 chocolate		6 glass
		

- 28.3** Answer these remarks using the word in brackets, as in the example. Use *a(n)* if the meaning is countable.

Example: Oh dear! I've spilt water on the floor! (cloth) *Never mind. Here's a cloth; just wipe it up.*

- How did you get that puncture in your tyre? (glass)
- I was surprised to hear that old Mrs Jones doesn't live with her family any more. (home)
- What do you think my son should do? He's just left school and he's not really academic. He needs a job. (trade)
- Why did you choose this house in the end? (land)
- Mum, what's the *Mona Lisa*? (work)
- How can I find out what the restrictions are on this car insurance? (policy)

- 28.4** What is the difference between (a) and (b) in each pair?

- Have some sauce with your hot dog.
 - Shall I make a sauce with the fish?
- PLANT AND HEAVY MACHINERY CROSSING (road sign)
 - I've bought you a house plant.
- Can I have some light?
 - Can I have a light?

29 Collective nouns

Collective nouns are used to describe a **group** of the same things.

People



a **group** of people
(small group)



a **crowd** of people
(large number)



a **gang** of football fans
(rather negative)

Words associated with certain animals

A **flock** of sheep or birds, e.g. geese/pigeons; a **herd** of cows, deer, goats; a **shoal** of fish (or any particular fish, e.g. a shoal of herring/mackerel – note the use of singular here); a **swarm** of insects (or any particular insect, most typically flying ones, e.g. a **swarm** of bees/gnats)

Note: a **pack** of... can be used for dogs or hyenas, wolves, etc. as well as for (playing) cards.

People involved in the same job/activity

A **team** of surgeons/doctors/experts/reporters/scientists/rescue-workers/detectives arrived at the scene of the disaster.

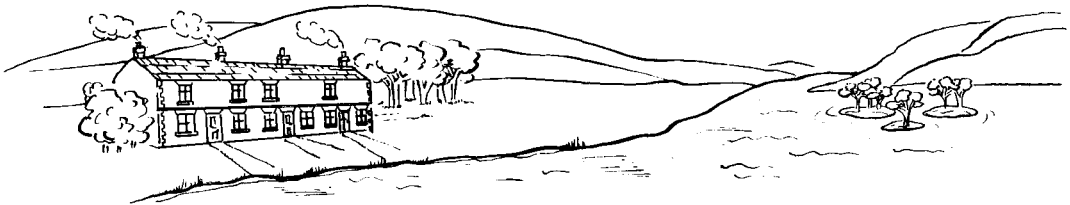
The **crew** were all saved when the ship sank. [workers on a ship]

The **company** are rehearsing a new production. [group of actors]

The **cast** were all amateurs. [actors in a particular production]

The **staff** are on strike. [general word for groups who share a place of work, e.g. teachers in a school, people in an office]

D Physical features of landscapes



In the picture we can see a **row** of cottages near a **clump** of trees with a **range** of hills in the background. Out on the lake there is a small **group** of islands.

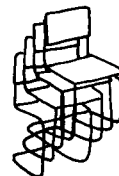
Things in general



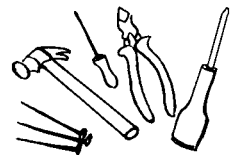
a **pile/heap** of papers (or clothes, dishes, toys, etc.)



a **bunch** of flowers (or grapes, bananas, berries, etc.)



a **stack** of chairs (or tables, boxes, logs, etc.)



a **set** of tools (or pots and pans, etc.)

Exercises

29.1 Fill each gap with a suitable collective noun.

- 1 There are of mosquitoes in the forests in Scandinavia in the summer.
- 2 As we looked over the side of the boat, we saw a of brightly coloured fish swimming just below the surface.
- 3 There was a of youths standing on the corner; they didn't look at all friendly.
- 4 You'll see a of cards on the bookshelf. Will you fetch them for me, please?
- 5 The government has appointed a of biologists to look into the problem.

29.2 In each case, one of the examples is wrong. Which one?

- 1 Company is often used for: actors opera singers swimmers
- 2 Cast is often used for people in: a play a book a film
- 3 Crew is often used for the staff of: an ambulance a plane a hospital
- 4 Pack is often used for: cats hyenas wolves
- 5 Flock is often used for: sheep starlings pigs

29.3 Draw a line from the left-hand column to the right-hand column joining collective words with appropriate nouns, as in the example.

- | | |
|--------------|------------|
| 1 a clump of | houses |
| 2 a range of | midges |
| 3 a gang of | fir-trees |
| 4 a swarm of | elephants |
| 5 a row of | bed-linen |
| 6 a heap of | mountains |
| 7 a herd of | schoolkids |

29.4 Rewrite these sentences using collective words. Don't forget to make the verb singular where necessary.

- 1 There are some tables on top of one another in the next room.
- 2 There are a large number of people waiting outside.
- 3 The people who work there are very well-paid.
- 4 A large number of sheep had escaped from a field.
- 5 She gave me six identical sherry glasses.
- 6 She gave me five or six beautiful roses.

29.5 Some collective nouns are associated with words about using language. Underline any you can see in this news text and make a note of them in your vocabulary notebook.

THE JOURNALISTS raised a whole host of questions about the actions of the police during the demonstration. There had been a barrage of complaints about police violence. The Chief of Police replied that he was not prepared to listen to a string of wild allegations without any evidence. In the end, he just gave a series of short answers that left everyone dissatisfied.

30 Making uncountable words countable

A You can make many uncountable nouns singular by adding a **bit** of or a **piece** of. Similarly you can make such nouns plural with **bits** of or **pieces** of. (**Bit** is less formal than **piece**.)

She bought an attractive old **piece** of furniture at the auction sale.
How many **pieces** of luggage have you got with you?
I heard a really useful **bit** of information yesterday.
Chopin wrote some wonderful **pieces** of music.
Before you go to England I should give you two **bits** of advice...
He spends all his money buying new **bits** of computer equipment.

B Although **bit** and **piece** can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific uncountable nouns.

Weather

We have certainly had a good **spell** of summer weather this year.
Did you hear that **rumble** of thunder?
Yes, I did. It came almost immediately after the **flash** of lightning.
I heard a sharp **clap** of thunder, then a few **rumbles** in the distance.
A sudden **gust** of wind turned my umbrella inside out.
There was a sudden **shower** of rain this morning.
Did you feel a **spot** of rain?

Groceries



'Can I have a **loaf** of bread, a **slice** of cake*, two **bars** of chocolate, a **tube** of toothpaste, two **cartons** of milk and three **bars** of soap?'

*Slice can also be used with toast, bread, meat and cheese.

Nature

Look at the ladybird on that **blade** of grass!
What's happened? Look at that **cloud** of smoke hanging over the town!
She blew little **puffs** of smoke out of her cigarette straight into my face.
Let's go out and get a **breath** of fresh air.
Put another **lump** of coal on the fire, please. [**lump** can also be used with 'sugar']

Other

I had an amazing **stroke** of luck this morning.
I've never seen him do a **stroke** of work. [only in negative sentences]
I've never seen him in such a **fit** of temper before.
The donkey is the basic **means** of transport on the island.
Tights must be the most useful **article/item** of clothing ever invented.
There was an interesting **item** of news about France on TV last night.

The phrase a **state** of can serve to make uncountable nouns singular. The nouns used with state are usually abstract and include chaos, emergency, tension, confusion, health, disorder, uncertainty, poverty, agitation, disrepair and flux, e.g. a **state** of emergency.

Exercises

30.1 Match the words in the list on the left with their partner on the right.

- | | | |
|--------------|----|-----------|
| 1 a stroke | | lightning |
| 2 a shower | | coal |
| 3 an article | of | grass |
| 4 a lump | | news |
| 5 a flash | | rain |
| 6 a blade | | clothing |
| 7 an item | | thunder |
| 8 a rumble | | luck |

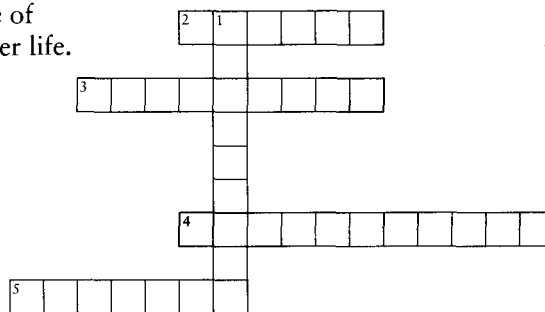
30.2 Change the uncountable nouns to countable nouns in the following sentences by using either a *bit/piece of* or one of the more specific words listed in B opposite.

Example: Could you buy me some bread, please? *Could you buy me a loaf of bread, please?*

- My mother gave me some advice which I have always remembered.
- Suddenly the wind almost blew him off his feet.
- We had some terribly windy weather last winter.
- Would you like some more toast?
- He never does any work at all in the house.
- Let's go into the garden – I need some fresh air.
- I can give you some important information about that.
- We could see smoke hovering over the city from a long way away.
- There is some interesting new equipment in that catalogue.
- I need to get some furniture for my flat.

30.3 Use words from C opposite to fit the clues for the puzzle below.

- The government announced a state of after the earthquake.
- My granny wouldn't be in such a bad state of now if she hadn't smoked all her life.
- We fell in love with the house although it was in a dreadful state of
- We are still in a state of as to who has won the election.
- Although this is supposed to be an affluent society, more people are living in a state of here now than for the last 50 years.



30.4 Make up a puzzle of your own like the one above using the language practised in this unit. If possible, test a friend.

30.5 Now decide who or what might be in the following states and write your own sentences using these expressions.

- 1 chaos 2 flux 3 confusion 4 tension

(See also Unit 32 for more weather words.)

3 | Countries, nationalities and languages

A Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. **The USA, The United Kingdom / UK, The Commonwealth.**

Some countries may be referred to with or without 'the' (the) **Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan.**

Adjectives referring to countries and languages

With -ish: British Irish Flemish Danish Turkish Spanish

With -(i)an: Canadian Brazilian American Russian Australian

With -ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With -i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With -ic: Icelandic Arabic

Some, adjectives are worth learning separately e.g. **Swiss, Thai, Greek, Dutch, Cypriot.**

Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Catalan, a Greek, an African. Some need woman/man/person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

World regions



E Peoples and races

People belong to **ethnic groups** and **regional groups** such as **Afro-Caribbeans, Asians** and **Oriental**s and **Latin Americans**. What are you? (e.g. **North African, Southern African, European, Melanesian**)

They speak **dialects** as well as languages. Everyone has a **mother tongue** or **first language**; many have **second** and **third languages**. Some people are perfect in more than one language and are **bilingual** or **multilingual**.

name: Wanija Krishnamurthan

nationality: Malaysian

mother tongue: Tamil (S. India)

second/third languages: English, Malay

type or dialect of English: Malaysian

ethnic group: Asian (Tamil Indian)

Exercises

31.1 Ways of learning nationality and language adjectives. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by *-(i)an* adjectives.

- 1 Complete this list of Latin American adjectives. Look at a world map if you have to. Brazilian, Chilean,...
- 2 The same applies to former European socialist countries and parts of the former Soviet Union. Complete the list. Hungarian, Armenian,...
- 3 What other regional groupings can you see on the left-hand page? (e.g. many *-ish* adjectives are European)

31.2 Famous names. Can you name a famous...

Example: Argentinian sportsman or woman? *Diego Maradona*

- 1 Chinese politician?
- 2 Black Southern African political figure?
- 3 Polish person who became a world religious leader?
- 4 Italian opera singer?
- 5 Irish rock-music group?

31.3 All these nationality adjectives have a change in stress and/or pronunciation from the name of the country. Make sure you can pronounce them. Use a dictionary for any you don't know. Use phonetic script if possible (see Unit 5).

Example: Iran → Iranian /ɪ'reɪniən/ (US = /ɪ'ræniən/)

- | | |
|-----------------------|----------------------|
| 1 Panama → Panamanian | 4 Jordan → Jordanian |
| 2 Cyprus → Cypriot | 5 Egypt → Egyptian |
| 3 Ghana → Ghanaian | 6 Fiji → Fijian |

31.4 Correct the mistakes in these newspaper headlines.

1	Madonna to marry a French? Hollywood sensation!	3	Vietnamese refugees leave Hong Kong camps	4	POLICE ARREST DANISH SMUGGLING CHARGE
2	Britains have highest tax rate in EC	5	Iraqian delegation meet Pakistanian Presiden		

31.5 World quiz

- 1 What are the main ethnic groups in Malaysia?
- 2 Which countries, strictly speaking, are in Scandinavia?
- 3 What are the five countries with the highest population?
- 4 How many languages are there in the world?
- 5 Where is Kiribati?
- 6 Where do people speak Inuit?
- 7 What are the five most widely spoken languages?

Follow-up: Make sure you can describe your nationality, country, region, ethnic group, language(s), etc. in English.

32 The weather

A

Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

(1) cold, but not very (2) thin white coat of ice on everything (3) rain and snow mixed (4) dirty, brownish, half-snow, half-water (5) staying as a white covering (6) snow blown by high winds (7) deep banks of snow against walls, etc. (8) change from hard, frozen state to normal (9) change from solid to liquid under heat

Warm/hot weather

close /kləʊs/ [warm and uncomfortable] **stifling** [hot, uncomfortable, you can hardly breathe] **humid** [hot and damp, makes you sweat a lot] **scorching** [very hot, often used in positive contexts] **boiling** [very hot, often used in negative contexts] **mild** [warm at a time when it is normally cold] *Note also:* We had a **heatwave** last month. [very hot, dry period]

Wet weather

This wet weather scale gets stronger from left to right.

damp → drizzle → pour down / downpour → torrential rain → flood

Autumn in London is usually **chilly** and **damp** with rain and **drizzle**.

It was absolutely **pouring down**. *or* There was a real **downpour**.

In the Tropics there is usually **torrential rain** most days, and the roads often get **flooded**.
or There are **floods** on the roads.

This rain won't last long; it's only a **shower**. [short duration]

The **storm** damaged several houses. [high winds and rain together]

We got very wet in the **thunderstorm**. [thunder and heavy rain]

Hailstones were battering the roof of our car. [small balls of ice falling from the sky].

Note also **hail** (uncountable).

The sky's a bit **overcast**; I think it's going to rain. [very cloudy]

We had a **drought** /draʊt/ last summer. It didn't rain for six weeks.

D

Mist and fog

Nouns and adjectives: **haze/hazy** [light mist, usually caused by heat] **mist/misty** [light fog, often on the sea, or caused by drizzle] **fog/foggy** [quite thick, associated with cold weather] **smog** [mixture of fog and pollution (smoke + fog)]

E

Wind

There was a gentle **breeze** on the beach, just enough to cool us.

There's a good **wind** today; fancy going sailing?

It's a very **blustery** day; the umbrella will just blow away.

There's been a **gale** warning; it would be crazy to go sailing.

People boarded up their windows when they heard there was a **hurricane** on the way.

Exercises

32.1 Match each word with a word from the box.

1 thunder 2 torrential 3 down 4 heat 5 hail 6 snow 7 gale

stones	drift	storm	warning	rain	wave	pour
--------	-------	-------	---------	------	------	------

32.2 Fill the gaps with words from the left-hand page.

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown (1) with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly (2). Apart from that, British winters meant a bit of white (3) on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the (4) and (5) that can paralyse a whole city in less than an hour and close roads completely. However, when the earth finally (6) and all the snow (7) away in spring, everything comes to life again and looks more beautiful than ever.

32.3 What kinds of weather do you think caused the following to happen? Write a sentence which could go *before* each of these.

- 1 We had to sit in the shade every afternoon.
- 2 The sweat was pouring out of us.
- 3 I can hardly breathe; I wish it would rain to cool us down.
- 4 Cars were skidding out of control.
- 5 Even the postman had to use a boat to get around.
- 6 They had to close the airport; the snow was a metre deep.
- 7 We were able to sit in the garden in the middle of winter.
- 8 The earth became rock-hard and a lot of plants died.
- 9 It blew the newspaper clean out of my hands.
- 10 A row of big trees had been uprooted like matchsticks.
- 11 I could hardly see my hand in front of my face.

32.4 What types of weather are bad and good for doing these things?

Example: Skiing *bad:* mild weather which makes the snow melt; *good:* cold, clear days

- | | |
|-------------------------------------|---------------------------------------|
| 1 Planting flowers in a garden | 4 A day of sightseeing in a big city |
| 2 Having an evening barbecue | 5 Camping out in a tent |
| 3 Going out in a small sailing boat | 6 Looking at ships through binoculars |

32.5 This chart shows anyone who wants to visit the West of Ireland what weather to expect at different times of the year. Make a similar chart for your country or home region.

<i>Dec-Mar</i>	<i>April-June</i>	<i>July-Aug</i>	<i>Sep-Nov</i>
coldest months; usually quite wet; snow on high ground	generally cool, often wet and windy but improving	warmest months; bright with showers; cool sea breezes	often mild becoming cold; mist and fog

33 Describing people – appearance

A Hair, face, skin and complexion



straight hair
and thin-faced



wavy hair
and round-faced



curly hair
and dark-skinned



a crew-cut



bald
with freckles



beard and moustache
with a chubby face



receding hair
and a few wrinkles

He used to have **black** hair but now it's gone **grey**, almost white.

What sort of person would you like to go out with? **Blonde**, **fair**, **dark** or **ginger-haired** / **red-haired**?

She has such beautiful **auburn** hair. [red-brown]

Fair and dark can be used for hair, complexion or skin.

B Height and build



a rather **plump** or
stout man



a **slim** woman
[positive]



an **obese** person
[negative, very fat]

Fat may sound impolite. Instead we often say a **bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. If someone is terribly thin and refuses to eat, they may be **anorexic**.

C General appearance

She's a very **smart** and **elegant** woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking**.

He's very **good-looking**, but his friend's rather **unattractive**.

Do you think beautiful women are always attracted to **handsome** men? I don't. I think **first impressions** matter most.

Tip: The suffix **-ish** is useful for describing people: (see Unit 8)

She's **tallish**. He has **brownish** hair. He must be **thirtyish**.

Exercises

33.1 Answer these remarks with the *opposite* description.

Example: A: I thought you said he was the short, chubby one.

B: No, quite the **opposite**, *he's the tall, thin-faced one*

- 1 A: Was that his brother, the dark-skinned, wavy-haired one?
B: No, quite the opposite, his brother's...
- 2 A: She's always quite well-dressed, so I've heard.
B: What! Who told you that? Every time I see her, she's...
- 3 A: So Charlene's that rather plump fair-haired woman, is she?
B: No, you're looking at the wrong one. Charlene's...
- 4 A: So, tell us about the new boss; good looking?
B: No, I'm afraid not; rather...
- 5 A: I don't know why, but I expected the tour-guide to be middle-aged or elderly.
B: No, apparently she's only...

33.2 Write one sentence to describe each of these people, giving information about their hair and face, their height and build and general appearance.

- 1 you yourself 3 a neighbour
- 2 your best friend 4 your ideal of a handsome man/a beautiful woman


Now, in the same way, describe somebody very famous, give some extra clues about them, e.g. *pop star/politician*, and see if someone else can guess who you are describing.

33.3 From these jumbled words, find combinations for describing people, as in the example. Not all of the words are on the left-hand page. Some of the combinations are hyphenated. Use a dictionary if necessary. *Example: good-looking*

looking long round haired good aged dressed legged
 stocky over- well faced mixed complexion build weight race tanned
 middle


33.4 WANTED! MISSING! Complete the gaps in these police posters.

WANTED FOR MURDER



Ian Prowse,
height 6ft,
.....-faced,
..... hair,
..... skin

Wanted for Robbery




Sandra King
height 5ft 4,
..... hair,
..... build,
.....-faced

Missing



Louise Fox
age 7, Asian
.....
.....
hair.

Wanted dead or alive



Jake 'Dagger'
Flagstone, 6ft
....., with
..... and;
..... build.

33.5 Make a collection of descriptions of people from newspapers and magazines. Court/crime reports, celebrity and gossip pages of magazines, and the 'personal' columns where people are seeking partners are good places to start.

34 Describing people – character

Intellectual ability

Ability: intelligent bright clever smart shrewd able gifted talented brainy (colloquial)

Lacking ability: stupid foolish half-witted simple silly brainless daft dumb dim (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: cunning crafty sly

Attitudes towards life

Looking on either the bright or the black side of things: optimistic pessimistic

Outward-looking or inward-looking (i.e. to the world around one or to one's own inner world): extroverted introverted

Calm or not calm with regard to attitude to life: relaxed tense

Practical, not dreamy in approach to life: sensible down-to-earth

Feeling things very intensely: sensitive

Attitudes towards other people

Enjoying others' company: sociable gregarious

Disagreeing with others: quarrelsome argumentative

Taking pleasure in others' pain: cruel sadistic

Relaxed in attitude to self and others: easy-going even-tempered

Not polite to others: impolite rude ill-mannered discourteous

Telling the truth to others: honest trustworthy reliable sincere

Unhappy if others have what one does not have oneself: jealous envious

One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

determined	→	obstinate stubborn pig-headed
thrifty/economical	→	miserly mean tight-fisted
self-assured	→	self-important arrogant full of oneself (colloquial)
assertive	→	aggressive bossy (colloquial)
original	→	peculiar weird eccentric odd
frank/direct/open	→	blunt abrupt brusque curt
broad-minded	→	unprincipled permissive
inquiring	→	inquisitive nosy (colloquial)
generous	→	extravagant
innocent	→	naive
ambitious	→	pushy (colloquial)

(See also Units 12, 73 and 78.)

Exercises

34.1 Match these words with their opposites.

- | | |
|---------------|--------------|
| 1 clever | introverted |
| 2 extroverted | tight-fisted |
| 3 rude | courteous |
| 4 cruel | gregarious |
| 5 generous | kind-hearted |
| 6 unsociable | half-witted |

34.2 Do you think that the speaker likes or dislikes the people s/he is talking about?

- | | |
|----------------------------|-------------------------------|
| 1 Di's very thrifty. | 5 Dick's quite bossy. |
| 2 Molly's usually frank. | 6 I find Dave self-important. |
| 3 Liz's quite broad-minded | 7 Don't you think Jim's nosy? |
| 4 Sam can be aggressive. | 8 Jill is very original. |

34.3 Reword the sentences above to give the opposite impression. *Example: Di's very stingy.*

34.4 Magazines often publish questionnaires which are supposed to analyse your character for you. Look at the words below and then match them to the question which aims to decide whether a person is like that.

Example: If you arrange to meet at 7 p.m., do you arrive at 7 p.m.? *Reliable*

- | | | | |
|-------------|---------------|-------------|----------|
| pessimistic | argumentative | sensitive | sociable |
| extravagant | assertive | inquisitive | |



- Do you prefer to be in the company of other people?
- Look at the picture. Do you think 'my glass is half empty'?
- Do you find it easy to tell your boss if you feel he or she has treated you badly?
- Do you always look out of the window if you hear a car draw up?
- Do you often buy your friends presents for no particular reason?
- Do you frequently disagree with what other people say?
- Do you lie awake at night if someone has said something unkind to you?

34.5 What questions like those in 34.4 could you ask to try to find out whether a person is the following:

- | | | | |
|-----------|---------------|-----------------|-------------|
| 1 thrifty | 3 sensible | 5 even-tempered | 7 obstinate |
| 2 blunt | 4 intelligent | 6 original | |

34.6 Can you complete each of these word forks?

- | | | | | | |
|---------|-------|---|----------------|---|--------------|
| 1 self- | ..... | 2 |-tempered | 3 |-minded |
| | | | | | |

Write a sentence to illustrate the meanings of each of your words.

34.7 Choose five or six adjectives from the opposite page which you think best describe either your own or a friend's character. How do you or your friend demonstrate these characteristics? *Example: Sociable – I am sociable because I love being with other people.*

35 Relationships

A Types of relationships

Here is a scale showing closeness and distance in relationships in different contexts.

	CLOSER ←	↔	→	MORE DISTANT
<i>friendship:</i>	best friend	good friend	friend	acquaintance
<i>work:</i>	close colleague		colleague/workmate	
<i>love/romance:</i>	lover	steady boy/girlfriend		ex-*
<i>marriage:</i>	wife/husband/partner			ex-*

* ex- can be used with or without (informally) another word: She's my ex. (girlfriend, etc.)

Mate is a colloquial word for a good friend. It can also be used in compounds to describe a person you share something with, e.g. **classmate**, **shipmate**, **workmate**, **flatmate**.

Workmate is usual in non-professional contexts; **colleague** is more common among professional people.

Fiancé/ée can still be used for someone you are engaged to, but a lot of people feel it is dated nowadays. You will sometimes see **husband-/wife-to-be** in journalistic style.

English has no universally accepted word for 'person I live with but am not married to', but **partner** is probably the commonest.

B Liking and not liking someone

<i>core verb</i>	<i>positive</i>	<i>negative</i>
like	love adore worship idolise	dislike hate can't stand loathe
respect	look up to admire	look down on despise
attract	turn s.b. on	repel turn s.b. off
be attracted to	fancy	

She doesn't just like Bob she **idolises** him! I **can't stand** him.

I really fancy Lisa, but her friend just **turns me off**.

Fancy and **turn off** are informal. **Repel** is very strong and rather formal.

C Phrases and idioms for relationships

Jo and I **get on well with each other**. [have a good relationship]

Adrian and Liz **don't see eye to eye**. [often argue/disagree]

I've **fallen out with** my parents again. [had arguments]

Tony and Jane have **broken up / split up**. [ended their relationship]

George is **having an affair** with his boss. [a sexual relationship, usually secret]

Children should **respect their elders**. [adults/parents, etc.]

Let's try and **make it up**. [be friends again after a row]

She's **my junior** / I'm her **senior** / I'm **senior to her**, so she does what she's told. [refers to position/length of service at work]

(See Unit 69 for more words relating to likes and dislikes.)

Exercises

35.1 Use words with the suffix *-mate* to resay or rewrite these sentences.

- 1 This is Jack. He and I share a flat.
- 2 My grandad still writes to his old friends he was at sea with.
- 3 We were in the same class together in 1978, weren't we?
- 4 She's not really a friend, she's just someone I work with.

35.2 How many relationships can you find between the people in column A and column B, using words from the left-hand page?

Example: John Silver and Lorna Fitt were once colleagues.

A

John Silver: owns a language school for business people in Bath. Worked at the Sun School, Oxford, 1984–5.

Josh Yates: politician, was married to Eve Cobb 1973–1980. Met Bill Nash a couple of times.

Ada Brigg: was married to Bill Nash 1981–4. Swam for Britain in 1982 Olympics.

Ana Wood: has lived as a couple (unmarried) with Bill Nash for the last five years.

B

Nora Costa: was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.

Bill Nash: works every day with John Silver. Shared a flat years ago with Eve Cobb.

Fred Parks: politician. Knew Ada Brigg years ago, but not very well.

Lorna Fitt: taught at Sun School Oxford 1980–7. Lives with Josh Yates.

35.3 Liking and disliking. Using the verbs, phrases and idioms opposite, what sort of relations do you think the people on the left might have with the people on the right?

1 teenage music fan

parents	pop star
strict teacher	mate

2 secretary

another secretary	boss
very attractive	workmate

3 45-year-old

teenagers	ex-husband/wife
-----------	-----------------

35.4 The person who typed this book has got some of the phrases and idioms opposite mixed up with one another. Correct them.

- 1 Jo and Phil don't get on eye to eye with each other.
- 2 I fell up with my parents last night. It wasn't my fault.
- 3 We had a quarrel but now we've made it well.
- 4 Do you think Jim and Nora are making an affair? I do.
- 5 I see very well with all my colleagues at work.
- 6 She should learn to respect her olders.
- 7 Jo's attractive, but her mate just turns me up completely.

36 At home

A Places in the home

You probably already know the names of most rooms and locations in a typical home. Here are some less common ones and what they are for.

utility room: usually just for washing machine, freezer, etc.

shed: small building separated from the house usually for storing garden tools

attic: room in the roof space of a house (could be lived in)

loft: space in the roof of a house usually used only for storage

cellar: room below ground level, no windows, used for storage

basement: room below ground level, windows, for living/working

landing: flat area at the top of a staircase

hall: open area as you come into a house

porch: covered area before an entrance-door

pantry or larder: large cupboard (usually big enough to walk into) for storing food

terrace or patio: paved area between house and garden for sitting and eating, etc.

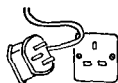
study: a room for reading/writing/studying in

B Small objects about the home

Ordinary, everyday objects are often difficult to name and are often not listed in dictionaries. Here is just a sample of such words.



remote control



power-point
and plug



table-mat



coaster



corkscrew



tea-towel



washing-up
liquid



grater



ironing-board



dust-pan and brush



bin-liners



mop

Types of house/places people live

detached house: not joined to any other house

semi-detached house (informal: **semi-**): joined to one other house

terraced house: joined to several houses to form a row

cottage: small house in the country or in a village

bungalow: house with only one storey (no upstairs)

bedsit: bedroom and living room all in one

villa: large house with big gardens or a rented house in a holiday resort/tourist area

time-share: holiday flat or house where you have the right to live one or two weeks a year

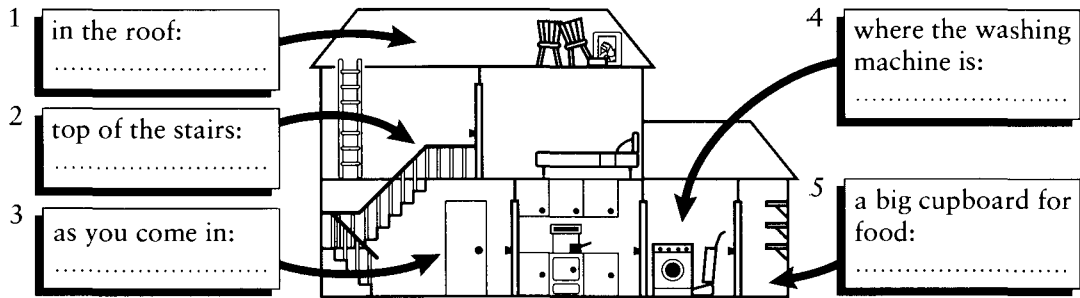
Tip: If you visit an English-speaking country, go to a supermarket and look at the names of ordinary, everyday things for the home. This is often a good way of getting vocabulary that just does not appear in dictionaries.

Exercises

36.1 Where in a typical house would you look for the following things?

- | | | |
|-----------------|------------------|--------------------|
| 1 a rake | 5 suitcases | 9 a grater |
| 2 cutlery | 6 a tumble-dryer | 10 old empty boxes |
| 3 dental floss | 7 a power point | |
| 4 a coat-hanger | 8 a porch | |

36.2 Fill in the room and place labels on the plan of the house.



36.3 Fill the gaps with a suitable word.

- I've got a darkroom in the where I develop films. It's perfect because there are no windows down there.
- Is there a where I can plug in this radio?
- You'd better have a under your drink in case you mark that side-table. It's an antique.
- The waste-bin's full again. I'll empty it. Are there any more? Where are they?
- We keep our skis up in the during the summer. They're out of the way up there.
- You'll find the garden-chairs in the at the bottom of the garden. Bring them up and we'll have a drink on the and watch the sunset.
- The light-switch for the stairs is on the as you come out of your bedroom.
- I've moved to a now as I found I couldn't manage the stairs any more at my age.

36.4 Answer these questions about yourself and, if possible, find out how someone else would answer them.

- Is your house detached? What sort is it if not?
- Are time-shares common in any part of your country?
- Do houses still have pantries in your country?
- Is it common to rent bedsits in your country? If so, what sorts of people do so?

36.5 Everyday objects.

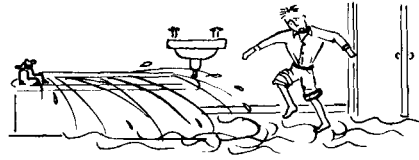
- How can you make very small pieces of cheese to sprinkle on a dish?
- What might you fetch if someone dropped a saucer and it broke into small pieces on the floor?
- What could you put under a dinner plate to prevent it marking the table?
- How can you switch off the TV without leaving your chair?

37 Everyday problems

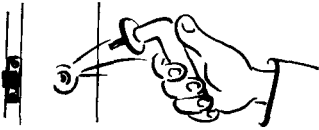
Things that go wrong in houses and flats



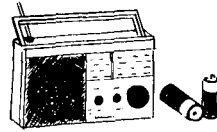
The lights are not working there must be a power-cut.



Oh no! The bathroom's flooded! Get a mop, quick!



The kitchen door-handle's come off.



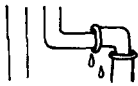
The batteries have run out. I'll have to get some more.



The washing machine broke down the other day. I'll have to wash by hand.



Oh dear! This chair's broken. I wonder how that happened?



This pipe's leaking.



I'm sorry, your cup's chipped.

B Everyday minor injuries



Sharon fell down and cut her knee this morning.



I bumped/banged my head against the cupboard door and got a bruise.



She twisted her ankle coming down the stairs.

C Other everyday problems

I've mislaid Bob's letter. Have you seen it anywhere? [put it somewhere and can't find it]
She spilt some coffee on the carpet. I hope it doesn't stain. [leave a permanent mark]
I overslept this morning and was half an hour late for work.
I've locked myself out. Can I use your phone to ring my wife?
The car won't start. I hope it's nothing serious.
The kitchen clock's slow/fast/stopped. What time d'you make it?

Exercises

37.1 What do you think happened to make these people do/say what they did?

Example: We had to send for a plumber. *Maybe a pipe was leaking/the lavatory was flooded.*

- 1 I had to call out our local mechanic.
- 2 Our neighbours let us use their washing machine.
- 3 Don't worry, it often does that; I'll screw it back on.
- 4 Come here and I'll put a plaster on it.
- 5 How many batteries does it take? I'll get some for you.
- 6 I don't know where you've put them. Try the bedside table.

37.2 Odd one out. Which of the three words is the odd one out in each case?

Example: spill flood chip *chip – the other two involve liquids.*

- 1 break down smash break 3 leak come off chip
- 2 run out stain stop 4 cut bruise flood

37.3 What would you do if...

- | | |
|---|------------------------------|
| 1 you mislaid your credit card? | 4 your TV set broke down? |
| 2 you noticed your guest's glass was chipped? | 5 you bruised your forehead? |
| 3 one of your coat-buttons came off? | 6 your watch was slow? |

37.4 Here is a matrix. There are the names of things and things that can go wrong with them. Not all of the words are on the left-hand page. Use a dictionary for any you are not sure of. Put just one tick (✓) along each horizontal line, for things that most typically go together, as in the example.

	<i>cake-tin</i>	<i>vase</i>	<i>elbow</i>	<i>clock</i>	<i>moped</i>	<i>sink</i>
banged						
cracked						
broken down						
dented						
stopped				✓		
blocked						

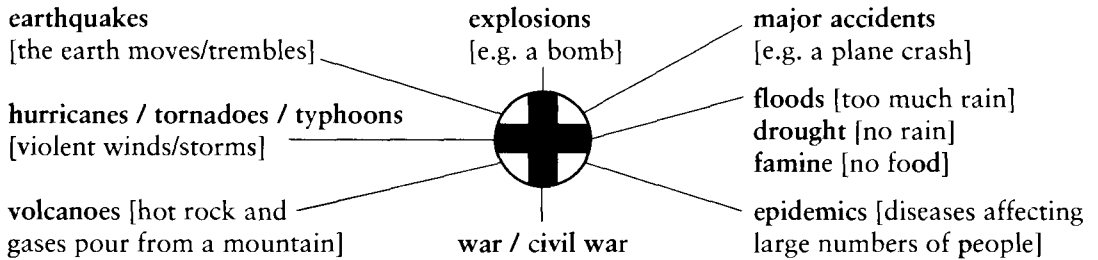
37.5 Complete these sentences using words and phrases from the opposite page.

Example: There was a power-cut so we... *had to sit in the dark / light candles.*

- 1 I was so tired when I finally went to bed that next morning I...
- 2 The wind blew the door shut and I realised I'd...
- 3 I would ring her but I'm afraid I've...
- 4 I can't take a photo, my camera's...
- 5 I tried to run over the rocks but I...

38 Global problems

Disasters/tragedies



Verbs connected with these words

A volcano has **erupted** in Indonesia. Hundreds are feared dead.
 The flu epidemic spread rapidly throughout the country.
 Millions are **starving** as a result of the famine.
 A big earthquake **shook** the city at noon today.
 The area is **suffering** its worst drought for many years.
 Civil war has **broken out** in the north of the country.
 A tornado **swept** through the islands yesterday.
Remember: injure [people], damage [things]:
 200 people were **injured** and dozens of buildings were **damaged** in the hurricane.

Words for people involved in disasters/tragedies

The explosion resulted in 300 **casualties**. [dead and injured people]
 The real **victims** of the civil war are the children left without parents. [those who suffer the results of the disaster]
 There were only three **survivors**. All the other passengers died instantly. [people who live through a disaster]
 Thousands of **refugees** have crossed the border looking for food and shelter.
 During the battle, the dead and **wounded** were flown out in helicopters. [**wounded:** injured in a battle/by a weapon]

Headlines

Here are some headlines from newspapers all connected with diseases and epidemics. Explanations are given.

disease can be caused by bite from a dog, fox, etc.; very serious → **Rabies** out of control in many parts of Asia

tropical disease; skin goes yellow → **yellow fever** figures drop

usually caught because of mosquito bites → New **malaria** drug tested

terrible skin disease; leaves the skin deformed → Minister says fight against **leprosy** goes on

diseases causing sickness, diarrhoea etc.; caused often by infected food and water → **Cholera** and **typhoid** injections not needed says Tourism Minister

Exercises

38.1 What type of disaster from the list at A opposite are these sentences about? Why?

Example: The lava flow destroyed three villages. *volcano; lava is the hot rocks and metal*

- 1 The earth is cracked and vegetation has withered.
- 2 The tremor struck at 3.35 p.m. local time.
- 3 People had boarded up shops and houses during the day before, and stayed indoors.
- 4 Shelling and mortar fire could be heard all over the town.
- 5 Witnesses said they saw a fire-ball fall out of the sky.
- 6 People were stranded in the upper floors and sometimes on the roofs of their homes, unable to move about.

38.2 Complete the missing items in this word-class table, using a dictionary if necessary. Where there is a dash (-), you do not need to write anything.

<i>verb</i>	<i>noun: thing or idea</i>	<i>noun: person</i>
.....	explosion	-
.....	survivor
injure
starve
erupt	-

38.3 In these headlines, say whether the situation seems to be getting *worse* or *better*, or whether a disaster has *happened* or has been *avoided/prevented*.

- | | | |
|---|---|---|
| <p>1 Poison gas cloud spreads</p> | <p>3 POLICE DEFUSE TERRORIST BOMB</p> | <p>5 Oil slick recedes</p> |
| <p>2 AIDS time-bomb ticking away</p> | <p>4 All survive jumbo crash-landing</p> | <p>6 Flood warnings not heeded in time</p> |

38.4 Fill the gaps with a suitable word from B opposite. Try to work from memory.

- 1 Another 50 people died today, yet more of this terrible famine.
- 2 The government has agreed to allow 3,000 trying to escape the civil war to enter the country.
- 3 It was the worst road accident the country has ever seen, with over 120
- 4 A: Were there any when the ship sank? B: I'm afraid not.
- 5 The and were simply left lying on the battlefield; it was a disgrace.

38.5 Which diseases are we talking about? Try to do this from memory.

- 1 One that can be caused by a mosquito bite.
- 2 One that leaves the skin badly deformed.
- 3 One you can get by drinking infected water.
- 4 One you can get from an animal bite.
- 5 One that makes the skin go yellow.

39 Education

Stages in a person's education

Here are some names that are used to describe the different types of education in Britain.

play-school nursery school	} pre-school (2-5 years old)	{ mostly play with some early learning
	↓	
infant school junior school	} primary (5/6-12/13)	{ basic reading, writing, arithmetic, art, etc.
	↓	
comprehensive school or grammar school	} secondary (12/13-16/18)	{ wide range of subjects in arts and sciences and technical areas
	↓	
college or polytechnic or university	} further/higher (18+)	{ degrees/diplomas in specialised academic areas

Note: Comprehensive schools in the UK are for all abilities, but grammar schools are usually by competitive entry. Public schools in the UK are very famous private schools. Polytechnics are similar to universities, but the courses tend to be more practically-oriented. Colleges include teacher-training colleges, technical colleges and general colleges of further education.

B Exams and qualifications



take/do/sit/resit an exam



pass / do well in an exam



fail / do badly in an exam

Before an exam it's a good idea to revise for it.

If you skip classes/lectures, you'll probably do badly in the exam. [informal; miss deliberately]

Some schools give pupils tests every week or month to see if they are making progress. The school-leaving exams are held in May/June. In some schools, colleges and universities, instead of tests and exams there is continuous assessment, with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you graduate /'grædju:ɪt/ (get a degree), then you're a graduate /'grædju:t/.

C Talking about education

Asking somebody about their country's education system.

What age do children start school at?

What's the school-leaving age?

Are there evening classes for adults?

Do you have state and private universities?

Do students get grants for further education?

Note: A professor is a senior university academic, not an ordinary teacher. University and college teachers are usually called lecturers or tutors.

Exercises

39.1 Make a table for the various stages and types of education in your country, like the table at A opposite. How does it compare with the UK system and with the system in other countries represented in your class or that you know of? Is it possible to find satisfactory English translations for all the different aspects of education in your country?

39.2 Fill the gaps in this life story of a British woman.

At 5, Nelly Dawes went straight to (1) school, because there were very few (2) schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local (3) school. Nowadays her own children don't do that exam, since most children go to a (4) school. She left school at 16 and did not go on to (5) education, but she goes to (6) once a week to learn French. She would like to take up her education again more seriously, if she could get a (7) or scholarship from the government. Her ambition is to go to a (8) and become a school-teacher.

39.3 Correct the mis-collocations in these sentences.

- 1 I can't come out. I'm studying. I'm passing an examination tomorrow.
- 2 Congratulations! I hear you succeeded your examination!
- 3 You can study a lot of different careers at this university.
- 4 I got some good notes in my continuous assessment this term.
- 5 She's a professor in a primary school.
- 6 He gave an interesting 45-minute conference on Goethe.
- 7 She got a degree in, personnel management from a private college.

39.4 What questions could you ask to get these answers?

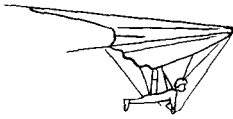
- 1 No, they have to finance their own studies.
- 2 There isn't much difference; it's just that the courses are more practical in a polytechnic instead of being very academic.
- 3 Well, they learn one or two things, like recognising a few numbers, but most of the time they play around.
- 4 Because I wanted to be a teacher, no other reason.
- 5 It's sixteen, but a lot of kids stay on until eighteen.
- 6 Well, I've been up all night revising for an exam.
- 7 No, ours are given in grades, you know, B+, A, that sort of thing.
- 8 No, I was ill. I didn't miss it deliberately.

Follow-up: The education system in the USA is a bit different from in the UK. How could you find out what the following terms mean in the US education system?

high-school college sophomore graduate school

4 | Sport

A Common sports



hang-gliding



windsurfing



bowls



darts



riding



snooker/pool/billiards



motor-racing

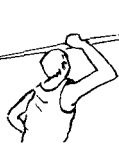
B Equipment – what you hold in your hand

golf – club squash/tennis/badminton – racket darts – dart archery – bow
cricket/table-tennis/baseball – bat hockey – stick snooker/pool/billiards – cue
canoeing – paddle rowing – oar fishing – rod/line

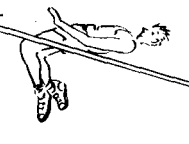
C Athletics – some field events



discus



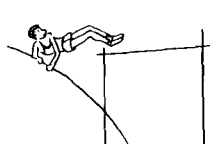
javelin



high-jump



long-jump



pole-vault

She's a good sprinter. [fast over short distances]

He's a great long-distance runner. [e.g. 5000 metres, marathon]

Jogging round the park every Saturday's enough for me.

D Verbs and their collocations in the context of sport

Our team won/lost **by** three goals/points.

She **broke** the Olympic record last year.

He **holds** the record for the 100 metres breast-stroke.

Liverpool **beat** Hamburg 4–2 yesterday.

The team have never been **defeated**. [more formal than **beat**]

How many goals/points have you scored this season?

I think I'll **take up** bowls next spring and **give up** golf.

E People who do particular sports

-er can be used for many sports, e.g. footballer, swimmer, windsurfer, high-jumper, cricketer, golfer, etc. Player is often necessary, e.g. tennis-player, snooker-player, darts-player; we can also say football-player, cricket-player. Some names must be learnt separately, e.g. canoeist, cyclist, mountaineer, jockey, archer (not archerer), gymnast.

Exercises

41.1 Which of the sports opposite are these people probably talking about?

- 1 'The ball has a natural curve on it so it doesn't go in a straight line on the grass.'
- 2 'Provided it's not too windy at the top, there's no problem.'
- 3 'It is incredibly noisy, fast and dangerous, but it's really exciting to watch.'
- 4 'You get sore at first and can hardly sit down, but you get used to it after a while.'
- 5 'It's all a matter of balance really.'
- 6 'You need a good eye and a lot of concentration.'

41.2 Look at the sports page of one or two newspapers (either in English or in your own language). Are there any sports mentioned not listed at A opposite? If so, what are their English names? Use a bilingual dictionary if necessary.

41.3 Name one *other* piece of equipment necessary to play these sports apart from the item given, as in the example. What special *clothing*, if any, is worn for each sport?

Example: golf: clubs, *balls*

- 1 archery: bow,
- 2 badminton: racket,
- 3 hockey: stick,
- 4 baseball: bat,
- 5 darts: darts,

41.4 Collocations. Fill the gaps with suitable verbs.

- 1 Were many records at the Olympics?
- 2 We've been so many times we deserve to be bottom of the league!
- 3 Congratulations! How many points did you by?
- 4 You should jogging. That would help you lose weight.
- 5 Who the world record for the 1000 metres? Is it a Russian?
- 6 I only ever once a goal, and that was sheer luck.

41.5 What do you call a person who...?

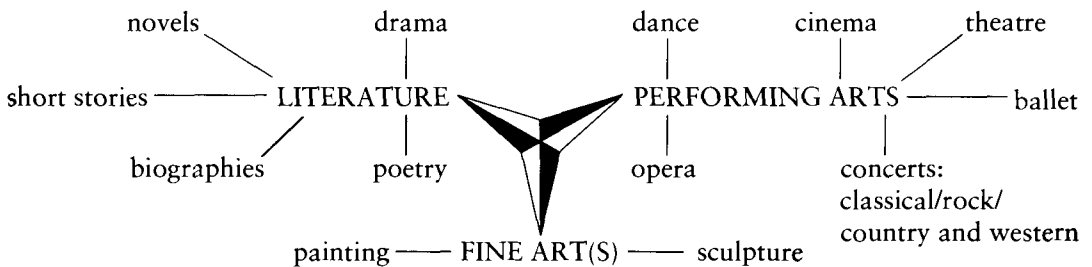
- | | |
|--|------------------------|
| 1 does the long-jump? <i>a long-jumper</i> | 5 does gymnastics? |
| 2 rides horses in races? | 6 plays hockey? |
| 3 drives cars in races? | 7 plays football? |
| 4 throws the discus/javelin? | 8 does the pole-vault? |

41.6 Make sure you know which sports these places are associated with, as in the example. Use a dictionary if necessary.

- | | |
|-------------------------------------|---------|
| 1 court <i>tennis, squash, etc.</i> | 5 rink |
| 2 course | 6 alley |
| 3 ring | 7 piste |
| 4 pitch | |

42 The arts

Things which generally come under the heading of 'the arts'



We often also include architecture and ceramics within the arts.

The arts (plural) covers everything in the network. Art (singular, uncountable) usually means fine art, but can also refer to technique and creativity.

Have you read the arts page in *The Times* today? [that part of the paper that deals with all the things in the network]

She's a great art lover. [loves painting and sculpture]

Shakespeare was skilled in the art of poetry. [creative ability]

Dance usually refers to modern artistic dance forms; ballet usually has a more traditional feel, unless we say **modern ballet**. *Remember*: a novel is a long story, e.g. 200–300 pages; a short prose fiction, e.g. 10 pages, is a short story.

Use of the definite article

When we refer to a performing art in general, we can leave out the article.

Are you interested in (the) cinema/ballet/opera/theatre?

Would you like to come to the cinema/ballet/opera/theatre with us next week.
[particular performance]

Describing a performance

We went to see a new production of *Hamlet* last night. The sets (1) were incredibly realistic and the costumes (2) were wonderful. It was a good cast (3) and I thought the direction (4) was excellent. Anthony O'Donnell gave a marvellous performance (5). It got rave reviews (6) in the papers today.

(1) scenery, buildings, furniture on the stage or in a studio

(2) clothes the actors wear on stage

(3) all the actors in it

(4) the way the director had organised the performance

(5) and (6) note these typical collocations; (6) means 'got very enthusiastic comments'

Words connected with events in the arts

There's an exhibition (Am. Eng.: exhibit) of paintings by Manet on in London.

They're going to publish a new edition of the works of Cervantes next year.

The Opera Society are doing a performance of *Don Giovanni*.

Our local cinema's showing Bergman's *Persona* next week.

Note: What's on at the cinema/theatre, etc. next week?

Exercises

42.1 Which branch of the arts do you think these people are talking about?

Example: 'It was a strong cast but the play itself is weak.' *Theatre*

- 1 'It's called *Peace*. It stands in the main square.'
- 2 'Animation doesn't have to be just *Disney*, you know.'
- 3 'It was just pure movement, with very exciting rhythms.'
- 4 'It doesn't have to rhyme to be good.'
- 5 'Oils to me don't have the delicacy of water-colours.'
- 6 'Her design for the new shopping centre won an award.'
- 7 'I read them and imagine what they'd be like on stage.'
- 8 'The first chapter was boring but it got better later.'
- 9 'I was falling asleep by the second act.'

42.2 Definite article or not? Fill the gap with *the* if necessary.

- 1 The government doesn't give enough money to arts.
- 2 She's got a diploma in dance from the Performing Arts Academy.
- 3 I've got some tickets for ballet. Interested?
- 4 art of writing a short story is to interest the reader from the very first line.
- 5 I can't stand modern poetry; it's so pretentious.
- 6 I was no good at art at school. What about you?

42.3 Each one of these sentences contains a mistake of usage of words connected with the arts. Find the mistake and correct it. You may need a dictionary.

Example: The scene at this theatre projects right out into the audience.
not 'scene' but 'stage' (the place where the actors perform)

- 1 What's the name of the editorial of that book you recommended? Was it Cambridge University Press?
- 2 'I wandered lonely as a cloud' is my favourite verse of English poetry.
- 3 He's a very famous sculpture; he did that statue in the park, you know, the one with the soldiers.
- 4 Most of the novels in this collection are only five or six pages long. They're great for reading on short journeys.
- 5 There's an exposition of ceramic at the museum next week.
- 6 The sceneries are excellent in that new production of *Macbeth*, so dark and mysterious.
- 7 What's in the Opera House next week? Anything interesting?

42.4 Ask *questions* for which these remarks would be suitable answers.

Example: It's an oil on canvas. *What sort of painting is it?*

- 1 Yes, it got rave reviews.
- 2 No, I'm not really a concert-goer, but thanks anyway.
- 3 Oh, some beautiful old buildings and some ugly new ones.
- 4 The cast were fine, but the direction was weak.
- 5 A new Hungarian film; fancy going to see it?

Follow-up: Make sure you can name all the parts of a typical theatre in English. A picture-dictionary might help you.

43 Food

A vegetables: cabbage cauliflower broccoli spinach cucumber courgettes
 (Am. Eng: zucchini) aubergines (Am. Eng: egg plants) leeks
 meat: venison liver kidneys veal
 fish: cod hake plaice whiting mackerel herring sardine trout salmon /'sæmən/
 seafood: prawns shrimps crab lobster crayfish squid cockles mussels oysters
 herbs: parsley rosemary thyme chives oregano tarragon sage
 spices: curry cinnamon ginger nutmeg

Flavours and tastes – adjectives and some opposites (≠)

sweet ≠ bitter [sharp/unpleasant] sour [e.g. unripe fruit]
 hot, spicy [e.g. curry] ≠ mild bland [rather negative]
 salty [a lot of salt] sugary [a lot of sugar] sickly [too much sugar]
 savoury [pleasant, slightly salty or with herbs]
 tasty [has a good taste/flavour] ≠ tasteless [no flavour at all]

General appearance, presentation and quality

These chips are terribly greasy. [too much oil/fat]
 This meat is over-cooked/overdone / under-cooked/underdone.
 British cooking can be very stodgy. [heavy, hard to digest]
 Mm, this chicken's done to a turn. [just perfect, not overdone]
 These pistachio nuts are terribly more-ish. [informal; you want to eat more]

Ways of cooking food – verbs



boil fry bake roast grill

Shall I stew the beef? [boiled with vegetables in the same pot], or would you prefer it as a casserole? [similar, but in the oven]

These lamb chops would be nice barbecued. [done over hot coals, usually outdoors]

Have you seasoned the stew? [added herbs/spices/salt/pepper]

Courses and dishes – a typical menu

	£ p	Fish	£ p	
courses	Starters	Dover sole	sometimes called sweets	
		Grilled trout		
		Cod in cheese sauce		
dishes	Main Courses	Children's Portions	pudding	
		Burger 'n' beans	afters	
		Fish fingers 'n' chips	(especially at home)	
		Desserts	small items, e.g. sandwiches, pies, etc.	
	Meat	Chocolate fudge cake		
	Rumpsteak	Ice cream (various)		
	Pork chop	Apple pie with cream		
	Lamb casserole	Tea, coffee		
	Chicken Kiev	snacks always available		
	prices include vegetables, chips or boiled potatoes			

Exercises

- 43.1** To learn long lists of words, it is sometimes helpful to divide them up into groups. Try dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.). If possible, compare your answers with someone else's. There are some words not given opposite.

aubergine leek cucumber spinach carrot potato cauliflower
 green/red pepper courgette sweetcorn lettuce onion rice pea
 cabbage garlic radish bean shallot turnip asparagus
 beetroot celery

- 43.2** Use the taste and flavour words opposite to describe the following.

- 1 Indian curry
- 2 pizza
- 3 sea water
- 4 an unripe apple
- 5 a cup of tea with five spoonfuls of sugar
- 6 strong black coffee with no sugar
- 7 factory-made white bread

- 43.3** Sort these dishes out under the headings *starters*, *main courses* or *desserts*.

chicken casserole coffee gateau fresh fruit salad sorbet Irish stew
 pâté and toast prawn cocktail rump steak chocolate fudge cake
 grilled trout shrimps in garlic

- 43.4** What might you say to the person/people with you in a restaurant if...

- 1 your chips had too much oil/fat on them?
- 2 your dish had obviously been cooked too much/too long?
- 3 your piece of meat was absolutely perfectly cooked?
- 4 your dish seemed to have no flavour at all?

- 43.5** How do you like the following foods prepared? Use words from D opposite and look up others if necessary. What do you like to put on the foods from the list in the box?

a leg of chicken eggs potatoes cheese sausages
 a fillet of cod prawns mushrooms

salt	pepper	vinegar	mustard	brown sauce	ketchup
salad-dressing	oil	mayonnaise	lemon juice		

- 43.6** 1 Which are *fish* and which are usually called *seafood*?

prawns sardines squid oysters mackerel mussels hake crab
 plaice trout lobster cod sole whiting

- 2 What do we call the *meat* of these animals?

calf deer sheep (two names) pig (three names)

- 3 Which of these fruit grow in your country/region? Are there others not listed here?

peach plum grapefruit grape nectarine star-fruit blackcurrant
 raspberry melon lime kiwi-fruit mango

44 The environment

A There are many different words referring to features of the environment. Here are some arranged on small to large scales.

brook → stream → river hillock → hill → mountain cove → bay → gulf
 copse → wood → forest puddle → pond → lake footpath → lane → road

B You have to be careful about the use of 'the' with features of the environment.

	<i>use with the?</i>	<i>example</i>
countries	no	France
countries which are in a plural form	yes	The USA
countries when limited by time	yes	The Spain of today
individual mountains	no	Mount Everest
mountains in the Bernese Oberland	yes	The Jungfrau
mountain chains	yes	The Rockies
islands	no	Sicily
groups of islands	yes	The West Indies
rivers	yes	The Volga
oceans	yes	The Pacific
seas	yes	The Mediterranean
gulfs, bays and straits	yes	The Gulf of Mexico The Bay of Biscay
lakes	no	Lake Erie
current	yes	The Gulf Stream

C Look at this encyclopaedia entry about Iceland and note any words that refer to particular features of the environment.

Iceland An island republic in the North Atlantic. The landscape consists largely of barren plains and mountains, with large ice fields particularly in the south west. The island has active volcanoes and is known for its thermal springs and geysers. With less than 1% of the land suitable for growing crops, the nation's economy is based on fishing, and fish products account for 80% of the exports. Area: 103,000 km². Population: 227,000. Capital: Reykjavik.

D Here are some other nouns which are useful when talking about the environment. Check their meanings with a dictionary if necessary.

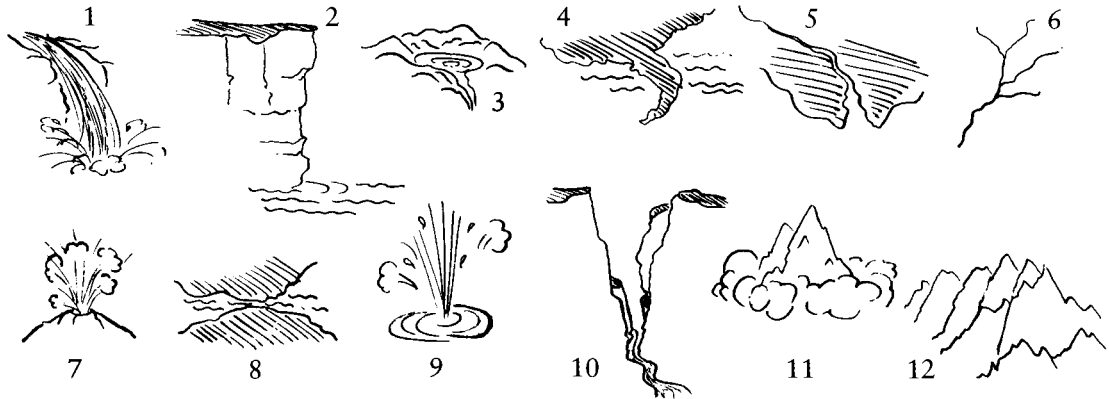
Where land meets sea: coast shore beach estuary cliff cape peninsula
 Words connected with rivers: source tributary waterfall mouth valley gorge
 Words connected with mountains: foot ridge peak summit glacier

There are many environmental problems in the world today. Check with a dictionary if you do not know any of the terms below.

air, river and sea pollution overfishing the greenhouse effect
 the destruction of the ozone layer destruction of the rainforests
 battery farming waste disposal overpopulation

Exercises

44.1 Label the pictures below.



44.2 In the paragraph below all the instances of *the* have been omitted. Insert them wherever they are necessary.

Brazil is fifth largest country in world. In north densely forested basin of River Amazon covers half country. In east country is washed by Atlantic. Highest mountain chain in South America, Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, former capital. Capital of Brazil today is Brasilia.

44.3 Can you answer the following general knowledge questions about the environment?

- 1 What is the highest mountain in Africa?
- 2 What is the longest river in Europe?
- 3 Where is the highest waterfall in the world?
- 4 Name another country, apart from Iceland, which has geysers and hot springs.
- 5 What is a delta and which famous river has one?
- 6 Where are the Straits of Gibraltar and the Cape of Good Hope?

44.4 Complete the paragraph below about your own country, or any other country that interests you. Remember to use 'the' whenever it is necessary.

..... (1) is a (2) in (3).
 The countryside is (4) in the north and (5) in the south. The country's economy is based on (6). The best-known river in (7) is (8). The most famous chain of mountains is (9) and the highest mountain in that chain is (10). (11) is a major environmental problem in (12) today.

44.5 Give two nouns from the opposite page to go with the adjectives below. Try not to repeat any of the nouns you choose.

Example: sandy beach/shore

- 1 sandy 2 steep 3 shallow 4 rocky 5 turbulent 6 dangerous

44.6 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 of?

45 Towns

Look at this description of Cork, one of Ireland's main towns. Underline any words or phrases that might be useful for describing your own or any other town.

Cork city is the major metropolis of the south; indeed with a population of about 135,000 it is the second largest city in the Republic. The main business and shopping centre of the town lies on the island created by two channels of the River Lee, with most places within walking distance of the centre. (The buses tend to be overcrowded and the one-way traffic system is fiendishly complicated.) In the hilly area of the city is the famous Shandon Steeple, the bell-tower of St Anne's Church, built on the site of a church destroyed when the city was besieged by the Duke of Marlborough. Back across the River Lee lies the city's cathedral, an imposing 19th century building in the French Gothic style. Cork has two markets. Neither caters specifically for tourists but those who enjoy the atmosphere of a real working market will appreciate their charm. The Crawford Art Gallery is well worth a visit. It regularly mounts adventurous exhibitions by contemporary artists. The fashionable residential districts of Cork city overlook the harbour. There are other residential areas on the outskirts.

Towns can be convenient places to live in because they have many facilities. Check with a teacher or a dictionary if you are not sure what anything means.

Sports: swimming pool sports centre golf course tennis courts football pitch skating rink

Cultural: theatre opera house concert hall radio station art gallery

Educational: school college university library evening classes museum

Catering and night-life: restaurant cafe nightclub take-away hotel

B and B (bed and breakfast) youth hostel dance-hall disco

Transport: bus service taxi rank car hire agency car park parking meters

Other: health centre law courts registry office citizens' advice bureau

job centre bottle bank department store chemist's estate agent

garden centre police station Town or City Hall suburbs housing estate

industrial estate pedestrian precinct

Towns also have their own special problems. Here are some to be found in London now.

Traffic jams: every day, particularly in the rush-hour, the streets get so packed with traffic that travel is very slow or even comes to a standstill. This is particularly stressful for commuters, people who travel to work in the town

Slums: certain parts of the city which are poor and in a very bad condition

Vandalism: pointless destruction of other people's property

Overcrowding: too many people live in too small a place

Pollution: the air and the water are no longer as pure as they were

Crime: see Unit 55

Here are some useful adjectives for describing towns.

picturesque historic spacious elegant magnificent atmospheric

quaint lively hectic deserted (e.g. at night) bustling crowded

packed filthy run-down shabby

Exercises

45.1 Check that you understand the text about Cork by answering the following questions.

- 1 Where is Cork?
- 2 Where is the shopping and business centre of Cork?
- 3 What is Cork's traffic system like?
- 4 What is special about the site of St Anne's Church?
- 5 In what style is the architecture of Cork Cathedral?
- 6 Can you buy souvenirs at the markets?
- 7 Is the Crawford Gallery worth visiting and why?
- 8 Where do Cork people live?

45.2 The description of Cork comes from a guidebook for tourists. Write sentences about a town of your choice, using the following expressions from the text.

the second/third/fourth ...est	the main ... area of the town lies
within walking distance of	in the Victorian/Georgian/Classical/ Baroque/French Gothic style
built on the site	tend to be
cater for	whether or not it merits
to overlook	those who enjoy
well worth a visit / visiting	on the outskirts
a working market/museum/steam railway/model	to mount an exhibition to appreciate the charm

45.3 Look at the list of facilities listed in B opposite. Tick all those which your town, or any town you know well, has.

45.4 Suggest three words which would collocate well with each of the nouns below, as in the examples.

1	3	5 <i>night</i>
..... museum	..... college	..... club
.....
2 <i>leisure</i>	4	6
..... centre	..... court	..... agency
.....

45.5 What facilities would your ideal town have? Name the three most important facilities for you in each of the categories listed in B opposite. You may choose facilities other than those listed opposite if you wish.

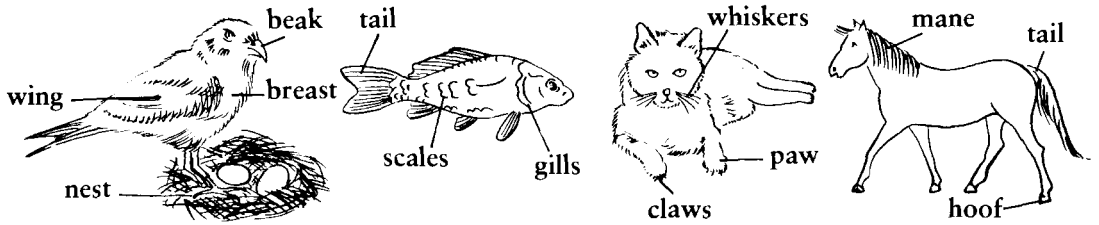
45.6 Are any of the problems mentioned in C opposite to be found in your city or a city you know well? Could you suggest a solution for these problems?

45.7 Write sentences about any towns you know, using each of the adjectives in D.

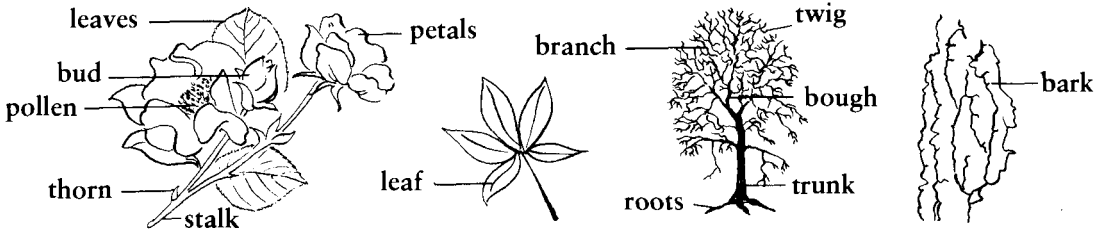
Example: The most picturesque part of my town is the old market-place.

46 The natural world

A Animals

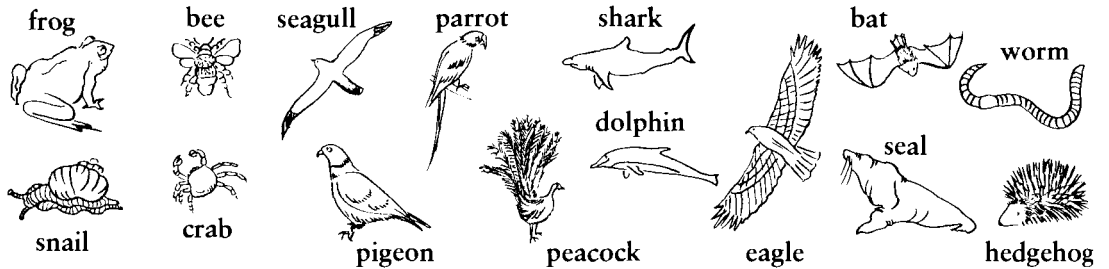


B Flowers and trees



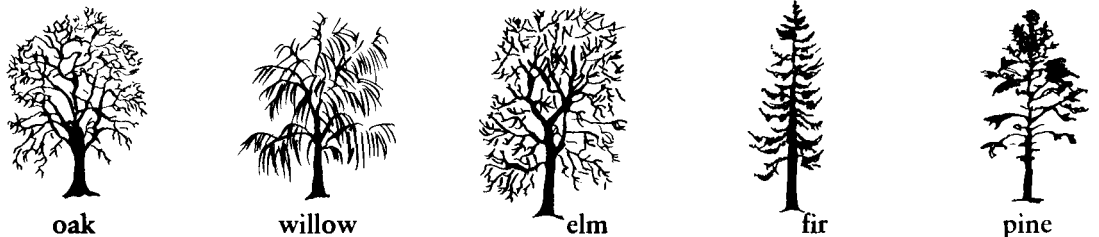
C Specific animals

Here are the English names of some more unusual creatures.



D Names of trees

Here are the names of some of the commonest British trees. You are likely to meet these words if you read fiction or poetry in English.



E Some verbs for talking about the natural world

Our apple tree **flowers/blossoms** in April. Our garden is **thriving** after the rain. Let's pick some flowers (*not pick up*). Farmers **plant**, **fertilise** and **harvest** their crops.

Exercises

46.1 Can you answer the following general knowledge questions about the natural world?

- 1 Is the whale a fish or a mammal?
- 2 Which reptile alive today is a descendant of the dinosaurs?
- 3 Are the following trees deciduous or evergreen – poplar, yew, birch?
- 4 What does the bee take from flowers to make honey?
- 5 Name three animals that hibernate in winter.
- 6 What does a British boy or girl traditionally say while pulling the petals off a daisy one by one?
- 7 Which is the fastest of all land animals?
- 8 Which bird symbolises peace?
- 9 What plants or animals are the symbols of England, Scotland, Canada and New Zealand?
- 10 What do fish use their gills for?
- 11 Can you name an endangered species of plant or animal?
- 12 Which of these creatures is extinct – emu, dinosaur, phoenix?
- 13 Name three white flowers and three birds of any colour.
- 14 What plant or animal is the symbol of your country?

46.2 Write an appropriate adjective to go with each of the following nouns:

hedgehog mane petals eagle oak willow worm bark

46.3 Fill in the blanks in the sentences below using words from the opposite page.

- 1 A tree's go a long way under ground.
- 2 A cat sharpens its against the of a tree.
- 3 Most fruit trees in spring.
- 4 Plants will not unless they get enough water and light.
- 5 The horse is limping. It must have hurt its
- 6 Flowers last longer in a vase if you crush the end of their
- 7 A flower that is just about to open is called a
- 8 Take care not to prick yourself. That plant has sharp
- 9 If we pick up those, we can use them to start the fire.
- 10 Jim's as blind as a
- 11 Anne's as busy as a while Jo works at a 's pace.
- 12 Most crops in the UK are in the autumn.

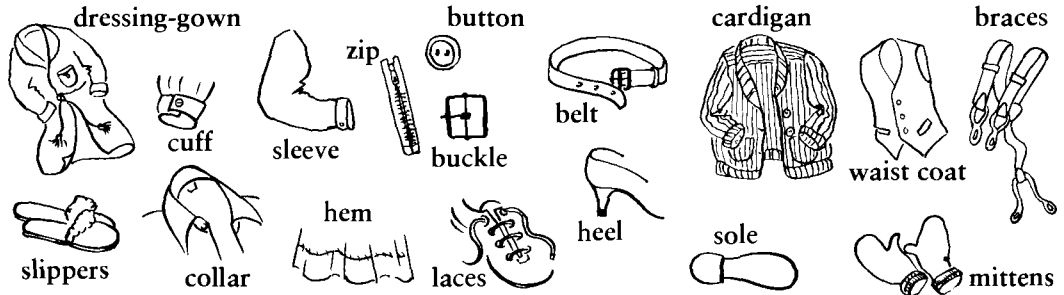
46.4 Look at this description of a camel from an encyclopaedia. Underline any words which you think would frequently be found in such descriptions of animals.

camel A mammal of the family Camelidae, (2 species): the **Bactrian**, from cold deserts in Central Asia and domesticated elsewhere, and the **dromedary**; eats any vegetation; drinks salt water if necessary; closes slit-like nostrils to exclude sand; humps are stores of energy-rich fats. The two species may interbreed; the offspring has one hump; the males are usually sterile while the females are fertile.

46.5 Write a similar description for an encyclopaedia of an elephant, or any other animal of your own choice. Use reference books to help you if necessary.

47 Clothes

At this level you probably already know most of the everyday words for clothes. Here are some items of clothing or parts of them which are perhaps less familiar.

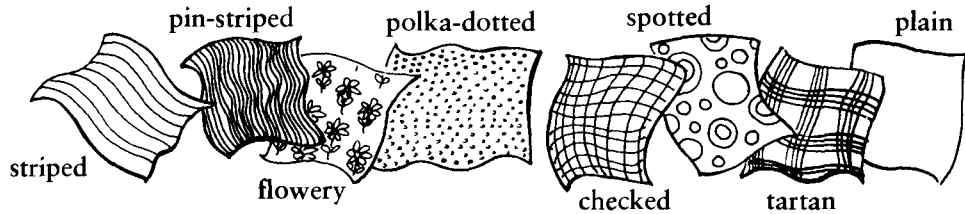


Notice that most items of clothing covering the legs are plural words only and, if you wish to count them, you need to say, e.g. 'Six pairs of trousers'. (See Unit 24.)

Here are some words used to describe materials which clothes are often made of. These words can be either nouns or adjectives.

silk cotton velvet corduroy denim leather wool/woollen suede

Here are some adjectives used to describe the patterns on materials.



Here are some verbs associated with clothing.

He **undressed** / got **undressed**, throwing all his clothes on the floor.

She quickly **dressed** the child.

I love **dressing up** for parties as I normally wear jeans.

Can I try **on** those grey shoes in the window?

The skirt is too tight and too short – it needs **letting out** and **letting down**.

The dress is too loose and too long – it needs **taking in** and **taking up**.

She took off her shoes and **put on** her slippers.

He **changed out** of his weekend clothes into his uniform.

Red usually doesn't **suit** people with ginger hair.

Her black bag **matches** her shoes.

Those shoes don't fit the boy any more. He's **grown out** of them.

Here are some adjectives for describing people's clothing.

How things fit: baggy loose tight close-fitting

Style: long-sleeved V-neck round-neck

General: elegant smart scruffy chic trendy with-it

Appearance: well-dressed badly-dressed old-fashioned fashionable

See Unit 33 for more useful vocabulary for describing someone's appearance.

Exercises

47.1 Which of the words illustrated in A fit best in the following sentences?

- 1 I must get my black shoes repaired. One is broken and both the have holes in them.
- 2 Do up your or you'll fall over.
- 3 There's someone at the door. You'd better put your on before you open it.
- 4 Put your on – this floor is very cold.
- 5 I've eaten too much – I'll have to loosen my
- 6 I've almost finished making my dress for the party but I've still got to sew up the and sew on some

47.2 Complete these sentences with any appropriate word. Use 'pair' where it is necessary.

- 1 Many women wear nighties in bed whereas most men and children wear
- 2 Blue are a kind of international uniform for young people.
- 3 People with ugly knees shouldn't wear
- 4 I need some new underwear. I'm going to buy three new today.
- 5 Bother! I've got a hole in my tights. I'll have to get a new
- 6 Bother! I've got a hole in my tights. I'll have to get some new

47.3 Match the following materials with the item which they are most likely to be associated with from the box.

Example: velvet ribbon

- 1 silk 2 cashmere 3 leather 4 corduroy 5 velvet 6 cotton

sweater	trousers	T-shirt	ribbon	evening blouse	boots
---------	----------	---------	--------	----------------	-------

47.4 Describe in as much detail as possible what the people in the pictures are wearing.



47.5 Put the right verb, *match*, *suit* or *fit*, into each of these sentences.

- 1 The blue dress her properly now she's lost some weight.
- 2 The blue of her dress the blue of her eyes.
- 3 That blue dress the girl with the blonde hair.

47.6 Describe in as much detail as you can how (a) you and (b) someone else you can see are dressed.

48 Health and medicine

A What are your symptoms?



rash



bruise



lump



spots



a black eye

I've got a cold / a cough / a sore throat / a temperature / a stomach ache / chest pains / earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhoea / painful joints / blisters / sunburn.
I feel sick / dizzy / breathless / shivery / faint / particularly bad at night.
I am depressed / constipated / tired all the time.
I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

B What do doctors do?

They take your temperature, listen to your chest, look in your ears, examine you, take your blood pressure, ask you some questions and weigh and measure you before sending you to the hospital for further tests.



What's the diagnosis?

You've got flu / chickenpox / mumps / pneumonia / rheumatism / an ulcer / a virus / a bug something that's going round.
You've broken your wrist and sprained / dislocated your ankle.
You're pregnant / a hypochondriac.
He died of lung cancer / a heart attack / a brain haemorrhage / AIDS.

What does the doctor prescribe?

- Take one three times a day after meals.
- Take a teaspoonful last thing at night.
- Rub a little on before going to bed each night.
- We'll get the nurse to put a bandage on.
- You'll need to have some injections before you go.
- I'll ask the surgeon when he can fit you in for an operation.
- You'll have to have your leg put in plaster.
- I think you should have total bed rest for a week.

E What might the doctor ask you?

What would you say if the doctor asked you the following questions?

- | | |
|--------------------------------|-----------------------------------|
| Do you have health insurance? | Have you ever had any operations? |
| Are you taking any medication? | Are you allergic to anything? |

Exercises

48.1 Match the diseases with their symptoms.

- | | |
|--------------|---|
| 1 flu | swollen glands in front of ear, earache or pain on eating |
| 2 pneumonia | burning pain in abdomen, pain or nausea after eating |
| 3 rheumatism | rash starting on body, slightly raised temperature |
| 4 chickenpox | dry cough, high fever, chest pain, rapid breathing |
| 5 mumps | headache, aching muscles, fever, cough, sneezing |
| 6 an ulcer | swollen, painful joints, stiffness, limited movement |

48.2 What does the doctor or nurse use the following things for?

Example: stethoscope *For listening to a patient's chest.*

- 1 thermometer 2 scales 3 tape measure 4 scalpel

48.3 Look at statements (a) to (g) in D opposite. Which do you think the doctor said to each of the following patients?

- | | |
|----------------------------------|-----------------------------------|
| 1 Anne with bad sunburn. | 5 Liz with a bad cough. |
| 2 Jo who's broken her leg. | 6 Sam who needs his appendix out. |
| 3 John who's off to the Tropics. | 7 Rose suffering from exhaustion. |
| 4 Paul with flu. | 8 Alf who's sprained his wrist. |

48.4 Complete the following table.

<i>noun</i>	<i>adjective</i>	<i>verb</i>
.....	breathless	.....
.....	faint	.....
.....	shivery	.....
.....	dislocated	.....
ache	.....	.....
treatment	—	.....
.....	swollen	.....

48.5 What medical problems might you have if...

- | | |
|---------------------------------|---------------------------------------|
| 1 you wear shoes that rub? | 7 you eat food you're allergic to? |
| 2 you eat too fast? | 8 you run unusually fast for a bus? |
| 3 you smoke a lot? | 9 you eat food that is bad? |
| 4 you play football? | 10 a mosquito bites you? |
| 5 you go ski-ing? | 11 you get wet on a cold day? |
| 6 you stay too long in the sun? | 12 you think you're ill all the time? |

48.6 Think of some of the illnesses you (or members of your family or friends) have had. What were the symptoms and what did the doctor prescribe?

Follow-up: Look at the health page of a magazine or newspaper. Make a note of any new vocabulary on the theme that you find there. Look in your medicine cabinet at home, at school or work. Can you name everything that you find there?

49 Travel

A

Look at the table of some basic travel vocabulary. Highlight any of the words that you are not sure about and look them up in your dictionary.

<i>transport type</i>	<i>different kinds of vehicle</i>	<i>parts of vehicle</i>	<i>people working with it</i>	<i>associated facilities</i>
road	sports car, estate car, bus, coach, tram, van, lorry	boot, engine, gears, steering-wheel, brakes, tyres	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station
rail	passenger train, freight train, local train, express	sleeping-car, buffet, restaurant-car, compartment	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box
sea	yacht, rowing-boat, fishing-boat, liner, ferry, trawler	engine-room, deck, bridge, gangplank, companionway	captain, skipper, purser, docker, steward(ess)	port, buoy, quay, customs shed, light-house, docks
air	aeroplane, jet, helicopter, supersonic aircraft	cockpit, nose, tail, wings, fuselage, joystick	pilot, ground staff, steward, air traffic controller	duty-free shop, departure lounge, hangar, runway

B

Words at sea

Traditionally sailors use different words at sea – a bedroom is a **cabin**, a bed is a **bunk**, the kitchen on a ship is a **galley**, right is **starboard** and left is **port** and the group of people who work on the ship is called the **crew**. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as ‘she’ rather than ‘it’.

C

Some international road signs



There's a hump bridge ahead.



There's going to be a steep hill downwards.



There may be cattle on the road ahead.



There's a cycle route ahead.

D

Some words connected with travel

Last week he flew to New York. It was an early-morning **flight**. The plane was to **take off** at 6 a.m. and **land** at 7 a.m. **local time**. He was **stranded** at the airport overnight. The plane was delayed by fog. Air passengers often suffer such delays.

Trains always **run on time** here. You have to **change** trains at Crewe.

We are **sailing** on the QE2. It sets sail at noon. It will **dock** in New York at 6 p.m. and we shall **disembark** as soon as we can.

The ship was **wrecked**. The passengers were **marooned** on a desert island.

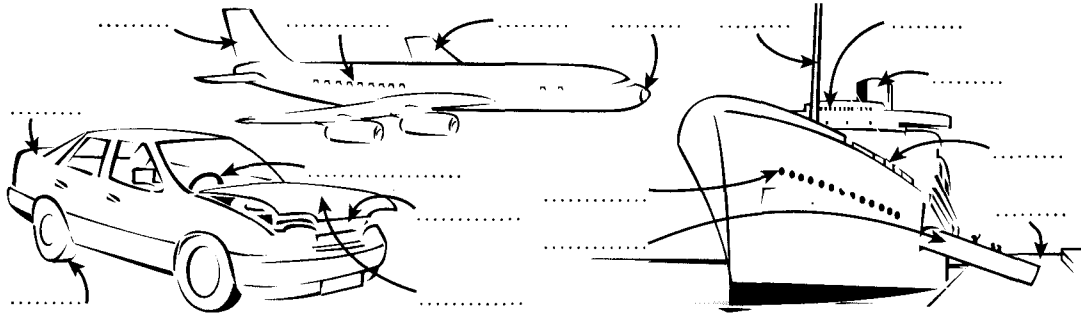
Our car does 10 km to the litre. It goes quite fast. We can usually **overtake** other cars.

The car **swerved** into the middle of the road to avoid the cyclist.

He **backed** the car into the drive and **parked** in front of the house.

Exercises

49.1 Label the diagrams below. Use a dictionary to help you if necessary.



49.2 Here are some more words which could have been included in the table in A opposite. Where would they fit into the table?

bonnet	balloon	deck-chair	guard's van
mast	petrol pump	bus driver	anchor
glider	oar	rudder	left luggage lockers
check-in desk	control tower	canoe	dual carriageway

49.3 Here are some more road signs. Write an explanation of their meaning similar to the explanations given in C opposite.



49.4 Fill in the blanks. Most of the words you need can be found opposite.

Yesterday John was supposed to take a (1) from London to Paris. He got up very early, put his luggage in the (2) of his car and tried to start the engine. It wouldn't start. John lifted the (3) but he couldn't see what the matter could be. He immediately called his local (4) to ask them to send a (5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've (6) of petrol', he said. John felt very foolish. 'Why didn't I (7) everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the (8) to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are (9) because of a heavy snowfall last night.' 'If only I had decided to go by (10)', John thought. 'It would probably have been quicker in the end and even if I sometimes feel sick on the (11) across the Channel, it can be quite pleasant sitting in a (12) on the deck, watching the seagulls and the other (13). The (14) on a ship seem to produce much better food than those on an aircraft too.'

49.5 Write two advantages and two disadvantages for each of the four forms of travel opposite.

50 Holidays

A

Here are a number of different places where you can spend a holiday.

camp site: a place where you can pitch a tent or park a caravan

self-catering flat: flat which you rent, you cook for yourself

guesthouse: accommodation like a hotel but cheaper and with fewer services

youth hostel: cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in bunk beds in one room

holiday camp: a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainment

time-share apartment: accommodation which one owns, say, a 26th part of and so has the right to stay there for 2 weeks every year

B

Here are a number of different things which people like to do on holiday.



sunbathe



swim *or* go swimming



do some *or* go sightseeing



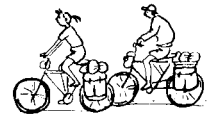
ski *or* go skiing



go for a drive



hike *or* go hiking



tour *or* go touring



go on an excursion



climb *or* go climbing/mountaineering



camp *or* go camping

Note: You usually ask 'Have you ever been skiing/hang-gliding?' rather than 'Have you ever gone...?' 'He's been wind-surfing' means that at some point in his life he has done this.

C

Here is some useful language for when you are staying in a hotel.

I'd like to book a single/double room with a cot.

I'd like a room with a shower, a colour TV, and a view of the sea.

What time do you serve breakfast?

Am I too late for dinner/to get something to eat?

Is service included?

Could I have a call at 7.30, please?

Could we have dinner in our room, please?

The teasmade [tea-making machine] in my room isn't working.

I'd like an extra pillow, please.

I'd like to make a call to New Zealand, please.

What time do you like rooms to be vacated by?

Sorry to bother you, but...

I'm afraid there's something wrong with the..., could you have a look at it?

Exercises

- 50.1** Which of the holiday places in A have you or any of your friends stayed at? What are the advantages and disadvantages of each? Try and note down at least one advantage and one disadvantage for each even if you have no direct personal experience of them.
- 50.2** List the ten activities shown in B opposite according to your personal preferences.
- 50.3** Look at B opposite again. Note the way you can say either 'We *camped* in Spain this year' or 'We *went camping* in Spain this year'. Write the sentences below in an alternative form, either with or without *go* or *be*.
- 1 They went canoeing in the Dordogne last year.
 - 2 Have you ever been windsurfing?
 - 3 I love going sailing.
 - 4 He spends too much time fishing.
 - 5 It's quite expensive to shop in Rome.
 - 6 I enjoy cycling at weekends.
- 50.4** What would you say in a hotel when...
- 1 you want to reserve a room for a couple with a small baby?
 - 2 you have to wake up early for an important meeting?
 - 3 your TV screen suddenly goes blank?
 - 4 it's midnight, you've just arrived and you're very hungry?
 - 5 you'd rather not go to the dining-room for breakfast?
 - 6 you are not sure whether to leave a tip or not?
- 50.5** There are six typical language mistakes in the paragraph below. Underline them and then write the corrections.

The Smiths stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs Smith had a sunbath, Mr Smith made a sight-seeing and the children made a travel around the island. One day they made an excursion to a local castle.

- 50.6** To find more useful language relating to holidays, get some holiday brochures or other tourist information written in English. You could either try the embassies of those countries or a travel agency. Remember to make it clear that you want the information in English. When you receive the information, make a point of noting down any useful new words and expressions that you learn.
- 50.7** Find a tourist brochure in your own language about your own town or region. Try to translate it for English-speaking visitors.
- 50.8** Where would you spend your ideal holiday? What kind of accommodation would you stay in? How would you spend your time? Write a paragraph.

51 Numbers and shapes

A

Anyone who works with any branch of science or technology needs to be able to talk about figures. Notice how the following are said in English.

28% twenty-eight per cent

10.3 ten point three

$\frac{7}{9}$ four ninths

4^2 four squared

8^4 eight to the power of four

10 m \times 12 m ten metres by twelve metres

$1\frac{2}{3}$ one and two thirds

$\frac{9}{13}$ nine thirteenths or nine over thirteen

7^3 seven cubed

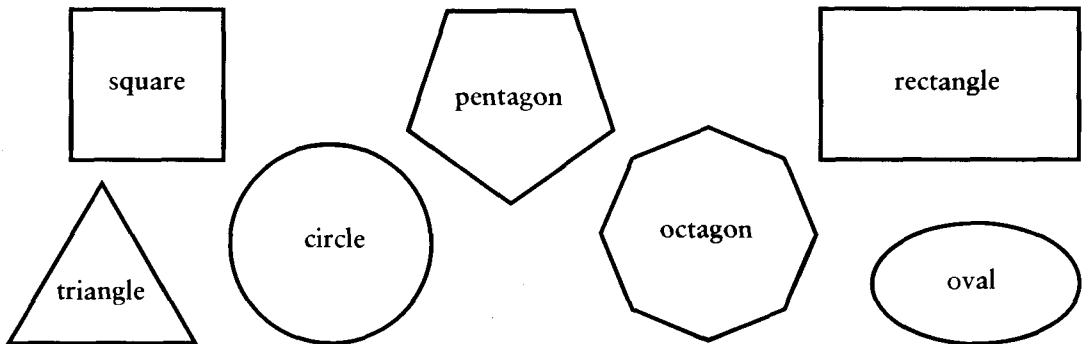
32° C or F thirty-two degrees centigrade/celsius or fahrenheit

1,623,457 one million, six hundred and twenty-three thousand, four hundred and fifty-seven

B

All scientists and technologists also need to be able to talk about shapes. Note the names of the shapes below.

Two-dimensional shapes



A rectangle has four right angles.

A circle is cut in half by its diameter. Its two halves can be called semi-circles.

The radius of a circle is the distance from its centre to the circumference.

Three-dimensional shapes



The two halves of a sphere can be called hemispheres.

C

Here are the four basic processes of arithmetic.

+ addition

- subtraction

\times multiplication

\div division

Notice how these formulae would be read aloud.

$2x+3y-z = \frac{3z}{4x}$ Two x plus three y minus z equals three z divided by four x. or
Three z over four x.

$6 \times 7 = 42$ Six times seven is forty two. or Six sevens are forty two.

Exercises

51.1 How numerate are you? Try this numbers quiz.

- 1 Name the first four odd numbers.
- 2 Name the first four even numbers.
- 3 Name the first four prime numbers.
- 4 Give an example of a decimal fraction.
- 5 Give an example of a vulgar fraction.
- 6 How do you read this formula and what does it represent: $e=mc^2$?
- 7 How do you read this and what does it represent: $2\pi r$?

51.2 Write the following in words rather than in figures or symbols.

- 1 2% of the British population owned 90% of the country's wealth in 1992.
- 2 $0^{\circ}\text{C} = 32^{\circ}\text{F}$
- 3 62.3% of adults have false teeth.
- 4 $\frac{2}{3} + \frac{1}{4} \times 4^2 = 14\frac{1}{2}$.
- 5 2,769,425 people live here.

51.3 Look at the figures in B opposite. What is the adjective relating to each of the shapes illustrated? Use a dictionary if necessary.

51.4 Read the following records aloud.

- 1 Oxygen accounts for 46.6% of the earth's crust.
- 2 The nearest star to earth is Proxima Centauri. It is 33,923,310,000,000 km from earth.
- 3 The highest waterfall in the world is Angel Falls in Venezuela with a drop of 979 m.
- 4 The top coffee-drinking country in the world is Finland where 1,892 cups per annum are consumed per head of the population.
- 5 The tallest church in the world is the Chicago Methodist Temple which is 173 m or 568 ft high.
- 6 The commonest item of lost property on London transport is the umbrella. 23,250 umbrellas were handed in to London transport lost property offices in 1987/8.
- 7 The country with the most telephones in the world is Monaco. It has 733 telephones per 1,000 population.
- 8 The smallest country in the world is the Vatican City with an area of 0.4 sq km.

51.5 Draw the following figures.

- 1 A right-angled triangle with two equal sides of about two centimetres in length. Draw a small circle at the centre of the triangle and then draw lines from the centre of the circle to each of the angles of the triangle.
- 2 A rectangle with diagonal lines joining opposite angles.
- 3 An octagon with equal sides. Draw an oval in the middle of the octagon.
- 4 A three-dimensional rectangular shape of roughly 6 cm by 3 cm by 2 cm.

52 Science and technology

You are probably familiar with the traditional branches of science e.g. chemistry, physics, botany and zoology. But what about these newer fields?

genetic engineering: the study of the artificial manipulation of the make-up of living things

molecular biology: the study of the structure and function of the organic molecules associated with living organisms

cybernetics: the study of the way information is moved and controlled by the brain or by machinery

information technology: the study of technology related to the transfer of information (computers, digital electronics, telecommunications)

bioclimatology: the study of climate as it affects humans

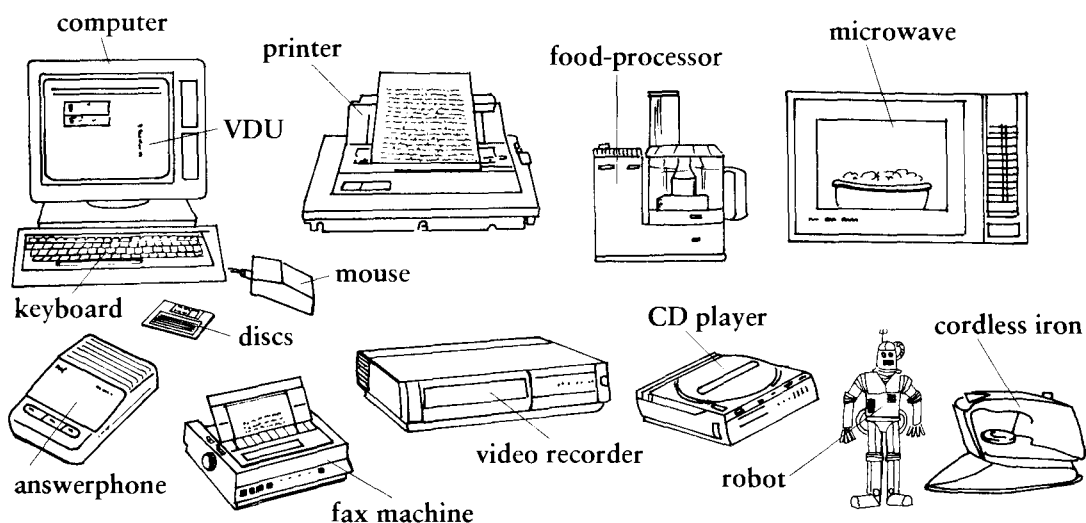
geopolitics: study of the way geographical factors help to explain the basis of the power of nation states

nuclear engineering: the study of the way nuclear power can be made useful

cryogenics: the study of physical systems at temperatures less than 183° C

astrophysics: the application of physical laws and theories to stars and galaxies

B Here are some of the modern inventions which we are now becoming quite used to.



C The verbs in the sentences below are all useful in scientific contexts.

He **experimented** with a number of different materials before **finding** the right one.

The technician **pressed** a button and lights started **flashing**.

When she **pulled** a lever, the wheel began to **rotate**.

The zoologist **dissected** the animal.

When they were **combined**, the two chemicals reacted violently with each other.

After **analysing** the problem, the physicist **concluded** that there was a flaw in his initial hypothesis.

James Watt **invented** the steam engine and Alexander Fleming, another Scot, **discovered** penicillin.

After **switching on** the computer, **insert** a floppy disc into the disc drive.

You must **patent** your invention as quickly as possible.

Exercises

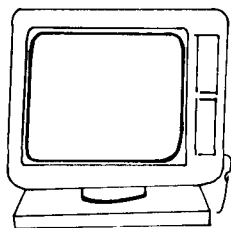
52.1 Complete the following list with the name of the specialists in the particular fields.

<i>science</i>	<i>scientist</i>
chemistry
physics
zoology
genetics
information technology
cybernetics
civil engineering

52.2 Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

- | | |
|------------------|--|
| 1 video recorder | a kind of sophisticated typewriter using a computer |
| 2 photocopier | a machine which records and plays back sound |
| 3 fax machine | a machine which records and plays back sound and pictures |
| 4 tape recorder | a camera which records moving pictures and sound |
| 5 modem | a machine for chopping up, slicing, mashing, blending etc. |
| 6 camcorder | a machine which makes copies of documents |
| 7 robot | a machine which makes copies of documents and sends them down telephone lines to another place |
| 8 word-processor | a machine which acts like a person |
| 9 food-processor | a piece of equipment allowing you to send information from one computer down telephone lines to another computer |

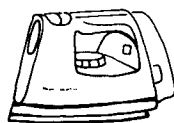
52.3 Write descriptions like those in exercise 52.2, for the following objects.



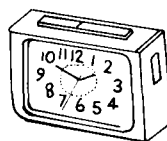
1



2



3



4



5

52.4 What are the nouns connected with the following verbs?

- | | | | | |
|------------|------------|-----------|--------------|-----------|
| 1 discover | 3 rotate | 5 patent | 7 dissect | 9 combine |
| 2 invent | 4 conclude | 6 analyse | 8 experiment | |

52.5 Give each of the sciences in A opposite a number from 0 to 5 depending on whether it doesn't interest you at all (0) or interests you enormously (5). Similarly mark each of the inventions in B, 0 to 5, depending on how important they are to you in your life.

Follow-up: Increase your knowledge of scientific vocabulary by reading articles of general scientific interest in English language newspapers or magazines. If possible, get a textbook in English for schoolchildren studying a branch of science that you have studied. Choose a book where the science is relatively easy for you so that you can concentrate on the English used.

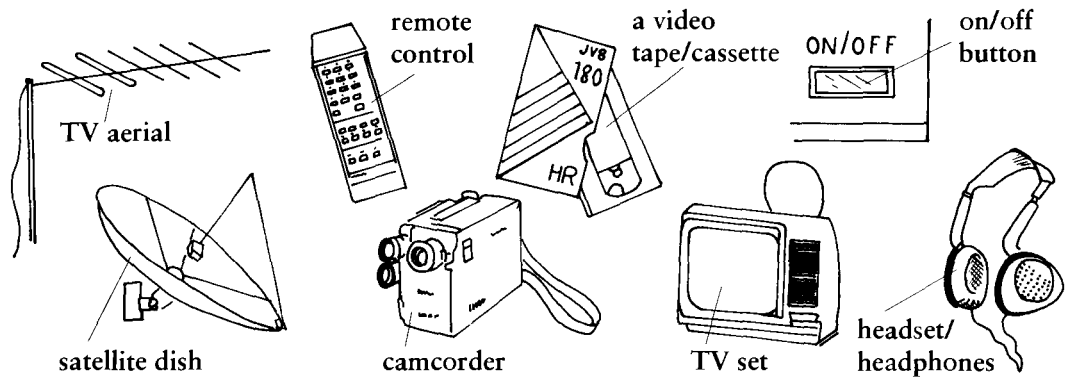
53 The press and media

The term the mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people. This page looks at some useful words for talking about the mass media and about publishing in general.

B Radio and television

Types of TV programmes: documentaries news broadcasts current affairs programmes soap operas quizzes sitcoms drama chat shows detective stories sports programmes weather forecasts music programmes game shows variety shows commercials

A serial is a story that continues from one programme or episode to the next. A series is about the same characters or has the same format each week but each programme is complete in itself.



Newspapers and publishing

Parts of the newspaper: headlines news reports the editorial feature articles, e.g. about fashion or social trends horoscope cartoons crossword small ads business news sports reports scandal the letters page

A popular or tabloid newspaper focuses more on sensation than real news whereas a quality newspaper professes to be more interested in real news than in sensation. A tabloid usually has a smaller format than a quality paper, it has larger headlines and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family.

A journal is the name usually given to an academic magazine. A colour supplement is a magazine which comes out once a week (often on Sundays) as an addition to a newspaper. A comic is a magazine, usually for children or teenagers, with lots of picture stories and/or cartoons.

D Make sure you know the verbs in these sentences.

The BBC World Service broadcasts throughout the world.

I can receive / pick up broadcasts from Moscow on my radio.

They're showing a good film on TV tonight.

This book was published by CUP but it was printed in Hong Kong.

The film was shot / made on location in Spain.

They cut / censored the film before showing it on TV.

This article / programme has been badly edited.

See Unit 92 for the language of newspaper headlines.

Exercises

53.1 What sort of TV programmes do you think these would be?

- | | |
|--------------------------------|---------------------------|
| 1 Murder at the Match | 4 The \$10,000 Question |
| 2 The Amazing Underwater World | 5 Last Week in Parliament |
| 3 World Cup Special | 6 Hamlet from Stratford |

53.2 Give the name of one programme you know in your country of each type listed in B.

53.3 Write definitions explaining what jobs each of these people involved in the media do?

Example: A make-up artist makes up the faces of people who are to appear on TV.

- | | |
|---------------------------|---------------------|
| 1 a foreign correspondent | 6 a bookseller |
| 2 a sub-editor | 7 a publisher |
| 3 a continuity person | 8 a columnist |
| 4 an editor | 9 a camera operator |
| 5 a librarian | 10 a critic |

53.4 Fill in the gaps in the sentences below with the most appropriate word from the opposite page.

- 1 He doesn't even get up from the sofa to change channels; he just presses the on the
- 2 You can hear BBC news all over the world.
- 3 A short wave or a VHF radio can many interesting stations.
- 4 Although our was expensive, we've taken some priceless film of our children.
- 5 Children often prefer looking at to reading books.

53.5 Choose any newspaper (it could be in your own language if you can't find an English one) and complete the following sentences.

- 1 The main story today is about
- 2 The editorial is about
- 3 There are readers' letters on page and they deal with the following topics:
- 4 The most interesting feature is about
- 5 There is some scandal on page, a crossword on page, a cartoon on page and some small ads on page
- 6 The most interesting business story is about and the largest sports article is about
- 7 The most striking photograph shows
- 8 There are advertisements for and
- 9 An article about on page made me feel

53.6 Look at the TV page of an English language paper and/or listen to the News on the BBC World Service. Make a note of any other useful vocabulary on this theme.

54 Politics and public institutions

Look at the definitions below taken from a dictionary of politics. Make sure you understand not only the words listed but the words used in the definitions too.

A Types of government

republic: a state governed by representatives and, usually, a president

monarchy: a state ruled by a king or queen


democracy: government of, by and for the people


dictatorship: system of government run by a dictator

independence: freedom from outside control; self-governing

The British Isles



 The United Kingdom

 The Republic of Ireland

B People and bodies involved in politics

Member of Parliament (MP): a representative of the people in Parliament

politician: someone for whom politics is a career

statesman/woman: someone who uses an important political position wisely and well

Prime Minister: the head of government or leading minister in many countries

chamber: hall used by a group of legislators; many countries have two chambers

cabinet: a committee of the most important ministers in the government

President and Vice-President: the head of state in many modern states

Mayor: head of a town or city council

ambassador: top diplomat representing his/her country abroad

embassy: the building where an ambassador and his/her staff are based

ministry: a department of state headed by a minister.

C Elections

constituency: a political area whose inhabitants are represented by one MP

candidate: someone who stands in an election

policy: the programme of action of a particular party or government

majority: the number of votes by which a person wins an election

referendum: a direct vote by the population on some important public issue

by(e)-election: an election in one constituency in contrast to a General Election

marginal seat: a parliamentary seat held by a very small majority of votes

the opposition: members of parliament who do not belong to the party in power

stand/run for Parliament: to be a candidate in an election

vote: to choose in a formal way, e.g. by marking a ballot paper

elect: to choose someone or something by voting

You will find words dealing with types of political belief in Unit 67.

Exercises

54.1 Choose the correct word from the choices offered.

- 1 India gained republic/independence/democracy from the UK in 1948.
- 2 Our MP's just died and so we'll soon need to have a vote/referendum/bye-election.
- 3 She's running/sitting/walking for Parliament in the next election.
- 4 His father was voted/stood/elected MP for Cambridge City.
- 5 What is your country's economic politics/policy/politician?
- 6 Do you think Bush deserved to be referred to as a politician/statesman/President?

54.2 Look at this text about politics in the UK. Fill in the missing words.

Parliament in the UK consists of two (1): the House of Commons and the House of Lords. In the House of Commons there are 650 (2), each representing one (3). The ruling party in the Commons is the one which gains a (4) of seats. The main figure in that party is called the (5). The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general (6) at any time within that period.

54.3 Make some more words based on those you studied opposite.

<i>abstract noun</i>	<i>person noun</i>	<i>verb</i>	<i>adjective</i>
revolution	revolutionary	revolutionise	revolutionary
representation
election
dictatorship
presidency

54.4 Try this political quiz.

- 1 Name three monarchies.
- 2 Which is the oldest parliament in the world?
- 3 Name the President and the Vice-President of the USA.
- 4 Who is the Mayor of the place where you live?
- 5 What politicians represent you in local and national government?
- 6 What are the main political parties in the country where you now are?
- 7 What are the main political issues in that country and what are the policies of the different parties on those issues?
- 8 What do these political abbreviations stand for – MP, PM, UN, EU, NATO, OPEC?

54.5 Write a paragraph about the political system in your country, using as much of the vocabulary on the opposite page as you can.

55 Crime

Make sure you know the difference between the verbs: steal and rob. The object of the verb 'steal' is the thing which is taken away, e.g. they stole my bike, whereas the object of the verb 'rob' is the person or place from which things are stolen, e.g. I was robbed last night. A masked man robbed the bank. 'Steal' is irregular: steal, stole, stolen.

B The table below gives the names of some other types of crimes together with their associated verbs and the name of the person who commits the crimes.

<i>crime</i>	<i>definition</i>	<i>criminal</i>	<i>verb</i>
murder	killing someone	murderer	murder
shoplifting	stealing something from a shop	shoplifter	shoplift
burglary	stealing from someone's home	burglar	burgle
smuggling	taking something illegally into another country	smuggler	smuggle
arson	setting fire to something in a criminal way	arsonist	to set fire to
kidnapping	taking a person hostage in exchange for money or other favours, etc.	kidnapper	kidnap

All the verbs in the table above on the right are regular apart from set (set, set, set).

Here are some more useful verbs connected with crime and law. Note that many of them have particular prepositions associated with them.

to **commit** a crime or an offence: to do something illegal

to **accuse** someone of a crime: to say someone is guilty

to **charge** someone **with** (murder): to bring someone to court

to **plead guilty** or **not guilty**: to swear in court that one is guilty or otherwise.

to **defend/prosecute** someone in court: to argue for or against someone in a trial

to **pass verdict on** an accused person: to decide whether they are guilty or not

to **sentence** someone to a punishment: what the judge does after a verdict of guilty

to **acquit** an accused person **of** a charge: to decide in court that someone is not guilty (the opposite of to **convict** someone)

to **fine** someone a sum of money: to punish someone by making them pay

to **send** someone to **prison**: to punish someone by putting them in prison

to **release** someone **from prison/jail**: to set someone free after a prison sentence

to **be tried**: to have a case judged in court.

Here are some useful nouns.

trial: the legal process in court whereby an accused person is investigated, or tried, and then found guilty or not guilty

case: a crime that is being investigated

evidence: information used in a court of law to decide whether the accused is guilty or not

proof: evidence that shows conclusively whether something is a fact or not

verdict: the decision: guilty or not guilty

judge: the person who leads a trial and decides on the sentence

jury: group of twelve citizens who decide whether the accused is guilty or not

Exercises

55.1 Put the right form of either rob or steal in the sentences below.

- Last night an armed gang the post office. They £2000.
- My handbag at the theatre yesterday.
- Every year large numbers of banks
- Jane of the opportunity to stand for president.

55.2 Here are some more crimes. Complete a table like the one in B opposite.

<i>crime</i>	<i>criminal</i>	<i>verb</i>	<i>definition</i>
terrorism
blackmail
drug-trafficking
forgery
assault	assault	.....
pickpocketing
mugging

55.3 Fill the blanks in the paragraph below with one of the verbs from C opposite.

One of the two accused men (1) at yesterday's trial. Although his lawyer (2) him very well, he was still found guilty by the jury. The judge (3) him to two years in prison. He'll probably (4) after eighteen months. The other accused man was luckier. He (5) and left the courtroom smiling broadly.

55.4 Here are some words connected with law and crime. If necessary, use a dictionary to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way.

theft	member of a jury	judge	smuggling
witness	prison	fine	bribery
detective	hi-jacking	flogging	community service
probation	traffic warden	death penalty	rape
drunken driving	lawyer		

55.5 Look at all the crimes named in this unit. Look both at the left-hand page and at exercises 55.2 and 55.4. Which do you think are the three most serious and the three least serious?

55.6 Write a paragraph to fit this newspaper headline. Give some details about the crime and the court case, using as many words from this unit as is appropriate.

Local girl's evidence gets mugger two years prison

Follow up: If possible look at an English language newspaper. List all the words connected with crime and the law which you can find in it.

56 Money – buying, selling and paying

A

Personal finance

Sometimes in a shop they ask you: 'How do you want to pay?'
You can answer: 'Cash / By cheque / By credit card.'

In a **bank** you usually have a **current account**, which is one where you **pay in your salary** and then **withdraw money to pay your everyday bills**. The bank sends you a regular **bank statement** telling you how much money is in your account. You may also have a **savings account** where you **deposit** any extra money that you have and only **take money out** when you want to **spend it on something special**. You usually try to avoid having an **overdraft** or you end up paying a lot of **interest**. If your account is **overdrawn**, you can be said to be **in the red** (as opposed to **in the black** or **in credit**).

Sometimes the bank may **lend** you money – this is called a **bank loan**. If the bank (or **building society**) lends you money to buy a house, that money is called a **mortgage**.

When you **buy** (or, more formally, **purchase**) something in a shop, you usually **pay for it outright** but sometimes you **buy on credit**. Sometimes you may be offered a **discount** or a **reduction** on something you buy at a shop. This means that you **get**, say, **£10 off** perhaps because you are a student. You are often offered a discount if you **buy in bulk**. It is not usual to **haggle** about prices in a British shop, as it is in, say, a Turkish market. If you want to return something which you have bought to a shop, you may be given a **refund**, i.e. your money will be returned, provided you have a **receipt**.

The money that you pay for services, e.g. to a school or a lawyer, is usually called a **fee** or **fees**; the money paid for a journey is a **fare**.

If you buy something that you feel was very **good value**, it's a **bargain**. If you feel that it is definitely **not worth** what you paid for it, then you can call it a **rip-off** (very colloquial).

B

Public finance

The government collects money from citizens through **taxes**. **Income tax** is the tax collected on **wages and salaries**. **Inheritance tax** is collected on what people inherit from others. **Customs** or **excise duties** have to be paid on goods imported from other countries. **VAT** or **value added tax** is a tax paid on most goods and services when they are bought or purchased. Companies pay **corporation tax** on their profits. If you pay too much tax, you should be given some money back, a **tax rebate**.

The government also sometimes pays out money to people in need, e.g. **unemployment benefit** (also known informally as the **dole**) **disability allowances** and **student grants** (to help pay for studying). Recipients **draw a pension / unemployment benefit** or are **on the dole** or **on social security**.

Every country has its own special **currency**. Every day the **rates of exchange** are published and you can discover, for example, how many dollars there are currently to the pound sterling.

A company may sell **shares** to members of the public who are then said to have **invested** in that company. They should be paid a regular **dividend** on their **investment**, depending on the **profit** or **loss** made by the company.

Exercises

56.1 Answer the following money quiz.

- 1 What currencies are used in Japan, Australia, India and Russia?
- 2 What does the expression, 'hard currency', mean?
- 3 Name two credit cards which are usable world-wide.
- 4 Give two examples of imports that most countries impose customs duties on.
- 5 Give three examples of kinds of income that would be classed as unearned.
- 6 What is the Dow Jones index and what are its equivalents in London and Japan?
- 7 Give an example of something that is priceless and something that is valueless.
- 8 Name the coins and banknotes used in your country and one other country.

56.2 Match the words on the left with their definitions on the right.

- | | |
|------------------------|--|
| 1 interest | a bank account with minus money in it |
| 2 mortgage | money paid towards the cost of raising a family |
| 3 an overdrawn account | money given by the government for education, welfare, etc. |
| 4 savings account | an account that is used mainly for keeping money |
| 5 current account | money paid to people after a certain age |
| 6 pension | an account that cheques are drawn on for day-to-day use |
| 7 disability allowance | money chargeable on a loan |
| 8 child benefit | money paid to people with a handicap |
| 9 grant | a loan to purchase property |

56.3 Is the ordinary 'person-in-the-street' pleased to see these newspaper headlines or not?

Mortgage rate goes up	Wages to be frozen	Pension age raised
Interest rates down	VAT to be reduced	NUMBER ON DOLE RISES

56.4 Complete the sentences with words from the opposite page.

- 1 Money which has to be paid on what you inherit is known as
- 2 If the bank lends you money, you have a bank
- 3 If you have some money in your account you are in the
- 4 I paid too much tax last year so I should get a soon.
- 5 If it's no good, take it back to the shop and ask for a

56.5 Fill in the table below for your own, or any other, country.

Rate of inflation	.....
Exchange rate (against the US dollar)	.....
Interest rate	.....
Basic level of income tax	.....
Rate of VAT	.....
Monthly state pension	.....

Follow-up: To improve your financial vocabulary, read articles on business in any English magazine or newspaper. Write down any new words or expressions that you come across.

57 Number, quantity, degree and intensity

Number and quantity

Number is used for countable nouns, **amount** for uncountables.

Scale of adjectives useful for expressing number and quantity:

tiny small average large/considerable huge/vast



Add just a **tiny amount** of chilli pepper, or else it may get too hot.

A **considerable number** of people failed to get tickets. [formal]

Vast amounts of money have been wasted on this project.

Were there many people at the airport? Oh, about average, I'd say. [fairly informal]

Much/many, a lot, lots, plenty, a good/great deal

example

Is there **much** work to do?

No, not **much**.

There are **lots of** nice shops in this street.

Don't worry, there's **plenty of** time.

You were making **a lot of** noise last night.

There's **a great deal of** hard work still to do.

comments

mostly used in questions and negatives with uncountable nouns

mostly for affirmatives; has a rather positive feeling; informal

mostly affirmatives, used in positive contexts

used in all structures; neutral, better than lots in negative contexts

+ uncountables, more formal

Much and **many** do occur in affirmatives, but they sound formal and are probably best kept for formal written contexts.

Much criticism has been levelled at the government's policy.

Many people are afraid of investing in stocks and shares.

Informal and colloquial words for number/quantity

I've got **dozens of** nails in my tool-box. Why buy more? [especially good for countables]

There's **heaps/bags/loads of** time yet, slow down! [countable or uncountable and informal]

There was absolutely **tons of** food at the party; far too much. [especially good for things, not so good for abstract nouns]

There are **tons of** apples on this tree this year; last year there were hardly any. [note how the verb here is plural because of 'apples', but singular in the example before with 'food' – number depends on the *noun* following, not on tons/lots/loads]

Just a **drop of** wine for me, please. [tiny amount of any liquid]

Degree and intensity

Typical collocations of adverbs: a bit/quite/rather/fairly/very/really/awfully/extremely combine with 'scale' adjectives such as tired, worried, weak, hot.

Totally/absolutely/completely/utterly combine with 'limit' adjectives such as ruined, exhausted, destroyed, wrong.

Exercises

- 57.1** Comment on the following numbers and quantities using adjective-noun combinations from A opposite.

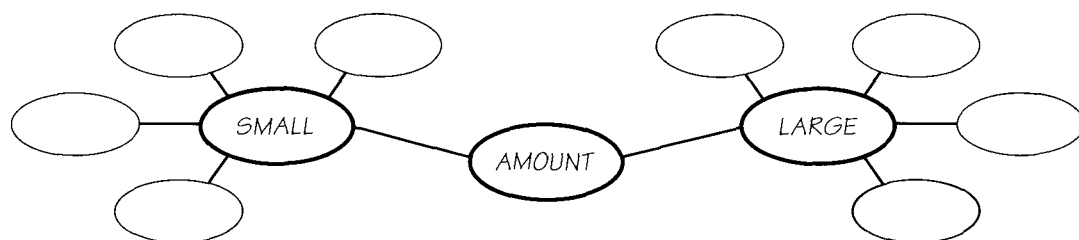
Example: The Government will only give us a grant of £20.

But that's a tiny sum of money. How mean!

- £5 billion was wasted on developing the new rocket.
- Over 50 people came to Sally's lecture yesterday. We were pleasantly surprised.
- We have 120 students most years, and we'll probably have about that this year, too.
- There was only five pounds in my purse when it was stolen.
- We've wasted over 100 hours in meetings and got nowhere.

- 57.2** Here are some more adjectives which can combine with *amount*. Divide them into two groups, *small* and *large* and fill in the bubbles. Use a dictionary if necessary.

miniscule gigantic overwhelming minute /maɪ'nju:t/ meagre
excessive insignificant sizeable



Now try using them to fill in the gaps below. More than one answer may be possible.

- Even a amount of sand can jam a camera.
- I've had an absolutely amount of work lately.
- Oh, you've given me a amount of food here!
- It takes a amount of money to start a business.
- An amount of fat in your diet is dangerous.

- 57.3** Fill in the gaps with *much/many*, *a lot/lots of*, *plenty of*, *a good/great deal of*.

- There's dust on these books. Fetch me a duster.
- Please eat up; there's food.
- There wasn't we could do, so we went home.
- We've put energy into this plan. I hope it works.
- people seem unable to cope with computers.

- 57.4** Using intensifiers from C opposite, say how you might feel if the following happened.

- You heard that a friend was in trouble with the police.
- A close friend coming to stay did not turn up and sent no message to say why.
- Three people gave you different directions to get to the same place.
- You passed an exam you expected to fail.
- Your best friend was going abroad for two years.
- You had been working non-stop for 18 hours.

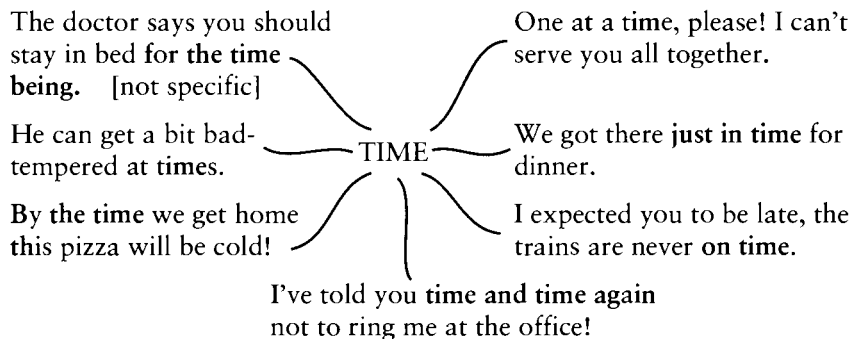
- 57.5** Make four sentences of your own using the informal words from B opposite. Write about yourself / where you live, etc.

58 Time

A Periods of time – words and typical contexts


- The Ice Age The Stone Age The Middle Ages The age of the computer.
 [major historical/geological periods]
- After the war, a new era of peace began. [long period, perhaps several decades]
- The doctor said I needed a period of rest and relaxation, so I'm taking three months' unpaid leave. [very general word]
- A spell of hot weather. He's had a couple of spells in hospital in the last two or three years. [indefinite but short]
- During the 1950s I lived in Cork for a time. [vague, indefinite]
- D'you want to borrow this book for a while? [indefinite but not too long]

B Useful phrases with time



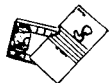
C Verbs associated with time passing

- 1980 —————> 1990 Ten years have **passed/elapsed** since I last heard from her.
 Elapse is more formal and is normally used in the perfect or past, without adverbs. Pass can be used in any tense and with adverbs.
- Don't worry. The time will **pass** quickly. Time **passes** very slowly when you're lonely.

London —  —> Singapore It takes 12 hours to fly to Singapore.



The batteries in this radio usually **last** about three or four months.



This videotape **lasts/runs** for three hours.



The meeting **went on** for two hours.
 [suggests longer than expected or desired]

Note also: Take your time, you don't need to hurry.

D Adjectives describing duration (how long something lasts)

- He's a **temporary** lecturer; the **permanent** one's on leave.
 Could we make a **provisional** booking now and confirm it later?
 Venice has a **timeless** beauty.
 Christians believe in **eternal** life after death.

Exercises

58.1 Age, era, period, spell, time. Fill the gaps as appropriate.

- 1 The Minister said that before the new law came into force there would be a of six months when people could hand in firearms without being prosecuted.
- 2 The twentieth century will be seen by historians as the of the motor car.
- 3 These factories mark the beginning of a new of industrial development for the country.
- 4 For a I thought I would never find a job, but then I was lucky.
- 5 We had a very cold in February when all the pipes froze up.

58.2 Which phrases from B opposite could you use in the following situations? Write exactly what you might say, as in the example.

- 1 To a child who repeatedly leaves the fridge door open despite being told off often.
'I've told you time and time again not to leave that fridge door open!'
- 2 To someone you're happy to see who arrives just as you are serving tea/coffee.
- 3 On a postcard you expect will arrive at someone's house after you do.
- 4 A large group of people want to talk to you but you'd prefer to see them individually.
- 5 Ask someone to use an old photocopier while the new one is being repaired.
- 6 Explain to someone that the weather occasionally gets very cold in your country.
- 7 Tell someone you'll do your best to arrive punctually at a meeting.

58.3 Complete the sentences using verbs from C opposite.

- 1 The ferry crossing...
- 2 Use this cassette to record, it will...
- 3 These shoes have been great, they've...
- 4 Everyone got bored because the speeches...
- 5 The disaster occurred in 1932. Many years...
- 6 I'll miss you terribly. I only hope the weeks...
- 7 There's no hurry at all, just...

58.4 Match the queries with suitable responses.

- | | |
|----------------------------------|------------------------------|
| 1 So, she's been promoted? | Well, provisionally. |
| 2 A lovely, quiet place? | Yes, she's permanent now. |
| 3 So she's agreed to do it? | It's a temporary measure. |
| 4 So, after death, life goes on? | Yes, absolutely timeless. |
| 5 Language classes in the gym? | Yes, I believe it's eternal. |

59 Distances and dimensions

You probably know all the common words for distances and dimensions. In this unit we shall concentrate on derived words and compounds and other connected words/phrases you may not know or be unsure of how to use accurately.

Broad and wide and tall and high

Wide is more common than broad, e.g. It's a very wide road/garden/room.

Make a note of typical collocations for broad as you meet them, e.g. Economics is a very broad subject; We came to a broad expanse of grassland. [big area]

Note the word order for talking about dimensions, e.g. The room's **five metres long and four wide**.

Don't forget that tall is for people but can be used for things such as buildings and trees when they are high and thin in some way. Otherwise, use high for things.

She's very tall for a five-year-old.

Her office is in that tall building in the square.

There are some high mountains in the North.

Deep ≠ shallow

The deep and shallow ends of a swimming pool.

C Derived words, phrases and compounds

long: Let's measure the length of this rope.

I swam 20 lengths (of the swimming pool).

I've lengthened her skirt for her. [shorten, see below]

Getting a visa's a lengthy process. [usually refers to time; rather negative]

Can I make a long-distance phone call?

short: The new road will shorten our journey by ten minutes.

There's a short-cut to the station. [quick way]

wide: Let's measure the width of the room.

They're widening the road.

broad: I want to broaden my experience. [usually more abstract contexts]

high: The height of the wall is two metres.

The fog heightened the feeling of mystery. [usually used only for feelings and emotions]

low: You can lower that table if it is too high.

far: He loves travelling to faraway places.

deep: the depth of the river here is about 3 metres.

His death so soon after hers deepened our sadness even further. [often with feelings]

E Other verbs for dimensions and for changing them.

Our garden stretches all the way to the river, so we have plenty of room to extend the house if we want to.

The cities are spreading and the countryside is shrinking.

Exercises

59.1 Complete B's replies using a suitable form of the dimension/distance words opposite.

- 1 A: These trousers I've bought are too long.
B: Well, why not get...
- 2 A: He's a big boy, isn't he? 1.90 metres!
B: Yes, he's...
- 3 A: Why are we going across the field?
B: Just to get there that bit quicker; it's...
- 4 A: We'll have to measure how high the room is.
B: That's not necessary; we already know the...
- 5 A: The traffic seems to move far quicker on this road since I was last here.
B: Yes, well, they...
- 6 A: Why do they have to have music on TV news programmes? It seems totally unnecessary!
B: Well, I think they want to create a feeling of drama, and the music is supposed to...

59.2 Give opposites for:

- | | | |
|------------------------|-------------------------------|-----------------|
| 1 a length of the pool | 3 a very broad range of goods | 5 deep water |
| 2 to shorten | 4 a local call | 6 nearby places |

59.3 Match the left- and right-hand columns.

- | | |
|----------------------------------|----------------------------|
| 1 The city's spread a lot; | for miles along the river. |
| 2 It takes ten weeks; | you should broaden it. |
| 3 We extended the house | it's much bigger now. |
| 4 You can choose; | there's a wide range. |
| 5 Your experience is too narrow; | it's a lengthy business |
| 6 The forest stretches | to give us more room. |

59.4 Prepositions with distance. Fill in the prepositions. If you are unsure, try looking up the word *distance* in a good dictionary.

- 1 The car was parked a distance about 150 metres from the scene of the robbery.
- 2 I saw you the distance yesterday but I didn't call out as I could see you were with someone.
- 3 She's a great shot. She can hit an empty can a distance of about 100 feet, which I can't.
- 4 What's the total distance here Paris?

59.5 Use these verbs to fill the gaps. Check their usage in a dictionary if necessary.

expand extend spread shrink grow contract

- 1 AIDS rapidly during the 1980s.
- 2 The steel industry when the economy was strong, but now it has and only employs 8,000 people.
- 3 This sweater of mine has in the wash!
- 4 Our land as far as those trees there.
- 5 Our problems have since that new boss came.

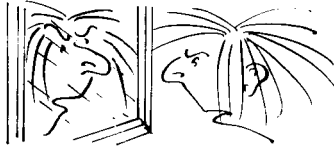
60 Obligation, need, possibility and probability

A

Obligation

Must is an instruction or command; that is why we see it on notices, e.g. Dogs **must** be kept on a lead. Cars **must** not be parked here.

Have (got) to says that circumstances oblige you to do something. Often, the two meanings overlap and there will be a choice of how to express the obligation, but not always.



I **must** get my hair cut!
[command to yourself]

I've **got** to get my hair cut. I've got an interview tomorrow. [circumstances]



There's no bus service, so I **have** to walk to work. [circumstances]

I really **must** get a bicycle.
[instruction to yourself]

The company is **obliged** to give a refund if the tour is cancelled.

You will be **liable** to pay tax if you work. [formal/legalistic]

The bank robbers **forced** him at gunpoint to open the safe.

We **had no choice/alternative but** to sell our house; we owed the bank £100,000.

The death sentence is **mandatory** for drug-smuggling in some countries. [automatic; there is no alternative]

Was sport **compulsory/obligatory** at your school? No, it was **optional** at mine.
[optional: you can choose]

I am **exempt** from tax as I'm a student. [free from obligation]

The negative of **must** and **have (got) to** are formed with **need** and **have to**, when we mean something is not necessary/not obligatory.

You **don't need to/don't have to/needn't** wash up; we've got a dishwasher.

B

Need



The grass **needs** cutting (badly).
[or 'wants cutting' – informal]



This plant is **in need** of water.
[more formal than 'needs/wants']

The miners died through a **lack** of oxygen. [there was none]

There is a **shortage** of doctors. [there are not enough]

There's a **need** for more discussion on the matter. [we feel a need]

C

Scale of probability: 'cannot happen' to 'has to happen'

impossible → unlikely → possible → probable → certain → inevitable

Note: I've been given an opportunity to go to Bonn. [a real chance] *but*, Is there any chance/possibility you'll be free next week? [chance is less formal than possibility]

Exercises

60.1 Continue the sentences using 'obligation' words and phrases from A opposite, and using the words in brackets.

- 1 They were losing £1 million a year, so the company... (close down)
- 2 You don't have to buy travel insurance... (optional)
- 3 You can hire a video camera, but you... (pay a deposit)
- 4 We'll have to sell the house, I'm afraid we have... (otherwise, bankrupt)
- 5 This jacket's got curry stains on it; I really... (the cleaners)
- 6 He didn't want to give them the money, but they had guns; they... (hand it over)
- 7 No, he couldn't choose to pay a fine; the prison sentence is... (for dangerous driving)
- 8 I didn't want to do maths, but I had to. It's... (in all secondary schools)
- 9 How kind of you! You really... (buy us a present)
- 10 If you're over 50, you're... (military service)

60.2 List something in your world which...

- 1 regularly needs cutting. *my hair, the lawn*
- 2 there is a lack of.
- 3 is obligatory once a year.
- 4 you are in need of.
- 5 is inevitable.
- 6 you no longer have to do.
- 7 was compulsory when you were at school.

60.3 Collocations with 'possibility/probability' words. Use a dictionary to try to fill in the rest of this matrix. One line has already been done for you. If you cannot find out the collocations at all, use the key to this unit.

✓ = typical collocation ✗ = not a typical collocation

	<i>highly</i>	<i>quite</i>	<i>very</i>	<i>absolutely</i>
possible	✗	✓	✓	✗
impossible				
probable				
(un)likely				
inevitable				
certain				

60.4 Use the collocations in 60.3 to say how probable/possible these are.

- 1 Most people will have a videophone in their homes by 2025.
- 2 There will be rain in the Amazon forest within the next 8 days.
- 3 A human being will live to be 250.
- 4 We will all be dead by the year 2250.
- 5 A flying saucer will land in Hong Kong.
- 6 You'll be given an opportunity to meet the US President.
- 7 There will be a third world war.

6 | Sound and light

A General words to describe sound

I could hear the sound of voices/music coming from the next room. [neutral]
 Our neighbours had a party last night. The noise went on till 3 a.m. [loud, unpleasant sounds]

I tried hard to hear what she was saying above the din of the traffic. [very loud, irritating noise]

The children are making a terrible racket upstairs. Could you go and tell them to be quiet? [very loud, unbearable noise, often of human activity]

Racket and din are quite informal words. Noise can be countable or uncountable. When it means sounds of short duration, it is countable, when it means a lot of continual or continuous sounds, it is uncountable.

Their lawnmower makes a lot of noise, doesn't it? [uncountable]

I heard some strange noises in the night. [countable]

Sound words and things that typically make them

The words can be used as nouns or verbs

I could hear the rain pattering on the roof. We heard the patter of a little child's feet.

<i>verb/noun</i>	<i>example of what makes the sound</i>
bang	a door closing in the wind, someone bursting a balloon
rustle	opening a paper/plastic bag, dry leaves underfoot
thud	a heavy object falling on to a carpeted floor
crash	a big, solid, heavy object falling on to a hard floor
clang	a big bell ringing, a hollow metal object being struck
clatter	a metal pan falling on to a concrete floor
hiss	gas/steam escaping through a small hole
rumble	distant noise of thunder, noise of traffic far away
roar	noise of heavy traffic, noise of a huge waterfall

C Darkness

Some adjectives for dark conditions. (For adjectives describing brightness, see Unit 64.)

These brown walls are a bit gloomy. We should paint them white.

This torch gives a dim light. I think it needs new batteries.

It was a sombre room, with dark, heavy curtains. [serious, imposing]

Types of light

The sun shines and gives out rays of light.

A torch gives out a beam of light.

A camera gives a flash of light.

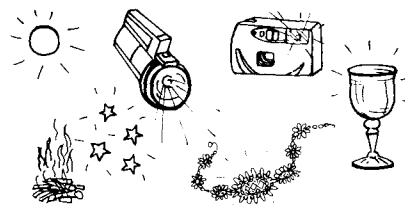
Stars twinkle.

A candle-flame flickers in the breeze.

White-hot coal on a fire glows.

A diamond necklace sparkles.

A gold object glitters.



Exercises

61.1 Choose *sound*, *noise(s)*, *din* or *racket* to fill the gaps.

- 1 There was a terrible outside the pub last night; it was a fight involving about six people.
- 2 I could sit and listen to the of the river all day.
- 3 My car's making some strange I'll have to get it looked at.
- 4 Gosh! What an awful! I think you should take up a different instrument; the violin's just not for you!
- 5 I can't sleep if there's of any kind, so I use these ear-plugs.

61.2 Using the table opposite at B, what sound do you think each of these might make?

- 1 A bottle of fizzy mineral water being opened.
- 2 A typewriter being dropped down an iron staircase.
- 3 A mouse or a hedgehog moving among dead grass and leaves.
- 4 A rather overweight person falling on to a wooden floor.
- 5 A starting-pistol for a sporting event.
- 6 A train passing at high speed a few feet away from you.
- 7 A slow train passing, heard through the walls of a house.

61.3 As in the table at B opposite, make a note of something that might make the sound.

<i>verb/noun</i>	<i>typical source(s) of the sound</i>
hum
rattle
bleep
screech
chime

61.4 Join up the left-hand sentences with the right-hand ones so that they make sense.

- | | |
|--|--|
| 1 I saw a beam of light coming towards me. | Then it died, leaving us in complete darkness. |
| 2 It sparkled in the morning sunlight. | It was a police officer holding a flashlamp. |
| 3 It began to flicker uncertainly. | It was clearly time to get up and move out. |
| 4 The first rays shone into the room. | I'd never seen such a beautiful bracelet. |

61.5 What do you think the *figurative* meanings of the underlined words are? Choose from the alternatives.

- 1 She beamed at him.
a) smiled b) shouted c) attacked
- 2 After the day's skiing, our faces glowed.
a) were frozen b) were dried up c) were full of colour
- 3 He has a twinkle in his eyes.
a) a piece of grit b) a sign of humour/enjoyment c) a sign of anger

62 Possession, giving and lending

Possession

All his **possessions** were destroyed in the terrible fire. [everything he owned; always plural in this meaning]

Don't leave any of your **belongings** here; we've had a few thefts recently. [smaller things, e.g. bag, camera, coat; always plural]

Estate in the singular can mean a big area of private land and the buildings on it, or all of someone's wealth upon death.

She owns a huge **estate** in Scotland. [land, etc.]

After his death, his **estate** was calculated at £3 million. [all his wealth]

Property (uncountable) is used in a general sense for houses, land, etc.

He's only fourteen; he's too young to own **property**.

A **property** (countable) is a building, e.g. house, office-block.

She's just bought a very nice **property** near the town-centre.

B

Words for people connected with ownership

The **proprietor** of this restaurant is a friend of mine. [used for shops, businesses etc. The **owner** would be less formal]

The **landlord/lady's** put the rent up. [owner of rented property]

Do you own this house? No we're just **tenants**. [we rent it]

Giving



The river **provides** the village with water / **provides** water for the village. (or **supplies**)

Would you like to **contribute** / **donate** something to the children's hospital fund?

Jakes Ltd. **supplies** our school with paper and other items. [often for 'selling' contexts]

It gives me pleasure to **present** you with this clock from us all.

The school restaurant **caters** for 500 people every day.

That uncle of mine that died left £3,000 to a dogs' home.

When she died she **donated** all her books to the library. [for large gifts to institutions]

You've been **allocated** room 24. Here's your key.

D

Lending, etc.

We've decided to **hire/rent** a car. Can you recommend a good **car-hire/car-rental** firm?
[rent and hire are both commonly used]

We'd like to **rent** a flat in Oxford for six months. [not hire]

We've **hired** the lecture-room for a day. [not rent; short, temporary arrangements]

Remember: when you **lend**, you give, when you **borrow**, you receive.

That step-ladder you **lent** me last week, could I **borrow** it again?

I'm trying to get a **loan** from the bank to buy a boat.

Exercises

62.1 What questions do you think were asked to get these answers?

- 1 Oh no, we own it. Most houses here are owner-occupied.
- 2 Well, sorry, no; I need it to take photos myself.
- 3 You will be in Room 44B. It's quite a big office.
- 4 No, you have to buy exercise books and pens yourself.
- 5 Actually, I've already given something. Sorry.
- 6 Oh, just a small house with a garden, you know, typical.
- 7 Yes, the charge is £50 for one that seats 30 people.

62.2 The verbs in the middle column have been jumbled. Put them in their right sentences.

- | | | |
|-----------------------|-----------|--------------------------------|
| 1 A millionaire | provided | a swimming pool to the school. |
| 2 The Director was | presented | the best parking-place. |
| 3 My mother's cousin | donated | me £5,000 in her will. |
| 4 A farmer nearby | catered | us with logs for the fire. |
| 5 When I retired they | left | me with a camcorder. |
| 6 The restaurant | allocated | for vegetarians. |

62.3 Some phrasal verbs connected with 'giving'. Check their meaning in a dictionary and then fill the gaps below.

hand over give out let go of give away hand down

- 1 That bed has been in the family. It was my great-grandmother's originally.
- 2 Would you help us some leaflets in the shopping-centre?
- 3 I don't want to that old painting. It might be valuable one day.
- 4 When Tim's bike got too small for him we it; it wasn't worth trying to sell it, too much bother.
- 5 The landlord will the keys as soon as you pay the deposit and the first month's rent.

62.4 Think of something that...

- 1 you would hand over to a mugger if threatened.
- 2 has been handed down in your family.
- 3 you have given away at some time in your life.
- 4 is often given out in classrooms.
- 5 you value and would not want to let go of.

62.5 The rise and fall of Mr Fatcatt – a sad story. Fill the gaps with suitable words.

Horace Fatcatt began his career by buying up old (1) in London when prices were low. He got (2) from several banks to finance his deals, and soon he was one of the biggest private (3) in the city, with some 3,000 (4) renting houses and flats from him. He was also the (5) of many shops and businesses. He became very rich and bought himself a huge (6) in Scotland, but he (7) more and more money from the banks and soon the bubble burst. Recession came and he had to sell all his (8) and (9), everything. He was left with just a few personal (10) and finally died penniless.

63 Movement and speed

A

Move is the basic verb for all movement, but do not forget it also means 'to move to a new house/flat', e.g. We've moved. Do you want our new address?

Particular types of movement

Cars, lorries, etc. **travel/drive** along roads.

Trains **travel** along rails.

Boats/ships **sail** on rivers / across the sea.

Rivers/streams **flow/run** through towns/villages.

Things often have particular verbs associated with their types of movement. You should learn these as collocations as you meet them, and record them with a phrase or sentence.

White clouds **drifted** across the sky.

The flag **fluttered** in the wind.

The leaves **stirred** in the light breeze.

The trees **swayed** back and forth as the gale grew fiercer.

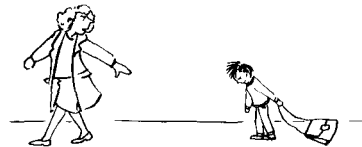
The car **swerved** to avoid a dog which had run into the road.

B

Useful verbs to describe fast and slow movement



The traffic was **crawling** along because of the roadworks.



We'll be late! Stop **dawdling**!



Suddenly a car came round the bend and **tore** along the road at high speed. Seconds later, a police car **shot** past after it.



Everyone was **hurrying/rushing** to get their shopping done before closing time.

The train was just **trundling/plodding** along at about 30 miles per hour. I knew we'd be late.

C

Nouns describing speed and their typical contexts

speed general word: used for vehicles, developments, changes, etc., e.g. We were travelling at high **speed**.

rate often used in statistical contexts; the rate of increase/decrease, e.g. The birth **rate** is going down.

pace how you experience something as happening fast or slow, e.g. The lesson was going at a very slow **pace**.

velocity for technical/scientific contexts, e.g. The **velocity** of a bullet.

Exercises

63.1 Write sentences which could come immediately *before* each of these sentences so that they make sense together.

- 1 It was moving so much I thought it would break altogether.
- 2 It sails at dawn.
- 3 It flows through the capital city.
- 4 I had to swerve hard and nearly ended up in the river.
- 5 It was travelling at 80 miles per hour when it happened.

63.2 What other things do you think could be described by each verb apart from the contexts given on the left-hand page. Use a dictionary if necessary.

- 1 sway: a tree, *a person dancing / someone drunk / a boat*
- 2 crawl: traffic,
- 3 shoot: a car,
- 4 flutter: a flag,
- 5 drift: a cloud,

63.3 Fill the gap with *speed, rate, pace* or *velocity*. Use the guidelines on the left-hand page to help you.

- 1 The of decline in this species is alarming.
- 2 I just couldn't stand the of life in the city, so I moved to a small village.
- 3 The police scientist said the bullet had come from a high- rifle.
- 4 A: What were you doing at the time? B: Oh, about 60, I'd say.

63.4 Use a dictionary to make notes to help you learn the difference between these near-synonyms. Make notes under the headings *usage* and *grammar*, as in the example.

	<i>usage</i>	<i>grammar</i>
fast	<i>e.g. fast car/fast train – refers to speed</i>	<i>adjective and adverb – 'she drove fast'</i>
quick		
rapid		
swift		

63.5 In what situations might you...

- 1 tear out of the house?
- 2 deliberately dawdle?
- 3 plod along at a steady pace?
- 4 not even dare to stir?
- 5 shoot past somebody's office/room?

63.6 People and verbs of motion. What sorts of people do you think these are? Use a dictionary if necessary.

- 1 a slowcoach
- 2 a streaker
- 3 a plodder
- 4 a stirrer

64 Texture, brightness, weight and density

Texture – how something feels when you touch it

<i>adjective</i>	<i>typical examples</i>
smooth	the paper in this book
polished	varnished wood / a shiny metal surface
silky	silk itself / fine, expensive tights or stockings
sleek	highly polished, streamlined new car bodywork
downy	new-born baby's hair
slippery	a fish just out of the water
furry	a thick sheepskin rug
rough	new, unwashed denim jeans / bark of a tree
coarse	sand
jagged	sharp, irregular edges of broken glass or metal
prickly	a thistle, a hedgehog, thorns on a rose
gnarled	twisted, dead wood from an old tree

Your hair has a silky feel.

The table had a beautiful polished surface.

This cotton is very smooth to the touch.

The ground was rough underfoot.

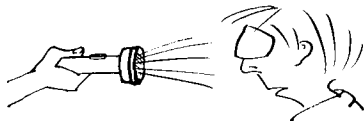
Brightness – some adjectives



A shiny object lying in the sand



a carnival full of vivid colours



a dazzling light



a shady corner of the garden

You wear such dull colours: why not get some brighter clothes?

This torch is getting a bit dim; it needs new batteries.

I wear sun-glasses because of the glare of the sun on the sand.

Density and weight

A solid ≠ hollow object She has thick ≠ thin/fine hair

An area with dense ≠ sparse vegetation.

These boxes are rather weighty. [heavier than expected]

Your bag's as light as a feather! Have you brought enough?

Your bag's as heavy as lead! What's in it, bricks?

This suitcase is very cumbersome. [difficult, big and heavy]

Exercises

64.1 How would you personally expect the following things to feel?

- | | |
|--|---|
| 1 The cover of a well-produced brochure. | 6 The inside of a pair of sheepskin gloves. |
| 2 The feathers in a pillow or duvet. | 7 The edge of a piece of broken, rusty metal. |
| 3 A wet bar of soap. | 8 Heavy, stone-ground wholemeal flour. |
| 4 The branches of a rose-bush. | 9 The surface of a mirror. |
| 5 A gravel pathway. | 10 An old, dead log on the forest floor. |

Look round your own house/flat and find:

- | | |
|-------------------------------------|--------------------|
| 1 something sleek to the touch | 4 something furry |
| 2 something rough underfoot | 5 something smooth |
| 3 something with a polished surface | |

64.2 Here are the commonest British weights with their metric equivalents. Try and answer the questions that follow.

<i>weight</i>	<i>written as</i>	<i>approximate metric equivalent</i>	
ounce	oz	28 grams	} used for goods in shops, etc.
pounds	lb	454 grams	
stone	st	6.3 kilos	} used for personal weight

- 1 A friend tells you her new baby weighed seven pounds at birth. Is this a huge, tiny or more or less average baby?
- 2 Someone tells you their cousin weighs 20 stone. What would you expect the cousin to look like?
- 3 You ask someone to get you a piece of cheese at the market, enough for you personally for a week. They ask if 8 ounces will do. What would you say?
- 4 Make a note (a private one if you wish!) of your approximate weight in British terms.

64.3 Quiz. Name the following.

- | | |
|---------------------------------|---------------------------------|
| 1 A creature with a sleek coat. | 4 A creature with a furry coat. |
| 2 A slippery creature. | 5 A creature with a downy coat. |
| 3 A prickly creature. | |

64.4 Pair-puzzles. Each word has a letter in it that is part of a *related* word from the left-hand page. Fill in the letters, as in the example.

P		D	S	C	D
O	SHADY	E	H	O	A
OUNCE	U	N	VI _ _ _	A	Z
N	_	S _ _ _ SE	N	RO _ _ _	Z
D	_	E	Y	S	GL _ _ _
				E	E

Can you make pair-puzzles with *cumbersome*, *lead* and *feather*?

65 Success, failure and difficulty

Succeeding

I **managed** to contact him just before he left his office.

I don't think I can **manage** the whole walk. I think I'll turn back. [**manage**, but not **succeed**, may have a direct object in this meaning]

We **succeeded in** persuading a lot of people to join our protest. [**in + -ing**]

We've **achieved/accomplished** a great deal in the last three years. [both are used with quantity phrases such as 'a lot'/'a little']

The company has **achieved** all its goals/aims/targets for this year [achieve is more common than **accomplish** with nouns expressing goals and ambitions]

D'you think his plan will **come off**? [**succeed**; informal]

Matrix for some typical collocations with 'succeeding' verbs

	<i>reach</i>	<i>attain</i>	<i>secure</i>	<i>realise</i>	<i>fulfil</i>	<i>achieve</i>
an ambition		✓		✓	✓	✓
a dream				✓		✓
an agreement	✓		✓			
an obligation					✓	
a target	✓	✓				✓
a compromise	✓					✓

B Failing

Plans and projects often go wrong or **misfire**. [don't turn out as intended]

Companies, clubs and societies often **fold** through lack of success. [close down]

A plan or project may **falter**, even if it finally succeeds. [go through ups and downs]

All your plans and hard work/efforts may **come to nothing**.

C Difficulty

I have great **difficulty in** getting up in the morning. I **find it difficult** to remember the names of everybody in the class. [hard can be used here; it is more informal]

It's **hard/difficult** to hear what she's saying.

I often have **trouble** starting the car on cold mornings.

We've had a lot of **bother with** the neighbours lately.

Can you **cope with** three more students? They've just arrived.

I've no money, my girl-friend's left me; I need help; I just can't **cope** any more.

Word-classes

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
succeed	success	successful	successfully
accomplish	accomplishment	accomplished	–
achieve	achievement	achievable	–
attain	attainment	attainable	–
fulfil	fulfilment	fulfilling	–
–	–	hard	hard

Exercises

65.1 Using the collocation matrix opposite, choose a suitable verb to fill the gap. If the exact word in the sentence is not in the vertical column of the matrix, look for something that is close in meaning.

- 1 The management have an agreement with the union which will guarantee no strikes for the next three years.
- 2 Now that I've all my responsibilities to my family, I feel I can retire and go round the world.
- 3 The church building-fund has failed to its target of £250,000.
- 4 I never thought I would my ambition, but now I have.
- 5 Very few people all their hopes and dreams in life, very few indeed, I can tell you.
- 6 We hope the two sides a compromise and avoid war.
- 7 I'm afraid that little scheme of mine didn't off.

65.2 Fill in the missing word forms where they exist.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
realise	.....	.....	.....
.....	difficulty	.....	.....
.....	target	.....	.....
.....	ambition	.....	.....
fail	.....	.....	.....
.....	trouble	.....	.....

65.3 Correct the mistakes in these sentences.

- 1 I find very difficult to understand English idioms.
- 2 She succeeded to rise to the top in her profession.
- 3 Do you ever have any trouble to use this photocopier? I always seem to.
- 4 I've accomplished to work quite hard this last month.
- 5 I'm amazed that you can cope all the work they give you.

65.4 What might happen if... / What would you do if...

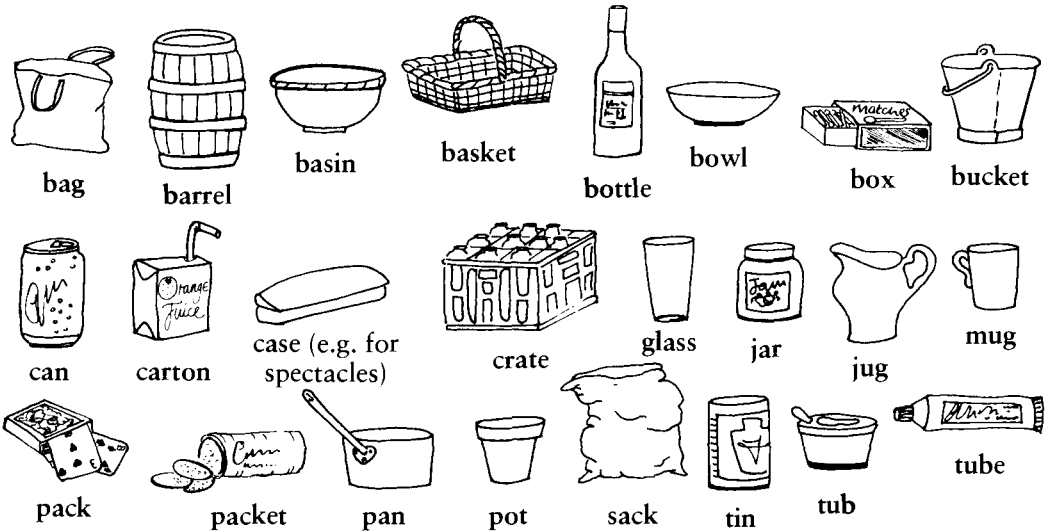
- 1 a plan misfired? *Abandon it. / Look for an alternative.*
- 2 you were having a lot of bother with your car?
- 3 a club had only two members left out of fifty?
- 4 a student faltered in one exam out of six, but did well in all the rest?
- 5 you started a small business but it came to nothing?
- 6 you couldn't cope with your English studies?

65.5 In what sorts of situations would you hear the following remarks? Check any new words/phrases if you are not sure.

- 1 We'll have to get an au pair. I just can't cope.
- 2 £5,000 and I've got nothing to show for it!
- 3 It collapsed, I'm afraid, and he's bankrupt now.
- 4 Yes, she pulled it off despite the competition.

66 Containers and contents

A There are a number of special words in English which are used to describe different kinds of containers. Look at the following pictures.



Here is some additional information about each of these types of containers.

<i>container</i>	<i>usually made of</i>	<i>typical contents</i>
bag	cloth, paper, plastic	sweets, shopping, letters
barrel	wood and metal	wine, beer
basin	pottery, metal	ingredients for making a cake
basket	canes, rushes	shopping, clothes, waste paper
bottle	glass, plastic	milk, lemonade, wine
bowl	china, glass, wood	fruit, soup, sugar
box	cardboard, wood	matches, tools, toys, chocolates
bucket	metal, plastic	sand, water
can	tin	coca cola, beer
carton	card	milk, yoghurt, 20 packets of cigarettes
case	leather, wood	jewellery, spectacles
crate	wood, plastic	bottles
glass	glass	milk, lemonade, wine
jar	glass, pottery	jam, honey, olives, instant coffee
jug	pottery	milk, cream, water
mug	pottery	tea, coffee, cocoa
pack	card	cards, eight cans of coca cola
packet	card, paper	cigarettes, tea, biscuits, juice, cereal
pan	metal	food that is being cooked
pot	metal, pottery	food, plant
sack	cloth, plastic	coal, rubbish
tin	tin	peas, baked beans, fruit
tub	wood, zinc, card	flowers, rainwater, ice-cream
tube	soft metal, plastic	toothpaste, paint, ointment

Exercises

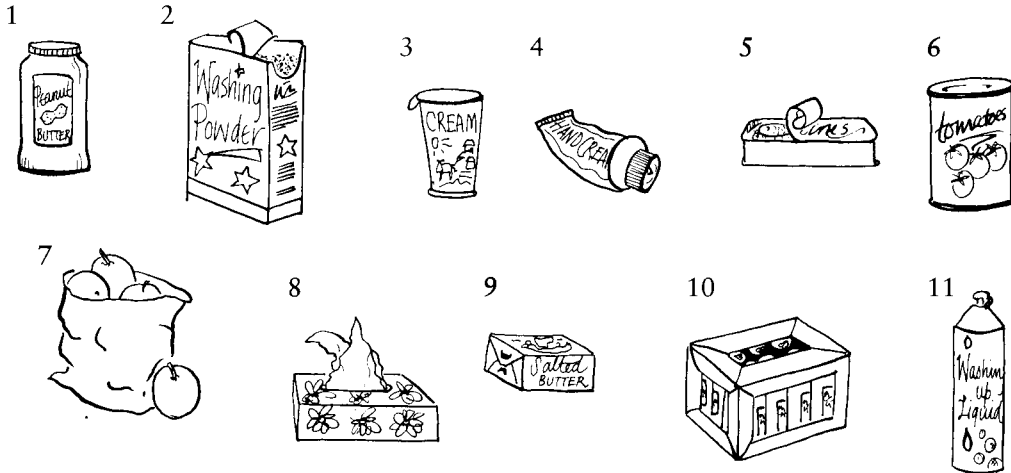
66.1 Try to complete the blanks in the shopping list without looking at the opposite page.

- 2 of milk
 4 of coke
 a of condensed milk
 a of chocolate biscuits
 a of cigarettes
 a large of matches
 a of honey
 6 of crisps

66.2 Try the following quiz about the words on the opposite page.

- 1 Which two of the containers listed would you be most likely to find holding flowers in a garden?
- 2 Which three are you most likely to find in a cellar?
- 3 Which six would you be likely to find in an off-licence (a shop which sells drink)?
- 4 Which five would you be most likely to see on the breakfast table?
- 5 Which ones does a postman carry with him?
- 6 Which two are often used for carrying shopping?
- 7 How many cigarettes would you expect to find in (a) a carton (b) a packet?

66.3 Name the containers and their contents.



66.4 Think of three words which are often used with the following containers.

Example: shopping, wastepaper, linen basket

- | | | | |
|---------|--------|---------|-------|
| 1 | box | 4 | jug |
| 2 | bottle | 5 | glass |
| 3 | bag | 6 | pot |

66.5 Look in a kitchen cupboard or a supermarket. Can you name everything that you see there? You will find more useful vocabulary for this exercise in Unit 43.

67 Belief and opinion

Verbs connected with beliefs and opinions

You probably already know **think** and **believe**; here are more.

I'm **convinced** we've met before. [very strong feeling that you're right]

I've always **held** that compulsory education is a waste of time. [used for very firm beliefs; **maintain** could be used here]

She **maintains** that we're related, but I'm not convinced. [insist on believing, often against the evidence; **hold** could not be used here]

I **feel** she shouldn't be forced to do the job. [strong personal opinion]

I **reckon** they'll get married soon. [informal, usually an opinion about what is likely to happen / to be true]

I **doubt** we'll ever see total world peace. [don't believe]

I **suspect** a lot of people never even think about pollution when they're driving their own car. [have a strong feeling about something negative]

Phrases for expressing opinion

In my view / in my opinion, we haven't made any progress.

She's made a big mistake, **to my mind**. [fairly informal]

If you ask me, he ought to change his job. [informal]

Note how **point of view**, is used in English:

From a teacher's point of view, the new examinations are a disaster. [how teachers see things, or are affected]

Prepositions used with belief and opinion words

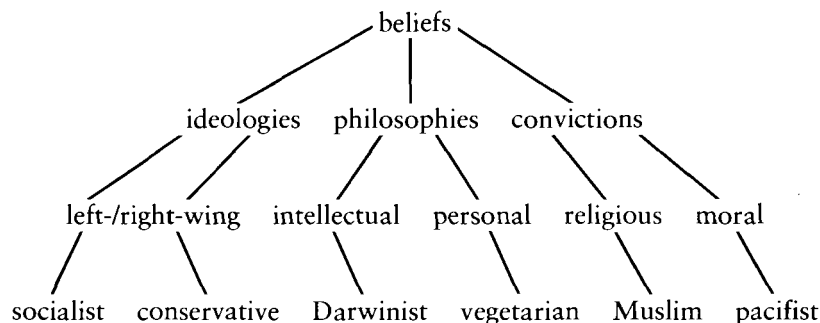
Do you **believe in** God? What are your **views on** divorce?

What do you **think of** the new boss? I'm **in favour of** long prison sentences.

Are you **for or against** long prison sentences? I **have my doubts about** this plan.

Beliefs, ideologies, philosophies, convictions

If you would rather organise this word tree differently or can add more examples, do so; it will probably help you to remember the words better.



Some adjectives for describing people's beliefs and views, in pairs of similar, but not the same, meaning.

fanatical/obsessive eccentric/odd conservative/traditional
middle-of-the-road/moderate dedicated/committed firm/strong

Exercises

67.1 Draw lines connecting the left and right, as in the example, adding the appropriate preposition.

- | | | |
|---------------------------|----|-----------------------|
| 1 I have strong views | | my opinion. |
| 2 Most people believe | | the proposed changes. |
| 3 I was in favour | | marriage. |
| 4 What does she think | of | my mind. |
| 5 This is absurd | | life after death. |
| 6 He's quite wrong | | the new teacher? |
| 7 Well, that's just silly | | our point of view. |

67.2 Use adjectives from E opposite which fit the phrases describing the beliefs and views of these people, as in the example.

- A person who insists that the earth is flat. (An *eccentric* belief.)
- A person who believes absolutely in the power of love to solve world problems.
(A believer in the power of love.)
- A socialist neither on the left or the right of the party. (A socialist.)
- A vegetarian who refuses even to be in the same room as people who like meat.
(A(n) vegetarian.)
- Someone who is always suspicious of change. (A rather view of the world.)

67.3 Rewrite these sentences using the verbs in brackets.

- I've always suspected that ghosts don't really exist. (doubt)
- My view has always been that people should rely on themselves more. (hold)
- Claudia is convinced that the teacher has been unfair to her. (maintain)
- I felt a very strong feeling that I had been in that room before. (convince)
- In his view, we should have tried again. (feel)

67.4 Are you...? Consider how many of these words apply to you, and in what situations. Some ideas for situations are given in the box, but you can add your own. Look up any words you don't know in a dictionary.

a perfectionist left-wing a moralist an intellectual a traditionalist
 a philosopher middle-of-the-road a radical thinker narrow-minded
 open-minded dedicated dogmatic

food preferences	politics	learning English	sport
sexual relations	life and existence	religion	work

68 Pleasant and unpleasant feelings

A Happiness and unhappiness

You feel:

ecstatic when you are madly in love or are spiritually uplifted for some reason.

content(ed) when you are peaceful and satisfied with what you have. Notice that **content** is not used before a noun. You can say 'She is content' or 'She is contented' but only 'a contented person'.

cheerful when life is looking quite bright and positive.

grateful when someone has done you a favour.

delighted when something has happened that gives you great pleasure, when you hear news of someone's good fortune, for instance.

miserable when everything seems wrong in your life.

discontented when your life is not giving you satisfaction.

fed-up / sick and tired when you have had enough of something disagreeable. You could be fed up with someone's rudeness, for instance, or sick and tired of someone's behaviour.

depressed when you are miserable over a long period of time. Depression is considered an illness in some severe cases.

frustrated when you are unable to do something that you want to do.

confused / mixed up when you cannot make sense of different conflicting feelings or ideas; **mixed up** is more colloquial.

B Excitement, anger and anxiety

You feel:

excited when you are expecting something special to happen, e.g. before a party or before a meeting with someone special.

inspired when you are stimulated to creative deeds or words. You might feel **inspired** after listening to some very powerful music, perhaps, or you might be **inspired** to action by a friend.

enthusiastic when you have very positive feelings about something, e.g. a new project.

thrilled when something extremely exciting and pleasing happens – quite a colloquial word. She was **thrilled** when the film star kissed her.

cross when you are angry or bad-tempered. It is often, though not exclusively, used about small children; quite a colloquial word.

furious/livid/seething when you are extremely angry; **livid** and **seething** are more informal; **in a rage/fury** are other ways of saying furious or violently angry.

anxious when you are afraid and uncertain about the future. I am so **anxious** about the results of my exams that I can't sleep.

nervous when you are afraid or anxious about something that is about to or may be about to happen. I always feel nervous when I have to go to the dentist. Feeling nervous is a little bit like feeling excited but it is a negative feeling whereas excitement is positive.

apprehensive when you are slightly nervous or anxious about something in the future.

worried when anxious thoughts are constantly going through your head.

upset when something unpleasant has happened to disturb you. It often combines feelings of both sadness and anger.

Exercises

68.1 Complete the following table.

<i>adjective</i>	<i>abstract noun</i>	<i>adjective</i>	<i>abstract noun</i>
furious	.....	frustrated	.....
.....	anxiety	.....	cheerfulness
grateful	.....	enthusiastic	.....
.....	ecstasy	.....	apprehension
inspired	.....	excited	.....

68.2 Choose the best word from those given to complete each of the sentences which follow.

enthusiastic confused cross thrilled depressed
upset fed-up frustrated discontented

- I didn't know who was telling the truth. I felt totally
- Some mothers are for several months after the birth of a baby.
- I think she is bad-tempered because she is She wanted to be an actress and not a school-teacher.
- Although he seems to have everything anyone could possibly want, he is still
- He went skiing for the first time last month, but now he is so about it that he can talk of little else.
- My baby brother gets very by the evening if he doesn't have an afternoon sleep.
- This rainy weather has gone on for so long. I feel really with it.
- He was terribly when he heard the news of his friend's accident.
- She was when she learnt that she had won the first prize.

68.3 Write sentences about when you have experienced the following feelings.

Example: anxious *I felt anxious until we heard the results of my mother's medical tests.*

- anxious
- apprehensive
- grateful
- in a rage
- miserable
- inspired
- enthusiastic

68.4 The words opposite ending in -ed (apart from contented and delighted) also have -ing forms e.g. interested/interesting and bored/boring. Add the correct ending -ed or -ing.

Example: She was thrilled by her present.

- I found the film very excit.....
- The poet was inspir..... by the sunset.
- This weather is terribly depress.....
- It is very frustrat..... when the phones aren't working.
- She was confus..... by the ambiguous remarks he made to her.

68.5 You, of course, know the basic expressions: 'I'm hungry/thirsty/hot/cold/tired/cross'. Colloquially, we often say the same things using a much stronger expression. What do you think people mean when they say:

- I'm boiling
- I'm dying for a drink
- I'm seething
- I'm freezing
- I'm starving
- I'm worn out

69 Like, dislike and desire

A

Words and expressions relating to liking

I quite **liked** Tom when we first met. However, although lots of my friends said they found him attractive, I didn't **fancy** him at all. He invited me out and I must admit that I was more **tempted** by his sports car than by him at first. However, I really **enjoyed** spending time with him. He **fascinated** me with his stories of his travels around the world and something mysterious about his past also **attracted** me. Moreover, we were both very **keen on** sailing. Soon I realised I had **fallen in love** with him. His sense of humour really **appealed to** me and I was also **captivated** by his gift for poetry. Now, three years later I absolutely **adore** him and I cannot understand why I didn't **fall for** him the moment we first set eyes on each other. He is a very **caring** person, **fond of** animals and small children. He is always **affectionate** and **loving** towards me and **passionate about** the causes he believes in and the people he **cares for**. I hope we shall always **worship** each other as much and be as **devoted** to our life together as we are now.

B

Words and expressions relating to desiring

Desire is used either as a formal verb to express a sexual wish for someone or else it is quite a formal word for wish.

He **desired** her the moment he saw her.

I have a strong **desire** to see the Himalayas before I die.

Looking forward to means thinking about something in the future with pleasant anticipation. The opposite of **look forward to** is **dread**.

I am **looking forward to** going to Fiji but I'm **dreading** the flight.

Note: 'to' is a preposition here and not part of the infinitive and is followed by a noun or an -ing form.

Long for means to wish for something very much.

As soon as I get back from one holiday, I'm **longing for** the next.

Yearn for is a more poetic way of saying **long for**.

He will never stop **yearning for** his country although he knows he can never return.

C

Words and expressions relating to disliking.

Loathe, detest, hate, cannot stand and **cannot bear** are all stronger ways of saying dislike and they are all followed by a noun or an -ing form.

I **loathe / detest / hate / cannot stand / cannot bear** bad-mannered people.

Repel, revolt and **disgust** are all strong words used to describe the effect which something detested has on the person affected.

His paintings **disgust** me. I was **revolted** by the way he spoke. His behaviour **repels** me.

D

Ways of addressing loved ones

dearest sweetheart darling love dear pet

Pet is used mainly to children. Note that the last three words in the list are not confined to use with people who are really loved. It is not uncommon for a London bus conductor, for example, to address any girl or woman as 'love'. (His Glasgow equivalent calls his female passengers 'hen'.) It's best for you, however, to keep such words for people you have a close relationship with!

Exercises

69.1 Complete the following table.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
–	passion	.....	.....
tempt	.....	.....	.....
attract	.....	.....	.....
appeal	.....	.....	.....
disgust	.....	.....	.....
hate	.....	.....	.....
repel	.....	.....	.....
–	affection	.....	.....
adore	.....	.....	.....

69.2 Complete the following sentences.

- Misogynists hate
- Ornithologists are fascinated by
- People who suffer from arachnophobia find repulsive.
- Kleptomaniacs are constantly tempted to
- Masochists enjoy
- Optimists look forward to

69.3 Reword the sentences without changing the meaning. Use the word in brackets.

Example: I very much enjoy his novels. (love) *I love his novels.*

- | | |
|---------------------------------------|--|
| 1 I strongly dislike jazz. (stand) | 5 She has totally charmed him. (captivate) |
| 2 Beer makes me feel sick. (revolt) | 6 Do you fancy a pizza tonight? (like) |
| 3 I don't really care for tea. (keen) | 7 She likes rowing and golf. (keen) |
| 4 His art attracts me. (appeal) | 8 I'm dreading the exam. (look) |

69.4 In each pair of sentences which person probably feels more strongly?

- | | |
|----------------------------------|-----------------------------------|
| 1 a Dear Louise, How are things? | b Darling Louise, How are things? |
| 2 a He's devoted to his sister. | b He's very fond of his sister. |
| 3 a I dislike his poetry. | b I loathe his poetry. |
| 4 a She's yearning to see him. | b She's longing to see him. |
| 5 a He worships her. | b He loves her very much. |

69.5 Complete the sentences or answer the questions in any way that is true for you.

- What kind of food do you like? I like and I adore but I can't stand
- I'm longing for
- I'm fascinated by
- What attracts you most in a person of the opposite sex?
- What do you enjoy most about your job?
- If you were on a diet, what food or drink would tempt you most to break the diet?
- What characteristics in people do you most detest?
- What do you dread most about getting old?
- What do you fancy doing this evening?

70 Speaking

The verbs in the table below describe how loudly or quietly a person is speaking and also, often, indicate mood. These verbs are all followed by clauses beginning with 'that'.

<i>verb</i>	<i>loudness</i>	<i>most likely mood</i>
whisper	soft	–
murmur	soft	romantic <i>or</i> complaining
mumble	soft (and unclear)	nervous <i>or</i> insecure
mutter	soft	irritated
shout	loud	angry <i>or</i> excited
scream	loud (usually without words)	frightened <i>or</i> excited
shriek	loud (and shrill)	frightened <i>or</i> amused
stutter, stammer	neutral	nervous <i>or</i> excited

B

The following verbs all indicate something about how the speaker feels. What they usually indicate is given in the *feeling* column. (Note: s.b. = somebody s.t. = something)

<i>verb</i>	<i>patterns</i>	<i>feeling</i>	<i>verb</i>	<i>patterns</i>	<i>feeling</i>
boast	to s.b. about s.t. / that...	proud of oneself	complain	to s.b. about s.t. / that...	displeased
insist	on s.t. / that...	determined	maintain	that...	confident
object	that... / to + ing	unhappy	confess	that... / to + ing	repentant
threaten	that... / to do s.t.	aggressive	urge	s.b. to do s.t.	encouraging
argue	with s.b. about s.t. / that...	not in agreement	beg	s.b. to do s.t./ for s.t.	desperate
groan	that...	despair, pain	grumble	about s.t./	displeased

C

It is also possible to give an idea of the way someone speaks by using a speaking verb, plus an adverb. For example, 'He said **proudly**'. 'She spoke **angrily**'. This is most common in written style.

Some useful adverbs describing the way someone is feeling while they are speaking.

If someone feels angry: angrily crossly furiously bitterly

If someone feels unhappy: unhappily gloomily miserably uneasily sadly

If someone feels happy: happily cheerfully gladly hopefully eagerly

If someone feels worried: anxiously nervously desperately hopelessly

Other useful adverbs are boldly, excitedly, gratefully, impatiently, passionately, reluctantly, shyly, sincerely.

Exercises

70.1 Choose the verb which best fits the meaning of the sentences.

Example: 'I love you,' he *murmured*.

- 1 'It was I who broke the vase,' he
- 2 'I am the cleverest person in the class,' the little boy
- 3 'Look, there's a mouse over there!' he
- 4 'I'll stop your pocket money if you don't behave,' she
- 5 'I d-d-d-did it,' he
- 6 'Please, please, help me,' he
- 7 'This hotel is filthy,' she
- 8 'Go on, Jim, try harder,' he

70.2 Change the sentences above into reported speech using the same verbs.

Example: He *murmured* that he loved her.

70.3 Add the appropriate adjectives and nouns to the table below.

<i>adverb</i>	<i>adjective</i>	<i>noun</i>
angrily
furiously
bitterly
miserably
cheerfully
gratefully
anxiously

70.4 The answers to the following questions are all words which are from the same root as the verbs on the page opposite.

Example: How do you describe a person who boasts a lot? *boastful*

What do you call:

- 1 what you make when you threaten? 3 what you make when you object?
- 2 what you make when you complain? 4 a person who asks for money on the streets?

How do you describe:

- 5 someone who insists a lot? 6 someone who argues a lot?

70.5 Look at the verbs in the table in B and answer the following quiz.

- 1 Which verbs could replace ask in the sentence 'She asked me to dance with her' without changing the grammar of the sentence?
- 2 Which prepositions usually follow a) object b) insist c) complain?
- 3 Which verb could grammatically replace promise in 'He promised to do it'?
- 4 Which of the verbs can be followed by 'that' and a clause?
- 5 Find a synonym for each of the six verbs in the fourth column of the table.

70.6 Write a sentence to match each of the eight adverbs listed at the end of C.

Example: Excitedly. 'Let's go at once,' she said excitedly.

71 The six senses

A

Our basic five senses are **sight**, **hearing**, **taste**, **touch** and **smell**. What is sometimes referred to as a 'sixth sense' is a power to be aware of things independently of the five physical senses, a kind of supernatural sense. The five basic verbs referring to the senses are modified by an adjective rather than an adverb.

He looks dreadful. The trip sounds marvellous. The cake tastes good.
It felt strange. The soup smelt delicious.

B

Sight

Look at the verbs of seeing in the text below.

Yesterday I **glanced** out of the window and **noticed** a man **observing** a house opposite through a telescope. I thought I **glimpsed** a woman inside the house. Then I **saw** someone else **peering** into the window of the same house. I **gazed** at them wondering what they were doing. Suddenly the first man **stopped staring** through his telescope. He went and hit the other one on the head with the telescope and I realised that I had **witnessed** a crime.

C

Hearing

The following scale relates to the sense of hearing and how loud things are.

noiseless → silent → quiet → noisy → loud → deafening

D

Taste

Some different tastes with an example of a typical food. (See also Unit 43.)

sweet (honey) salty (crisps) bitter (strong coffee) sour (vinegar) spicy (Indian food)

If you say something tastes **hot** it may mean **spicy** rather than **not cold**. Food can be **tasty**, but **tasteful** is used to refer to furnishings, architecture or a style of dressing or behaviour. The opposite of both is **tasteless**.

E

Touch

Some good verbs for describing different ways of touching.

She nervously **fingered** her collar. He **stroked** the cat and **patted** the dog.
She **tapped** him on the shoulder. He **grasped** my hand and we ran.
She **grabbed** her bag and ran. It's rude to **snatch**. Press the button.
Please **handle** the goods with great care.
The secretaries complained that their boss was always **pawing** them.

Smell

These adjectives describe how something smells.

stinking evil-smelling smelly aromatic scented
fragrant sweet-smelling perfumed

G

Sixth sense

Different phenomena which a person with sixth sense may experience:

telepathy ghosts UFOs premonitions intuition déjà vu

Exercises

71.1 Make a sentence using any of these verbs, *look, sound, taste, touch* and *smell*, plus an adjective about the situations.

Example: You see a film about the Rocky Mountains. They look magnificent.

- 1 You come downstairs in the morning and smell fresh coffee.
- 2 A friend has just had her hair cut.
- 3 You hear the record that is top of the pops.
- 4 A friend, an excellent cook, tries a new soup recipe.
- 5 A friend asks how you feel today.
- 6 A little boy asks you to listen to his first attempts at the piano.
- 7 You see a friend of yours with a very worried look on her face.
- 8 Someone you are working with smells strongly of cigarettes.

71.2 Which of the verbs in the text in B suggests looking:

- 1 on as a crime or accident occurs? 4 quickly?
- 2 closely, finding it hard to make things out? 5 fixedly?
- 3 in a scientific kind of way?

71.3 Replace the underlined words with a more interesting and precise verb from the opposite page.

- 1 I saw a crime. 5 He touched the cat affectionately.
- 2 He looked fixedly at me. 6 The zoologist looked at the lion's behaviour.
- 3 She took my hand firmly. 7 The robber took the money and ran.
- 4 Touch the button to start. 8 I quickly looked at my watch.

71.4 Are the following best described as *sweet, salty, bitter, sour, spicy* or *hot*?

- 1 unsweetened coffee 3 chilli 5 Chinese cooking
- 2 pineapple 4 lime 6 sea water

71.5 Match the verbs used in E with these definitions.

- 1 to take something very quickly 3 to touch with the hands
- 2 to move between the fingers 4 to touch in an offensive way

71.6 Which of the adjectives in F describes best for you the smell of the following?

- 1 herbs in a kitchen 3 rotten eggs 5 a baby's bottom
- 2 old socks 4 roses 6 a hairdresser's

71.7 Which of the phenomena mentioned in G have you experienced if you:

- 1 see a flying saucer?
- 2 suddenly think of someone two minutes before they phone you?
- 3 see someone in white disappearing into a wall?
- 4 feel certain someone cannot be trusted although you have no real reason to believe so?
- 5 walk into a strange room and feel you have been there before?
- 6 refuse to travel on a plane because you feel something bad is going to happen?

71.8 Write a sentence about the most remarkable experience each of your six senses has had.

72 What your body does

This unit deals with some interesting words used to describe things your body does.

Note: All the verbs on this page (except shake and bite) are regular verbs; almost all the words have an identical noun form: to yawn/a yawn, to cough/a cough etc. (except for breathe and perspire; the nouns are breath and perspiration).

Verbs connected with the mouth and breathing

breathe: A nurse gave the old man the kiss of life and he started **breathing** again.

yawn: If one person **yawns** everyone else seems to start too.

cough: It was so smoky in the room that he couldn't stop **coughing**.

sneeze: Dust often makes me **sneeze**.

sigh: She **sighed** with relief when she heard his plane had landed safely.

hiccough: Some people say that drinking out of the wrong side of a cup can help to stop you **hiccoughing**. (*Note:* pronunciation = /'hɪkəlɪŋ/)

snore: She **snored** all night with her mouth wide open.

Verbs connected with eating and the digestion

burp: He patted the baby's back to make it **burp** after its feed.

chew: My granny used to say you should **chew** every mouthful ten times.

rumble: It's embarrassing if your stomach **rumbles** during an interview.

swallow: Take a drink of water to help you **swallow** the pills.

suck: You're too old to **suck** your thumb!

lick: After having a meal, the cat **licked** herself clean.

bite: He always **bites** his nails when he's nervous.

C Verbs connected with the eyes and face

blink: She **blinked** several times to try and get the dust out of her eye.

wink: He **winked** at me across the room to try and make me laugh.

frown: Why are you **frowning**? What's the problem?

grin: She was so delighted with the present that she **grinned** from ear to ear.

blush: He **blushed** with embarrassment when she smiled at him.

D Verbs connected with the whole body

perspire/sweat: When it's hot you sweat/perspire. [perspire is more formal]

tremble: My hands **tremble** when I've been drinking too much coffee.

shiver: Look at him! He's so cold that he's **shivering**!

shake: She laughed so much that her whole body **shook**.

The pronunciation of some of the words in this unit is unusual. The index will tell you how to pronounce them.

Exercises

72.1 Find the word to match the dictionary definitions given below.

Example: to draw the eyebrows together to express displeasure or puzzlement *to frown*

- 1 to go pink from embarrassment
- 2 to tremble especially from cold or fear
- 3 to hold something in the mouth and lick it, roll it about, squeeze it etc. with the tongue and teeth
- 4 to shut and open both eyes quickly
- 5 to deliberately shut and open one eye

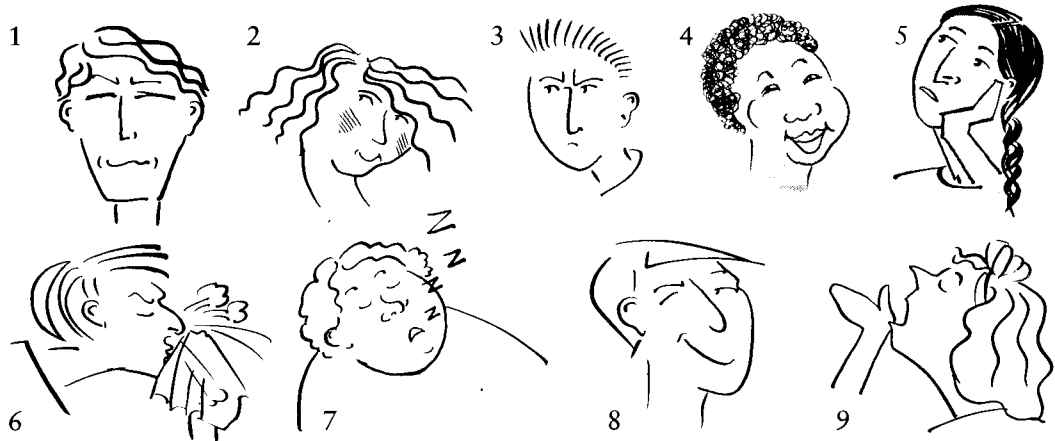
72.2 Say what must be happening in each of the situations below.

Example: (Parent to child) Take your thumb out of your mouth! *The child is sucking its thumb.*

- 1 Listen to that! I can't sleep in the same room as him.
- 2 Am I boring you?
- 3 If you have a drink of water, it might stop!
- 4 I'd have a honey and lemon drink if I were you!
- 5 Are you hungry?
- 6 You shouldn't eat so much so quickly!

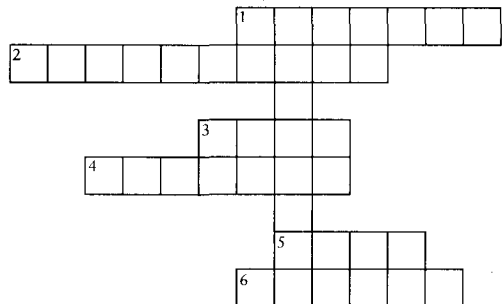
72.3 Which of the words on the opposite page do these pictures illustrate?

Example: 1 *blink*



72.4 Complete the puzzle. If you answer correctly, the central letters going downwards will form a word from the left-hand page.

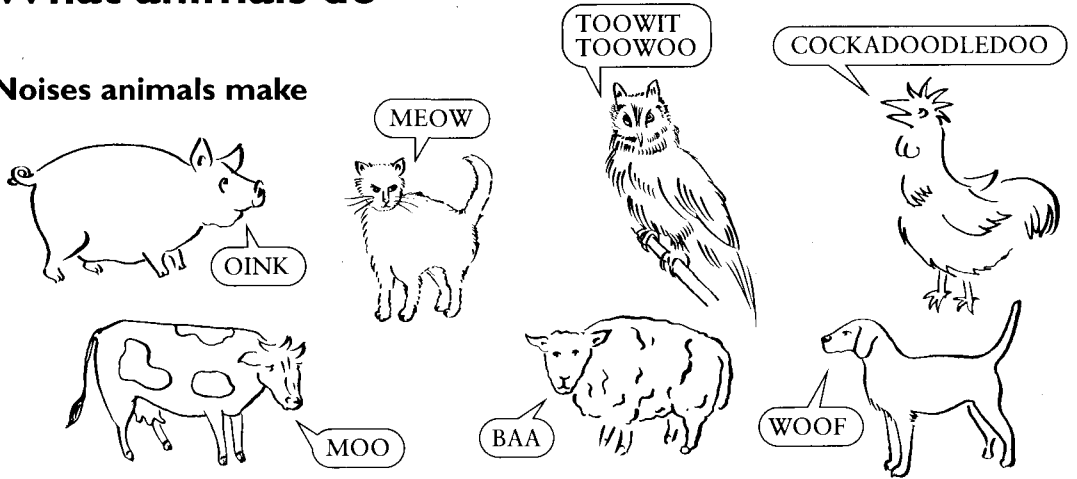
- 1 a special kind of gum
- 2 a more formal word for sweating
- 3 what you need to do to a stamp
- 4 try to do this quickly with pills
- 5 smile broadly
- 6 James Bond liked to have his drinks not stirred.



72.5 Organise the words on the opposite page into one or more bubble networks. Add any other words that you wish to the networks.

73 What animals do

Noises animals make



Cats **mew** when they're hungry, **purr** when they're happy and **caterwaul** when they're on the roof at midnight.

Dogs **bark**. They also **growl** when they're angry. Lions **roar**.

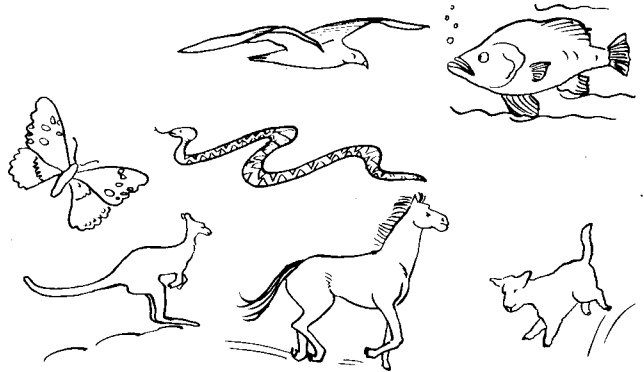
Sheep and goats **bleat**, horses **neigh** and pigs **grunt**. Cows **moo**.

Frogs **croak** and ducks **quack**. Cocks **crow**, hens **cluck** and owls **hoot**.

N.B. All these verbs are regular verbs.

B Movements animals make

Birds **fly** and fish **swim**.
Butterflies **flutter**.
Kangaroos **hop**.
Snakes **slither**.
Horses **trot** and **gallop**
(galloping is faster than trotting).
Lambs **skip** in the spring.



N.B. Fly (flew, flown) and swim (swam, swum) are the only irregular verbs here.

Babies animals have

Cats have **kittens** and dogs have **puppies**. Horses have **foals**. Sheep have **lambs**.
Cows have **calves**. Pigs have **piglets**. Bears, wolves and lions have **cubs**.
Ducks have **ducklings**. Hens lay eggs from which **chickens** hatch.
Tadpoles turn into **frogs**. Caterpillars turn into **butterflies**.

D People and animals

People are often compared to animals. The following adjectives can be used about people. A more formal translation is given.

catty or **bitchy**: malicious-tongued
mousy: dull, uninteresting, shy, quiet
sheepish: awkwardly self-conscious

ratty: bad-tempered
dogged: stubborn
cocky: arrogant

Exercises

73.1 Match the verb with the sound. The first example has been done.

1 hoot	meow
2 bleat	toowit toowoo
3 bark	oink
4 grunt	cockadoodledoo
5 mew	woof
6 crow	baa

73.2 Complete the following text, putting the appropriate missing verbs into the correct form.

It is not really all that peaceful out in the country. Yesterday I was woken at dawn when the cock started (1). The calves soon began (2) and this woke the dogs who (3) until the horses started (4). Lots of hens (5) right outside my window and so I got up. I tripped over the cat who was lying in the sun at the front door but she didn't even stop (6).

73.3 Which of the adjectives in D would you be pleased to be called?

73.4 Most of the sound verbs in A and all the movement verbs in B can also be used to describe sounds and movements made by humans. Mark the following statements true or false.

- 1 If someone growls at you, they are probably in a bad mood.
- 2 If someone croaks, they probably have a sore throat.
- 3 If someone hoots, they are probably very unhappy.
- 4 If someone is caterwauling, they are singing very sweetly.
- 5 If someone barks at you, they sound rather angry or abrupt.
- 6 If someone grunts when you ask something, they are showing a lot of interest in what you have said.

73.5 Illustrate the meaning of the words below by writing sentences (about people rather than animals).

Example: 1 skip *The little girl loves skipping with her new rope.*

2 fly 3 swim 4 slither 5 hop 6 trot 7 gallop

73.6 Look at the following examples of notices and fill in the names of the appropriate young animal in each case. Which words help you decide?

- 1 New-born for sale. Pedigree spaniel.
- 2 Good home wanted for six All toms. Already house-trained. Part-Siamese. Very intelligent.
- 3 Come and see the brand-new polar bear at the zoo.
- 4 Hadley Farm open this weekend. All children will enjoy the chance to hold the baby and to stroke their soft wool.
- 5 Spend the weekend at Sun Park. Hundreds of new Just hatched but already able to swim happily behind their mums.

74 Idioms and fixed expressions – general

Idioms are fixed expressions with meanings that are usually not clear or obvious. The individual words often give you no help in deciding the meaning. The expression to feel **under the weather**, which means 'to feel unwell' is a typical idiom. The words do not tell us what it means, but the context usually helps.

A Tips for dealing with idioms

Think of idioms as being just like single words; always record the whole phrase in your notebook, along with information on grammar and collocation.

This tin-opener has seen **better days**. [it is rather old and broken down; usually of things, always perfect tense form]

Idioms are usually rather informal and include an element of personal comment on the situation. They are sometimes humorous or ironic. As with any informal 'commenting' single word, be careful how you use them. Never use them just to sound 'fluent' or 'good at English'. In a formal situation with a person you do not know, don't say,

'How do you do, Mrs Watson. Do **take the weight off your feet**.' [sit down].
Instead say 'Do sit down' or 'Have a seat'.

Idioms can be grouped in a variety of ways. Use whichever way you find most useful to help you remember them. Here are some possible types of grouping.

Grammatical

get the wrong end of the stick [misunderstand]	} verb + object
pull a fast one [trick/deceive somebody]	
poke your nose in(to) [interfere]	
be over the moon [extremely happy/elated]	} verb + preposition phrase
feel down in the dumps [depressed/low]	
be in the red [have a negative bank balance]	

By meaning e.g. idioms describing people's character/intellect

He's as daft as a brush. [very stupid/silly]
He takes the biscuit. [is the extreme / the worst of all]
You're a pain in the neck. [a nuisance / difficult person]

By verb or other key word e.g. idioms with make

I don't see why you have to **make a meal out** of everything.
[exaggerate the importance of everything]
I think we should **make a move**. It's gone ten o'clock. [go/leave]
Most politicians are **on the make**. I don't trust any of them.
[wanting money/power for oneself]

B Grammar of idioms

It is important when using idioms to know just how flexible their grammar is. Some are more fixed than others. For instance, **barking up the wrong tree** [be mistaken] is always used in continuous, not simple form, e.g. I think you're **barking up the wrong tree**.

A good dictionary may help but it is best to observe the grammar in real examples.

Note how Units 76–91 group idioms in different ways.

Exercises

74.1 Complete the idioms in these sentences with one of the key words given, as in the example. If you are not sure, try looking up the key word in a good dictionary.

clanger shot ocean plate block handle pie

- 1 All the promises these politicians make! It's just *pie* in the sky. (big promises that will never materialise)
- 2 The small amount of money donated is just a drop in the compared with the vast sum we need. (tiny contribution compared with what is needed)
- 3 You really dropped a when you criticised the Americans last night; that man opposite you was from New York! (said something inappropriate/embarrassing)
- 4 I can't do that job as well; I've got enough on my as it is. (have more than enough work)
- 5 When I told her she just flew off the and shouted at me. (lost her temper)
- 6 His father was a gambler too. He's a real chip off the old (just like one's parents/grandparents)
- 7 I wasn't really sure; I guessed it; it was just a in the dark. (a wild guess)

74.2 Use a good general dictionary or a dictionary of idioms to see if it can help you decide which version of these sentences is in the normal grammatical form for the idiom concerned, as in the example. Check the meaning too, if you are not sure.

Example: You bark / are barking up the wrong tree if you think I did it. (see B opposite)

- 1 Holland is springing / springs to mind as the best place to go for a cycling holiday; it's very flat.
- 2 That remark is flying / flies in the face of everything you've ever said before on the subject.
- 3 He was innocent after all. It just goes / is just going to show that you shouldn't believe what you read in the papers.
- 4 You sit / 're sitting pretty! Look at you, an easy job, a fantastic salary, a free car!
- 5 His attitude is leaving / leaves a lot to be desired. I do wish he would try to improve a little.

74.3 How would you organise this selection of idioms into different groups? Use some of the ways suggested on the opposite page, plus any other ways you can think of.

be in a fix child's play rough and ready be up to it hold your tongue
be out of sorts hold your horses a fool's errand odds and ends
stay mum give or take

74.4 Without using a dictionary, try to guess the meaning of these idioms from the context.

- 1 It's midnight. Time to hit the sack.
- 2 This is just kid's stuff. I want something challenging!
- 3 He was down and out for two years, but then he got a job and found a home for himself.

75 Everyday expressions

Everyday spoken language is full of fixed expressions that are not necessarily difficult to understand (their meaning may be quite 'transparent') but which have a fixed form which does not change. These have to be learnt as whole expressions. These expressions are often hard to find in dictionaries, so listen out for them.

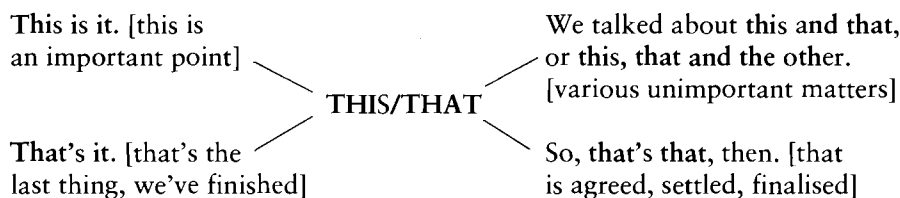
A Conversation-building expressions

These are some common expressions that help to modify or organise what we are saying. There are many more expressions like these. (See also Unit 100.)

<i>expression</i>	→	<i>meaning/function</i>
As I was saying, I haven't seen her for years.	→	takes the conversation back to an earlier point
As I/you say, we'll have to get there early to get a seat.	→	repeats and confirms something someone has already said
Talking of skiing, whatever happened to Bill Jakes?	→	starting a new topic but linking it to the present one
If you ask me, she's heading for trouble.	→	if you want my opinion (even if no-one has asked for it)
That reminds me, I haven't rung George yet.	→	something in the conversation reminds you of something important
Come to think of it, did he give me his number after all? I think he may have forgotten.	→	something in the conversation makes you realise there may be a problem/query about something

B Key words

Some everyday expressions can be grouped around key words. **This** and **that**, for example, occur in several expressions:



Common expressions for modifying statements

- If the worst comes to the worst, we'll have to cancel the holiday. [if the situation gets very bad indeed]
- If all else fails, we could fax them. [if nothing else succeeds]
- What with one thing and another, I haven't had time to reply to her letter. [because of a lot of different circumstances]
- When it comes to restaurants, this town's not that good. [in the matter of restaurants]
- As far as I'm concerned, we can eat at any time. [as far as it affects me / from my point of view]
- As luck would have it, she was out when we called. [as a result of bad luck]

Exercises

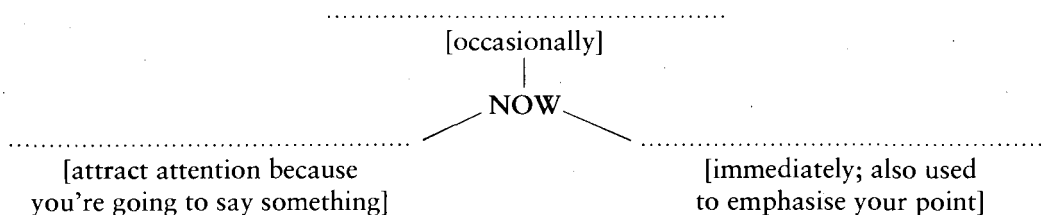
75.1 Complete the fixed expressions in these sentences, as far as possible without looking at the left-hand page.

- 1 Come, I don't remember giving her the key. I'd better ring her and check, just in case.
- 2 If you, the economy's going to get much worse before it gets any better.
- 3 holidays, have you got any plans for next year?
- 4 A: It's going to be expensive.
B: Yes, it'll be fun, and a great opportunity, but, as, it will be expensive.
- 5 That, I have a message for you from Sid.
- 6 As, before the postwoman interrupted us, we plan to extend the house next spring.

75.2 Which of the expressions with *this/that* opposite would be most suitable for the second parts of these mini-dialogues?

- 1 A: What were you and Lindsay talking about?
B: Oh,
- 2 A: How many more?
B: No more, actually,
- 3 A: The most important thing is that nobody's happy.
B: Yes, well,
- 4 A: Okay, I'll take our decisions to the committee.
B: Right, so, then. Thanks.

75.3 See if you can complete this network of everyday expressions with *now*, as with the *this/that* network opposite. Use a dictionary if necessary.



Use the expressions with *now* to rewrite these sentences.

- 1 Do you want me to do it straight away, or can it wait?
- 2 So, everybody, listen carefully. I have news for you.
- 3 I bump into her in town occasionally, but not that often.

75.4 Which expressions contain the following key words?

- 1 comes 2 luck 3 fails 4 worst 5 far 6 thing

Follow-up: Make a list of common expressions like the ones in this unit in your language. How do you say them in English?

76 Similes – as...as... / like...

A

As...as... similes are easy to understand. If you see the phrase **as dead as a doornail**, you don't need to know what a **doornail** is, simply that the whole phrase means 'totally dead'. But, remember, fixed similes are not 'neutral'; they are usually informal/colloquial and often humorous. So, use them with care, and keep them generally as part of your receptive vocabulary.

Creating a picture in your mind can often help you remember the simile:



as blind as a **bat**



as thin as a **rake**



as strong as an **ox**



as quiet as a **mouse**

Some can be remembered as pairs of opposites.

as heavy as lead ≠ as light as a feather as drunk as a lord ≠ as sober as a judge

as black as night ≠ as white as snow

Some can be remembered by sound patterns.

As brown as a berry as good as gold as cool as a cucumber

Some other useful as...as... phrases.

The bed was as **hard as iron** and I couldn't sleep.

I'll give this plant some water. The soil's as **dry as a bone**.

He's as **mad as a hatter**. He crossed the Atlantic in a bathtub.

She told the teacher, as **bold as brass**, that his lessons were boring.

You'll have to speak up; he's as **deaf as a post**.

Don't worry. Using the computer's as **easy as falling off a log**.

She knew the answer as **quick as a flash**.

When I told him, his face went as **red as a beetroot**.

Sometimes the second part can change the meaning of the first.

The Princess's skin was as **white as snow**. [beautifully white]

When he saw it, his face went as **white as a sheet**. [pale with fear/horror]

The fish was bad and I was as **sick as a dog**. [vomiting]

She ran off with my money; I felt as **sick as a parrot**. [bad feeling of disillusionment/frustration]

B

Like...

My plan worked **like a dream**, and the problem was soon solved.

Be careful the boss doesn't see you; she has eyes **like a hawk**.

No wonder he's fat. He eats **like a horse** and drinks **like a fish**.

Did you sleep well? Yes, thanks, **like a log**.

Sorry, I forgot to ring him again. I've got a head **like a sieve**!

The boss is **like a bear with a sore head** today. [in a very bad temper]

She goes around **like a bull in a china shop**. [behaving in a very clumsy, insensitive way]

Criticising the government in his presence is **like a red rag to a bull**. [certain to make him very angry]

Exercises

76.1 Complete the as...as... similes.

- Rose is as mad as a; you wouldn't believe the crazy things she does.
- You're not eating enough; you're as thin as a
- He never says a thing; he's as quiet as a
- You'll have to shout; she's as deaf as a
- I'm afraid I can't read this small print; I'm as blind as a without my glasses.

76.2 Different similes contain the same word. Fill the gap with the appropriate words.

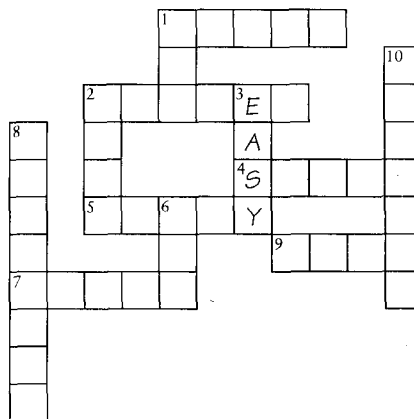
- I feel great now. I like a log.
- No! It's as easy as off a log.
- After eating that bad cheese I was as sick as a
- I knew she had swindled me. I felt as sick as a
- The old man's hair was as white as
- Her face suddenly went as white as

76.3 Put the correct number in the right-hand boxes to complete the similes, as in the example. There are two that are not on the left-hand page. Try and guess them.

- | | | | |
|----|-----------------------------------|---------|-----------------------------------|
| | <input type="checkbox"/> 1 quick | | <input type="checkbox"/> daisy |
| | <input type="checkbox"/> 2 red | | <input type="checkbox"/> 5 ox |
| as | <input type="checkbox"/> 3 flat | as a(n) | <input type="checkbox"/> flash |
| | <input type="checkbox"/> 4 fresh | | <input type="checkbox"/> beetroot |
| | <input type="checkbox"/> 5 strong | | <input type="checkbox"/> pancake |

76.4 Simile word puzzle. Fill in the answers, as in the example.

- | Across | Down |
|---------|----------|
| 1 bold | 1 blind |
| 2 mad | 2 iron |
| 4 white | 3 log |
| 5 fresh | 6 cold |
| 7 quiet | 8 cool |
| 9 dry | 10 light |



76.5 What can you say about...

- a person who sees everything and never misses a thing?
- a plan or course of action that works very well?
- someone who eats and drinks a great deal?
- someone with a very bad memory?

Tip: You can always make a simile using as...as can be, for example, I need a drink; I'm as thirsty as can be!

77 Binomials

Binomials are expressions (often idiomatic) where two words are joined by a conjunction (usually 'and'). The order of the words is usually fixed. It is best to use them only in informal situations, with one or two exceptions.

- odds and ends:** small, unimportant things, e.g. Let's get the main things packed; we can do the odds and ends later.
- give and take:** a spirit of compromise, e.g. Every relationship needs a bit of give and take to be successful.

You can often tell something is a binomial because of the sound pattern.

- Tears are **part and parcel** of growing up. [part of / belong to]
- The boss was **ranting and raving** at us. [shouting / very angry]
- The old cottage has gone to **rack and ruin**. [ruined/decayed]
- He's so **prim and proper** at work. [rather formal and fussy]
- The hotel was a bit **rough and ready**. [poor standard]
- She has to **wine and dine** important clients. [entertain]

B

Other times, the clue is that the words are near-synonyms.

- You can **pick and choose**; it's up to you. [have a wide choice]
- My English is progressing in **leaps and bounds**. [big jumps]
- It's nice to have some **peace and quiet**. [peace/calm]
- The doctor recommended some **rest and recreation**. [relaxation]
- First and foremost**, you must work hard. [first / most importantly]

Many grammar words combine to form binomials.

- There are cafés **here and there**. [scattered round]
- We've had meetings **on and off**. [occasionally]
- I've been running **back and forth** all day. [to and from somewhere]
- To and fro** can be used just like **back and forth**.
- He is unemployed and **down and out**. [without a home or money]
- She's better now, and **out and about** again. [going out]
- She ran **up and down** the street. [in both directions]

Your language probably has many binomials. Make sure those which look similar in English have the same word order as your language. These four are very neutral binomials and can be used in formal or informal situations. Try translating them.

- A **black and white** film, please. **Ladies and gentlemen**, your attention, please!
- She ran **back and forth**. There was **hot and cold** water in every room.

E

Binomials linked by words other than **and**.

- You've got your sweater **on back to front**. [the wrong way]
- He won't help her; she'll have to **sink or swim**. [survive or fail]
- Slowly **but surely**, I realised the boat was sinking. [gradually]
- Sooner or later, you'll learn your lesson. [some time/day]
- She didn't want to be just friends; it had to be **all or nothing**.
- Well I'm sorry, that's all I can offer you; **take it or leave it**.
- It's about the same distance as from here to Dublin, **give or take** a few miles. [perhaps a mile or two more, or a mile or two less]

Exercises

77.1 Here are some jumbled binomials (some are from the left-hand page and some are new). Using similarities in sound, join them with *and*. Then check opposite or in a dictionary that you have the word order right, and that you know the meaning.

prim dine high ruin rough dry
rack ready proper sound safe wine

Now use them to fill the gaps in these sentences.

- I was left and, with no-one to help me.
- The room's a bit and, but you're welcome to stay as long as you like.
- I'm glad you're and after such a dangerous journey.
- My hosts and me at the best restaurants.
- Our old house in the country has just gone to and; nobody looks after it now.
- The secretary is always so terribly and; the whole atmosphere always seems so very formal.

77.2 In the left-hand box below are the *first* words of some binomials. On the right are a selection of words, some of which you will need, and some you will not. Your task is to find a word on the right which can form a binomial with the left-hand word, as in the example *law and order*. Look for words that are either near-synonyms or antonyms (opposites) of the left-hand word.

<p>law now hit clean pick sick leaps</p>	and	<p>money tidy drop tired soon snow pay bounds terrible clocks after whisper order then dogs scratch heart choose flowers miss chase</p>
--	-----	---

Now use them to make informal sentences by re-writing these.

- There are lots of courses. You can make your own selection.
- The flat looks all neat and spotless now for our visitors.
- I have had enough of traffic jams. I'm going to start using the train.
- Finding the right people was rather difficult; sometimes we succeeded, sometimes we failed.
- My knowledge of English has progressed rapidly since I've been using this book.
- The new Prime Minister promised that efficient policing would be the most important priority.
- I've seen her occasionally, taking her dog for a walk.

77.3 These binomials do not have *and* in the middle. What do they have? Check opposite or in a dictionary if you are not sure.

- | | | |
|----------------------|--------------------|-----------------------|
| 1 Sooner later | 3 Back front | 5 Slowly surely |
| 2 All nothing | 4 Sink swim | 6 Make break |

78 Idioms describing people

A Positive and negative qualities

<i>positive</i>	<i>negative</i>
She has a heart of gold. [very kind, generous]	She's as hard as nails. [no sympathy for others]
He's as good as gold. [generous, helpful, well-behaved used generally for children]	He's rather a cold fish. [distant, unfriendly]

Note also:

He's such an awkward customer. [difficult person to deal with]
 She's a pain in the neck. Nobody likes her. [nuisance, difficult]
 He gets on everyone's nerves. [irritates everybody]

B People's 'fast' and 'slow' qualities

<i>fast</i>	<i>slow</i>
He's very quick off the mark; he always gets things before everybody else.	I was a bit slow off the mark; the job had been filled by the time I got the forms.
You've asked him to marry you! You're a fast worker! You only met him three weeks ago!	Come on! Hurry up! You're such a slow-coach!

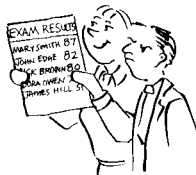
How people relate to the social norm

She's a bit of an odd-ball; very strange. [peculiar, strange]
 He's really over the top. [very exaggerated in behaviour]
 He's round the bend, if you ask me. [absolutely crazy/mad]
 My politics are very middle-of-the-road. [very normal; no radical ideas; neither left- nor
 right-wing]

Who's who in the class? Idioms for 'people in the classroom'



teacher's pet



Mary's top of
the class



a real know-all



a bit of a
big-head



a lazy-bones

The last three idioms are used of people outside of the class, too.

Exercises

78.1 Try to complete these idioms from memory if possible.

- 1 She does a lot of voluntary work; she has a heart...
- 2 Don't expect any sympathy from the boss; she's as hard...
- 3 I'm sure Gerry will help you; he's as good...
- 4 I was too late to get on that course; I was a bit slow...
- 5 You won't find him very friendly; he's rather a cold...
- 6 Tell him to hurry up! He's such a...

78.2 What do we call...

- 1 an irritating person who knows everything?
- 2 the person who is the teacher's favourite?
- 3 someone who thinks they are the best and says so?
- 4 the one who gets the best marks?
- 5 a person who is very lazy?

78.3 You can also learn idioms by associating them with a key word or words. For example, two idioms on the left-hand page had *gold* in them and two had *mark*. Which were they? Here is a work-fork based on *to have + head*. Use the expressions to finish the sentences below.

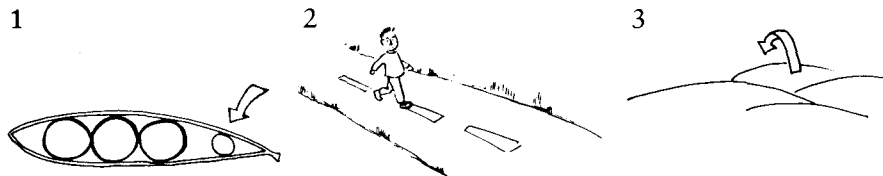
to have	—	— one's head screwed on [be sensible]
		— a head for heights [not suffer from vertigo]
		— a head like a sieve [bad memory; see Unit 76]
		— a good head for figures [be good at maths]
		— one's head in the clouds [unaware of reality]

- 1 I'd better write it in my notebook. I have...
- 2 Ask Martha to check those sums. She has...
- 3 Don't ask me to go up that tower. I'm afraid I don't...
- 4 She's very sensible and knows what she's doing. She...
- 5 He's quite out of touch with reality. He really...

Look out for other sets of idioms based on key words.

78.4 Mini-quiz. Which parts of your body might a difficult person (a) *get on* (b) *be a pain in*?

78.5 Which idioms do you think these drawings represent?



78.6 Try guessing from the context what the underlined idioms mean.

- 1 Don't get angry with him. His heart's in the right place.
- 2 Joe's a bit of a square peg in a round hole here. I think he should get a job which suits his character better.
- 3 A: Hey! I'm talking to you! B: Sorry, I was miles away.

79 Idioms describing feelings or mood

Positive feelings, moods and states

Jo's as happy as the day is long. [extremely content]
Mary seems to be on cloud nine these days. [extremely pleased/happy]
Everyone seemed to be in high spirits. [lively, enjoying things]
She seems to be keeping her chin up. [happy despite bad things]

B Negative feelings, moods and states

He had a face as long as a fiddle. [looked very depressed/sad]
She certainly looked down in the dumps. [looked depressed/sad]
Gerry is in a (black) mood. [a bad mood/temper]
Mark was like a bear with a sore head. [extremely irritable] (See Unit 76.)

Physical feelings and states

I could eat a horse! [very hungry]
I'm feeling all in. [exhausted]
You're looking a bit under the weather. [not very well / ill]
She looked, and felt, on top form. [in good physical condition]
I suddenly felt as if my head was going round. [dizzy]
I was almost at death's door last week! [very sick or ill]
Old Nora's as fit as a fiddle. [very fit indeed]

Fear/fright

She was scared stiff. [very scared]
She frightened the life out of him. [frightened him a lot]
We were all shaking in our shoes. [trembling with fear]
The poor lad was scared out of his wits. [very scared indeed]
I jumped out of my skin when I heard the bang. [gave a big jump]

Remember: there is an element of exaggeration in these idioms; they make comments on the situation and lighten the tone of what you are saying. So use them only informally.

E

Horoscopes in English language newspapers and magazines are often a good place to find idioms about moods and states, since the horoscope usually tries to tell you how you are going to feel during the coming day/week/month. Look at these horoscopes and note the idioms in italics. Each one is given a literal paraphrase below the text. Collect more idioms from horoscopes if you can.

Capricorn (21.12–19.1)

*D*on't get carried away (1) by promises that won't be kept. Keep a cool head (2) and take everything as it comes. On the work front, things are looking better.

Taurus (21.4–20.5)

*S*omeone will say something that will make you swell with pride (3) and you may feel on top of the world (4) for a while, but the evening will not be so easy.

(1) be fooled (2) stay calm (3) feel very proud (4) very happy indeed

Exercises

79.1 Here are some more idioms that can be grouped as expressing either *positive* or *negative* feelings. Try to group them using a dictionary if necessary.

to be over the moon to feel/be a bit down
to feel/be as pleased as Punch to feel/be browned off

79.2 Using the idioms from 79.1 and from A opposite, say how you would probably feel if...

- 1 you were told you had just won a vast sum of money. *I'd be over the moon!*
- 2 your boss said you had to do again a piece of work you'd already done three times.
- 3 you were told you'd got a very high mark in an exam.
- 4 you had a bad toothache and your neighbour was making a lot of noise late at night.
- 5 nothing seemed to have gone right for you that day.
- 6 someone you were secretly in love with told you they were in love with you.

79.3 Complete the idioms in these sentences.

- 1 Don't creep up behind me like that! You frightened the...
- 2 I don't need a doctor, I just feel a bit under...
- 3 As long as he has his car to work on, he's as happy...
- 4 Last year, when I won that medal, I really was on...
- 5 I wasn't expecting such a loud bang; I nearly jumped...
- 6 I've had nothing since lunch; I could...
- 7 I feel a bit down this week; last week I felt on top...

79.4 Spot idioms to do with feelings, moods and states in these horoscopes. Underline them, then check the meaning if necessary in a dictionary.

Scorpio (23.10–22.11)

You may get itchy feet today, but be patient, this is not a good time to travel. Events at work will keep you on the edge of your seat for most of the day. Altogether an anxious time for Scorpians.

Leo (21.7–21.8)

You'll be up in arms over something someone close to you says rather thoughtlessly today, but don't let it spoil things. You may be in two minds over an invitation, but think positively.

Now use the idioms to rewrite these sentences.

- 1 I can't decide about that job in Paris.
- 2 I've been in suspense all day. What's happened? Tell me!
- 3 Her son became restless to travel and went off to Uruguay.
- 4 Everyone protested loudly when they cancelled the outing.

79.5 Which idioms opposite include the words *head*, *wits*, *swell*, *black* and *carried*? Write a sentence using each one.

80 Idioms connected with problematic situations

A

Problems and difficulties

<i>idiom</i>		<i>literal phrase</i>
to be in a fix	=	be in difficulty
to be in a tight corner	=	be in a situation that is hard to get out of
to be in a muddle	=	be confused/mixed up

(these three go together as all having be + in + a)

Reacting in situations

Three pairs of more or less opposite idioms.

to take a back seat [not do anything; let others act instead]	⌘	to take the bull by the horns [act positively to face and attack the problem]
to stir things up [do/say things that make matters worse]	⌘	to pour oil on troubled waters [do/say things that calm the situation down]
to keep one's cards close to one's chest [hold back information]	⌘	to lay one's cards on the table [be very open, state exactly what your position is]

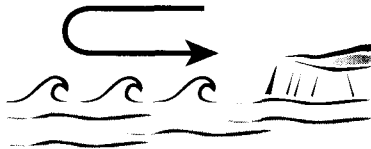
B

Idioms related to situations based on get

- This has to be done by next week; we must **get our act together** before it's too late. [organise ourselves to respond; informal]
- We need a proper investigation to **get to the bottom of things**. [find the true explanation for the state of affairs]
- It's quite difficult to **get people to sit up and take notice**. [make them pay attention]
- I'm trying to **get a grasp of what's happening**; it's not easy. [find out / understand]

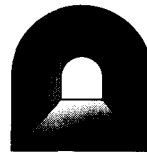
C

Changes and stages in situations



The tide has turned for us; better days are ahead.

I'm afraid we've just come to a **dead end** with our plans.
I think I've reached a **turning-point** in my career.



We can see light at the end of the tunnel at last.

D

Some idioms connected with easing the situation

- The government and the unions have **buried the hatchet** for the time being. [made peace / stopped fighting each other]
- All that trouble last year was just **swept under the carpet** in the end. [ignored / deliberately forgotten, without solving it]
- You should say sorry. **It would go a long way**. [would help a lot]

Exercises

80.1 When looking up idioms (or any type of words) in your dictionary, it is often a good idea to look at what is just before and just after the information you are looking for. In this way you can pick up some related words and/or expressions which you can record together.

For example, if you look up *take the bull by the horns* in a dictionary, you will probably also find these idioms:

(to *belact*) *like a bull in a china shop* [be very clumsy]

(to *talk*) *a load of bull* [talk nonsense]

Look up these idioms using the words underlined as your key word and see what other idioms or useful phrases you can find around them in the dictionary.

- 1 let the cat out of the bag
- 2 be in a fix
- 3 to pour oil on troubled waters
- 4 to stir things up

80.2 Choose a suitable idiom from the opposite page to fill the gaps.

- 1 I think I'll just and let everyone else get on with sorting matters out.
- 2 No, please, don't say anything; you'll only
- 3 It's been a long, hard struggle, but I think at last we can see
- 4 The police are trying their best to get to, but it's a real mystery at the moment.
- 5 I'm sorry, I'm in; could you explain that again?
- 6 At last I've managed to get him to sit; he's done nothing at all for us so far.
- 7 I find it difficult to get a this global warming business, don't you?
- 8 I think we should take the bull and sort it out. I don't think it should be just swept

80.3 Here are some more idioms connected with situations. From the context, can you paraphrase their meaning, as in the example?

- 1 It's not working; we'll have to go back to square one. *go back to the beginning again*
- 2 The teachers want one thing, the students want the exact opposite. I'm sure we can find a happy medium.
- 3 We were on tenterhooks all night waiting for news from the hospital. They finally rang us at 6.30 a.m.
- 4 Poverty and crime go hand in hand in this part of town.
- 5 You've been in a lot of trouble lately; you'd better toe the line from now on.

80.4 What *questions* could be asked to get these answers?

- 1 Well, we've buried the hatchet for the moment, but I'm sure it's not for good.
- 2 Yes, it's been a real turning-point in my career.
- 3 Yes, I think it would go a long way. You know how sensitive he is, and how he appreciates little gestures.

8 | Idioms connected with praise and criticism

Idioms connected with praise

Saying people/things are better than the rest

Mary is **head and shoulders** above the rest of the girls. *or* She's **miles better** than the other girls. [used usually of people]

When it comes to technology, Japan is **streets ahead** of most other countries. [can be used of people or things]

When it comes to exam passes, St John's school usually **knocks spots off** the other schools. [used of people or things]

That meal was just **out of this world**. [outstanding/superb; usually used of things]

Saying people are good at something

Some expressions with idiomatic compound nouns, noun-phrases and compound adjectives.

She's a **dab-hand** at carpentry, just like her father. [usually for manual skills]

She's a really **first-rate / top notch** administrator, the very best.

When it comes to grammar, she's **really on the ball**. [knows a lot]

Bill **has a way with** foreign students. The other teachers envy him. [good at establishing good relations / motivating them, etc.]

Marjorie really **has green fingers**; look at those flowers! [good at gardening]

Let him do the talking; he's **got the gift of the gab**. [good at talking]

Idioms connected with criticism

Note: There are far more of these in common use than ones connected with praise!

You can group some according to form; for example, 's idioms include several connected with criticising people and things.

She thinks she's **the cat's whiskers / the bee's knees**. [thinks she's wonderful]

He was dressed up like **a dog's dinner** [over-dressed in a showy way]

When it comes to time-keeping, he's **the world's worst**. [no-one is worse]

I'm sorry, this essay of yours is **a dog's breakfast**. [a mess / very badly done]

This group could be learned in association with 'food' words.

When it comes to unreliability, he really **takes the biscuit**. [is the epitome / most striking example of some negative quality] (See Unit 74.)

Mary **wants to have her cake and eat it!** [wants everything without any contribution from her side]

I think he's just trying to **butter me up**. [give false praise in order to get something]

A pay-rise and a company car! You **want jam on it**, you do! [have totally unreasonable expectations/demands]

Note these idiomatic synonyms of the verb to criticise:

You shouldn't **run down** your own country when you're abroad.

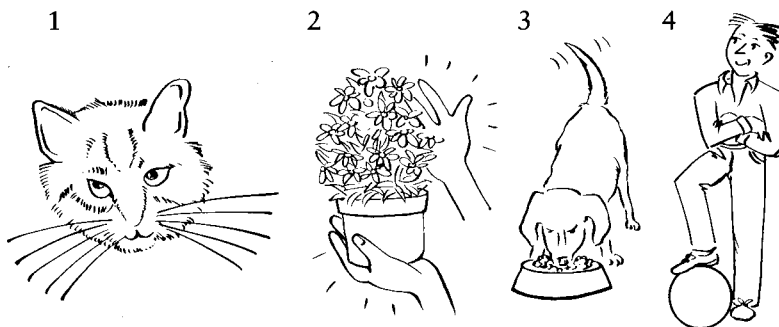
Why do you always have to **pick holes** in everything I say?

Exercises

81.1 Using idioms from A opposite, rewrite these sentences without changing the basic meaning.

- 1 The hotel we were staying in was absolutely superb.
- 2 Joe is a long way above the other kids when it comes to doing hard sums.
- 3 This restaurant is much, much better than all the other restaurants in town.
- 4 You're a long way ahead of me in understanding all this new technology; I'm impressed.

81.2 Which idioms opposite might these pictures help you to remember?



81.3 Which of the expressions in 81.2 is most suitable for:

- 1 praising someone's knowledge/ability in their profession?
- 2 saying that something is a real mess?
- 3 saying someone has a very high opinion of themselves?
- 4 praising someone's gardening skills?

81.4 Express the *opposite* meaning to these sentences using idioms from the left-hand page.

Example: He's a third-rate athlete. He's a first-rate (or top-notch) athlete.

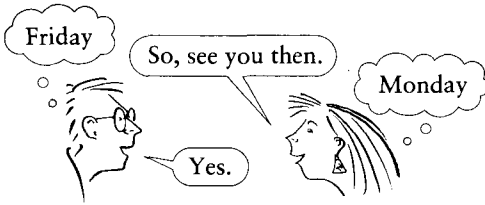
- 1 She was dressed beautifully, just right for the occasion.
- 2 Penny has such an inferiority complex.
- 3 She's hopeless at DIY; just look at those bookshelves she made.
- 4 He is no good at talking to people at all.
- 5 Mick doesn't get on with the secretaries; just look at how they react when he wants something done.
- 6 He wants a new office, a secretary and a new computer. But compared to what Geoff wants he isn't expecting much!
- 7 She said I was the best boss they'd ever had. It was obvious she was praising me sincerely. I wonder what she wants?
- 8 He often says how wonderful his school is.
- 9 She always praises everything I say.

81.5 Using a good general dictionary or a special dictionary of idioms, see what further idioms you can find that include the 'food' words listed below and which are used in contexts of praising or criticising people/things/actions. Make sentences with the expressions.

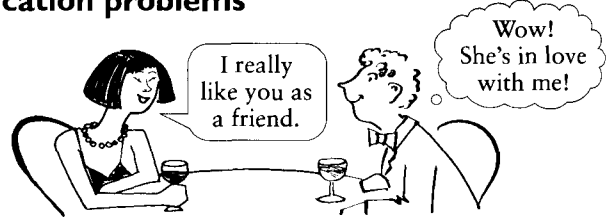
- 1 ham
- 2 tea
- 3 icing
- 4 nut
- 5 onion
- 6 cream

82 Idioms connected with using language

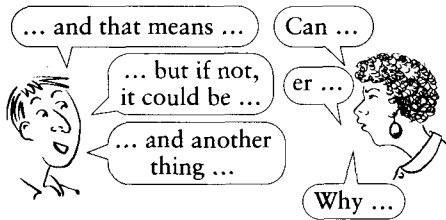
Idioms connected with communication problems



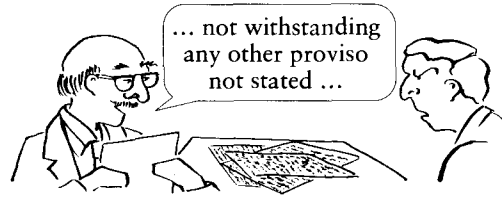
They're talking at cross-purposes.



He's got the wrong end of the stick.



She can't get a word in edgeways.



I can't make head or tail of what he's saying.

Good talk, bad talk

The boss always talks down to us. [talks as if we were inferior]

My work-mates are always talking behind my back. [saying negative things about me when I'm not there]

It was just small talk, nothing more, I promise. [purely social talk, nothing serious]

Let's sit somewhere else; they always talk shop over lunch, and it bores me rigid. [talk about work]

Hey! Your new friend's become a real talking-point among the staff! Did you know? [subject that everyone wants to talk about]

It's gone too far this time. I shall have to give him a talking to. [reproach/scold him]

Talk in discussions, meetings, etc.



- 1 start the discussion
- 2 say exactly what I think
- 3 say it in few words
- 4 say things in a long, indirect way

- 5 finish the discussion
- 6 say stupid things
- 7 come to the important part of the matter
- 8 say intelligent, reasonable things

Exercises

82.1 Look at these dialogues and comment on them, as in the example.

Example: A: £98 for a meal! that's outrageous!
 B: Not the meal, you twit! The room!
They seem to be talking at cross-purposes.

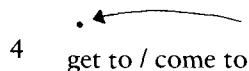
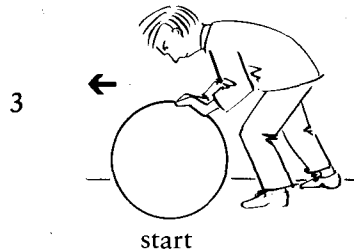
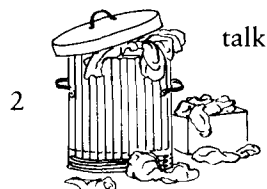
- 1 JOE: So that's what I'm going to do, take it all away.
 ANN: What about –
 JOE: And if they don't like it they can just go and do what they like.
 ANN: If she –
 JOE: Not that I have to consult them, anyway, I'm in charge round here.
 ANN: I wonder whether it –
 JOE: You see, I'm the kind of person who can take a hard decision when it's needed.
 It seems that Ann can't get

- 2 MICK: I got very upset when you said I was childish.
 GRACE: I didn't, honestly! All I said was that you seemed to get on very well with the children. Honestly.
 MICK: Oh, I see. Oh, sorry.
 It seems that Mick got the

- 3 DAN: So, area-wise the down-matching sales profile commitment would seem to be high-staked on double-par.
 REG: Eh? Could you say that again? You've got me there.
 It seems that Reg can't make

- 4 MADGE: I don't expect someone with your intelligence to understand this document.
 ERIC: Thank you.
 Madge seems to be talking

82.2 What idioms opposite do these drawings represent?



82.3 Fill the gaps to complete the collocations.

- 1 She is very direct and always her mind.
 2 I get bored with small; let's get down to serious matters. I'm in love with you.
 3 The boss gave me a real to after that stupid mistake I made. Still, I was in the wrong.
 4 You're behind the times! Darren's girlfriend was *last week's*-point.

83 Idioms – miscellaneous

Idioms connected with paying, buying and selling

He bought a real pig in a poke when he got that car. [buy something without examining it properly first]

We'll probably have to pay over the odds for a hotel room during the week of the festival. [pay more than the usual rate]

He did £600 worth of damage to the car and his parents had to foot the bill. [pay up, usually a large amount]

That restaurant was a real rip-off. *or* That taxi-driver really ripped us off. [made us pay much too much; very informal]

If I were you I'd drive a hard bargain. She's desperate to buy a flat and wants yours. [ask a lot and resist lowering the price]

See also nose on the human body below.

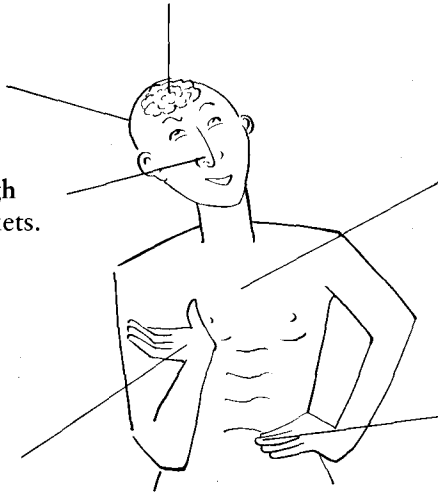
B Idioms based on names of the parts of the body

I've got that song on the brain!
[just can't stop myself singing it]

He's made quite a bit of headway with his maths lately.
[make progress]

We had to pay through the nose for those tickets.
[pay a huge amount]

You've got to hand it to her; she's a great singer.
[acknowledge/admit]



I hope you didn't mind me telling you. I just had to get it off my chest.
[tell something that's been bothering you a lot]

Oh, he's got a finger in every pie.
[is involved in many different things]

C Idioms connected with daily routine

Come on! Rise and shine! We've got to leave! [a command to someone to get up, often said to someone who doesn't want to and at a very early hour]. There's no time for breakfast. We can get a bite to eat on the motorway [have a snack or meal]. I'll drive and you can have a nap in the back seat [a short sleep]. When we get there, there'll just be time to freshen up before the meeting. [wash and tidy oneself]. It's going to be a long day; I'll be ready to crash out about 8 o'clock, I should think [be very tired/ready to sleep almost anywhere]. Still, we can stay home the following evening and put our feet up [relax], and just watch the box [watch television].

Exercises

83.1 Look at these mini-dialogues and decide which idiom from the opposite page you could use to answer the questions.

- 1 A: I'll give you \$85.
 B: No, \$100 or nothing.
 A: Oh, come on. Look, \$90, there.
 B: No, I said \$100 and I mean \$100.

What's B doing?

- 2 A: I'm president of the squash club, I'm on the teacher-parent committee and I run three youth clubs.
 B: Really?
 A: Yes, oh, and I'm on that working party at the Social Centre, and there's the Union...

What sort of person could A be described as?

- 3 A: 'Lady in red, la-da-da-di-da...'
 B: I wish you'd stop singing that blasted song!
 A: What? Oh, sorry... 'Lady in red, la-la ...'

What's A's problem?

- 4 A: Oh, no! You know that box of wine glasses I bought from that guy in the street? Half of them are cracked!
 B: Well, you should have looked at them first. It's your stupid fault.

What has A done?

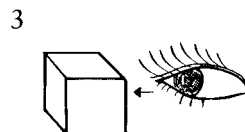
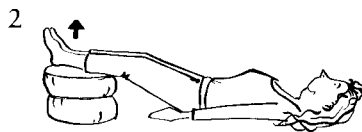
83.2 Rewrite these sentences using an idiom instead of the underlined bits.

- 1 Can I tell you about a problem I have? I just have to tell somebody. It's been bothering me for a while now.
 2 They charged us £100 for a tiny room without a bath. It was just robbery!
 3 There'll just be time to have a quick meal before the show.
 4 I must admit, Maria coped with the situation brilliantly.
 5 I think I'll just go upstairs and have a sleep for a while, if nobody objects.
 6 Well, I was very tired and fell asleep on the sofa at about two o'clock, and the party was still in full swing.

83.3 Can you think of a situation where you might...

- 1 have to get a bite to eat on the way?
 2 have to pay over the odds for a hotel room?
 3 find it hard to make any headway?
 4 be willing to pay through the nose for tickets?

83.4 Which idioms do these drawings suggest?



Follow-up: Look up idioms under further parts of the body, for example, *tongue*, *heels*, *toe*, *back*, and make a note of examples.

84 Proverbs

Speakers tend to use proverbs to comment on a situation, often at the end of a true story someone has told, or in response to some event. As with all idiomatic expressions, they are useful and enjoyable to know and understand, but should be used with care.

A

Warnings/advice/morals – do's and don'ts

<i>proverb</i>		<i>paraphrase</i>
Don't count your chickens before they're hatched.	→	Don't anticipate the future too much.
Don't put all your eggs in one basket.	→	Don't invest all your efforts or attention in just one thing.
Never judge a book by its cover.	→	Don't judge people/things by their outward appearance.
Never look a gift horse in the mouth.	→	Never refuse good fortune when it is there in front of you.
Take care of the pence and the pounds will take care of themselves.	→	Take care of small sums of money and they will become large sums.

B

Key elements

Proverbs can also be grouped by some key elements, for example, animals and birds.

When the cat's away, the mice will play. [people will take advantage of someone else's absence to behave more freely]

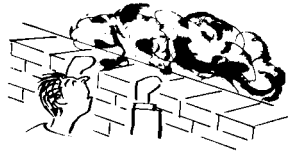
You can lead a horse to water but you can't make it drink. [you can try to persuade someone, but you can't force them]

One swallow doesn't make a summer. [one positive sign does not mean all will be well]

C

Visualising

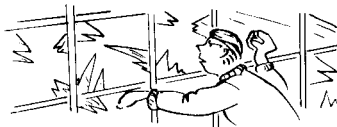
As with learning all vocabulary, visualising some element often helps.



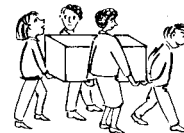
There's no smoke without fire. [rumours are usually based on some degree of truth]



Too many cooks spoil the broth. [too many people interfering is a bad way of doing things]



People who live in glass houses shouldn't throw stones. [don't criticise others' faults if you suffer from them yourself]



Many hands make light work. [a lot of people helping makes a job easier]

Exercises

84.1 Find proverbs on the left-hand page which would be suitable for these situations.

Example: Someone says they have just been offered a free two-week holiday, but are hesitating whether to take up the offer. *Never look a gift-horse in the mouth.*

- 1 Someone thanks you and your friends for helping to load heavy boxes into a van.
- 2 Someone says they can't be bothered applying to different universities and will just apply to one.
- 3 Three different people have made different arrangements for the same meeting, and so everyone comes at different times and the result is total confusion.

84.2 Some proverbs are similar in meaning to one another. Which proverbs on the left go with which on the right, and what do they have in common in terms of meaning?

- | | |
|--|---|
| 1 A bird in the hand is worth two in the bush. | Never judge a book by its cover. |
| 2 Don't count your chickens before they are hatched. | Familiarity breeds contempt. |
| 3 All that glitters is not gold. | Never look a gift-horse in the mouth. |
| 4 Absence makes the heart grow fonder. | Don't cross your bridges before you come to them. |

84.3 In spoken language, people often refer to proverbs by only saying half of them and leaving the rest for the listener to 'fill in'. Complete the proverbs in these dialogues.

- 1 A: 'Joel's always criticising people who are selfish, yet he's terribly selfish himself.
B: Yes, well, people who live in glass houses...
C: Exactly.
- 2 A: The people in the office have been playing computer games all day since the boss fell ill.
B: Well, you know what they say: when the cat's away...
A: Right, and they're certainly doing that.
- 3 A: I didn't believe those rumours about Nick and Gill, but apparently they are seeing each other.
B: You shouldn't be so naive, you know what they say, no smoke..., eh?
A: Mm, I suppose you're right.
- 4 A: Amazing, he's made a fortune from just one little shop!
B: Well, I think it's a case of take care of the pence...
A: Sure, he's always been very careful with his money.

Follow-up: Try translating some proverbs from your language, word for word into English, and then, if you can, ask a native speaker if they recognise any English proverb as having the same or similar meaning.

85 Expressions with do and make

The next seven units deal with phrasal verbs and other expressions based on common verbs. Phrasal verbs are basic verbs which can combine with different prepositions (or particles) to make verbs with completely new – and often unguessable – meanings. Phrasal verbs are used more in speaking than in writing. There is almost always a more formal way of conveying the same idea. In this unit we look at phrasal verbs formed from **do** and **make**.

Here are some of the most useful phrasal verbs based on **do** and **make**.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
do with	need, want	I could do with something to eat.
do without	manage without	We'll have to do without a holiday this year as money is so short.
do away with	abolish	Slavery was not done away with until last century.
do out of	prevent from having (by deceit)	He did me out of my rightful inheritance.
make for	move in the direction of	Let's make for the city centre and find a restaurant on the way.
make of	think (opinion)	What do you make of him?
make off	leave hurriedly	He made off as soon as he heard their car turn into the drive.
make up for	compensate for	The superb food at the hotel made up for the uncomfortable rooms.
make up to	be nice to in order to get s.t.	He made up to her until she agreed to help.

Some phrasal verbs have a number of different meanings; **do up** can mean not only 'fasten' but also 'renovate' and 'put into a bundle'. Similarly, **make out** can mean 'claim', 'manage to see' and 'understand' as well as 'write' or 'complete'; **make up** can mean 'compose' or 'invent'; it can also mean 'constitute' or 'form', 'put cosmetics on', 'prepare by mixing together various ingredients' and 'make something more numerous or complete'.

There are a lot of other common expressions based on **do** and **make**.

You **do**: the housework / some gardening / the washing-up / homework / your best / the shopping / the cooking / business with..., and so on.

You **make**: arrangements / an agreement / a suggestion / a decision / a cup of tea / war / an attempt / a phone call / the best of... / an effort / an excuse / a mistake / a bed / a profit / a loss / love / the most of / a noise / a good or bad impression / a success of... / a point of... / allowances for... / a gesture / a face / fun of... / a fuss of... / a go (a success) of..., and so on.

The more collocations with **do** and **make** you learn, the more you will get a 'feel' for the difference between the two verbs.

Exercises

- 85.1** Here are some different ways in which *do up*, *make up* and *make out* can be used. What is the meaning of the phrasal verb in each case?
- 1 Take this prescription to the chemist and she'll make it up for you.
 - 2 Can you make out the little grey house on the shore?
 - 3 A human being is made up of many, often conflicting, desires.
 - 4 If you do up the newspapers, I'll take them to be recycled.
 - 5 I find it impossible to make Jo out.
 - 6 Let's advertise the talk in the hope of making up the numbers a bit.
 - 7 He made out that he had never loved anyone else.
 - 8 We're planning to do up our bathroom at the weekend.
- 85.2** Add the necessary prepositions or particles to complete this story.
- Last weekend we decided to start doing (1) our bedroom. We agreed that we could do (2) the old fireplace in the corner. As we began to remove it from the wall we found some old pictures done (3) in a bundle behind a loose brick. At first we could not make (4) what was in the pictures but we wiped them clean and realised they all depicted the same young man. We spent an enjoyable evening making (5) stories to explain why the pictures had been hidden.
- 85.3** Correct the mistakes in the sentences below. Either the wrong preposition has been used or the word order is wrong.
- 1 This weekend we are planning to make the seaside for.
 - 2 Vast amounts of money do not always make of happiness.
 - 3 He makes up for anyone he thinks can help him.
 - 4 Your shoelaces are untied. Do up them or you'll trip.
 - 5 They like to make away that they have important connections.
- 85.4** Write word forks (see Unit 2) to help you learn the meanings of *make up*, *make out*, *do with* and *do up*.
- 85.5** Divide the expressions in D opposite into any groups which will help you to learn them.
- 85.6** Complete the following sentences using an appropriate expression from D.
- 1 Pacifist posters in the 1960s used to say 'MAKE LOVE NOT!'
 - 2 It doesn't matter if you pass or not as long as you do
 - 3 Though many companies are going bankrupt, ours made a huge
 - 4 Mrs Thatcher said she could do Mr Gorbachev.
 - 5 You must make the fact that he's only seven years old.
 - 6 Dressing smartly for an interview helps you to make
- 85.7** Choose ten phrasal verbs and other expressions from the opposite page that you particularly want to learn and write a paragraph using them.

86 Expressions with bring and take

Here are some common phrasal verbs with **bring**. Each is exemplified in a typical spoken sentence and a more formal equivalent is provided in brackets.

- I was **brought up** in the country. [raise]
Don't give up. I'm sure you'll **bring it off**. [succeed]
Cold winds always **bring on** her cough. [cause to start]
The strike **brought about** a change of government. [cause to happen]
I hope they don't **bring back** capital punishment. [re-introduce]
They promised to **bring down** taxes but have they? [lower]
Inflation will **bring down** the government. [destroy, remove from power]
Ford are **bringing out** an interesting new model in the spring. [introduce]
Keep at it and you'll **bring him round** to your point of view. [persuade]

Here are some common phrasal verbs with **take**.

- Doesn't he **take after** his father! [resemble]
I wish I could **take back** what I said to her. [withdraw]
I find it very hard to **take in** his lectures. [absorb, understand]
She was completely **taken in** by him. [deceive]
Sales have really **taken off** now. [start to improve]
The plane **took off** two hours late. [left the ground]
She's very good at **taking off** her teacher. [imitate]
We'll have to **take on** more staff if we're to **take on** more work. [employ; undertake]
She **took to** him at once. [form an immediate liking for]
When did you **take up** golf? [start (a hobby)]

Here are some other common idioms with **bring and take**.

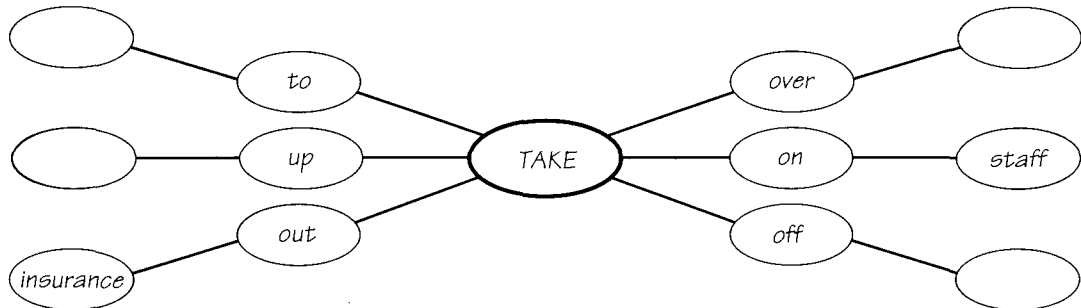
- The new regulations will be **brought into force** in May... [become law]
His research **brought** some very interesting facts **to light**. [revealed]
Matters were **brought to a head** when Pat was sacked. [reached a point where changes had to be made]
It's better that everything should be **brought into the open**. [made public]
His new girlfriend has really **brought out the best in** him. [been good for him]
Don't let him **take advantage of** you. [unfairly use superiority]
After 20 years of marriage they **take each other for granted**. [don't appreciate each other's qualities]
I **took it for granted** you'd come. [assumed]
She immediately **took control of** the situation. [started organising]
His words **took my breath away**. [surprised]
She loves **taking care of** small children. [looking after, caring for]
We **took part in** a demonstration last Saturday. [participated]
The story **takes place** in Mexico. [happens]
He doesn't seem to **take pride in** his work. [draw satisfaction from]
Mother always **takes everything in her stride**. [copes calmly]

Exercises

86.1 Complete these sentences with the appropriate preposition.

- 1 The new school reforms which plan to bring regular exams for young children are generally unpopular.
- 2 The long journey brought labour and the baby was born on the bus.
- 3 I think the strikes will bring some changes in management.
- 4 If anyone can bring it, he can.
- 5 He won't agree to it for me but she can always bring him
- 6 She brought six children all on her own.

86.2 The diagram below can be called a ripple diagram. Can you complete it?



86.3 Reword these sentences using expressions from C opposite.

- 1 The story of the film happens in Casablanca during the war.
- 2 Today's newspaper has revealed some fascinating information about the Prime Minister.
- 3 The situation reached crisis point when the union called for a strike.
- 4 How does she always manage to be so calm about things?
- 5 The view from the place was astonishing.
- 6 He capitalised on her weakness at the time and she sold it to him.
- 7 The main function of a nurse is to look after the sick.
- 8 You shouldn't assume that anyone or anything will always be the same.

86.4 Reply to these questions using one of the phrasal verbs in A or B opposite.

- 1 What is the Conservative Party promising in its manifesto?
- 2 How did you like her?
- 3 What causes your rash?
- 4 Who does your little boy resemble?
- 5 Have you any special hobbies?
- 6 How's your new business doing?
- 7 What is a mimic?
- 8 Do you think you'll manage to persuade him to let you come?

86.5 Make up a ripple diagram like the one in 86.2, based on phrasal verbs with *bring*.

86.6 Which of the expressions in C mean the opposite of:

- | | | |
|-----------------|----------------------|------------------------|
| 1 to keep quiet | 3 to disregard | 5 to be careless about |
| 2 to look on | 4 to drop an old law | 6 to be subordinate to |

87 Expressions with get

Get seems to be used all the time in spoken English. It has the following basic meanings:

- receive, obtain or buy something, e.g. Please get me a newspaper when you're in town; I got a letter from John today; She got top marks in her exam.
- show a change in position – move or be moved, e.g. How are you **getting** home tonight?
- show a change in state – become or make, e.g. We are all **getting** older if not wiser.

Get also has a number of other more specific meanings.

It's my turn to **get dinner** tonight. [prepare a meal]

I don't **get it**. Why did he speak like that? [understand]

His behaviour really **gets me** at times. [annoy]

C

The table below shows just some of the phrasal verbs based on get.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
get at	reach, find	I hope the enquiry will get at the truth.
get away with	do something wrong without being caught	The robbers got away with several thousand pounds.
get behind	fail to produce something at the right time	I've got terribly behind with my work.
get by	manage (financially)	We could never get by on my salary alone.
get down	depress	This weather is really getting me down.
get down to	begin to give serious attention to	It's time you got down to some work.
get on	manage	However will we get on without you?
get on	advance, develop	Jo is getting on very well at school now.
get out of	avoid a responsibility	I'll try and get out of my lesson tomorrow.
get over	recover from	She's getting over a bad attack of flu.
get round	spread	The rumour soon got round the whole village.
get through	come to a successful end	What a relief that she got through all her exams!
get through	use up all of	He got through his month's salary in just one weekend.
get up to	to do (especially something bad)	They're very quiet. I wonder what they're getting up to?

D

Here are some other expressions based on get.

You seem to have **got out of bed on the wrong side** today. [be in a bad mood]

The meeting **got off to a good/bad start** with JR's speech. [started well/badly]

I'm organising a little **get-together**. I hope you can come. [informal meeting/party]

When their relationship ended he **got rid of everything** that reminded him of her. [threw away, destroyed]

I'm going to **get my own back** on her somehow. [take my revenge]

Exercises

- 87.1** There are a lot of instances of *get* in this text. Replace them all with another way of conveying the same idea. Notice that by doing this you are changing the text from something very informal to something slightly more formal.

I don't often get interesting advertising circulars these days. However, quite an unusual one came this morning. It was headed 'Are you worried about getting out of touch?' And it went on, 'If so, get some of our special tablets today. Taking just one in the morning will help you get on well at work and at home. It will stop little problems from getting you down and will ensure that you get rich and successful with the minimum of effort on your behalf. Send just \$25 today and you will get your tablets and your key to success within ten days.'

- 87.2** Fill in the blanks in the sentences below in the most appropriate way.

- 1 Although they had only told their parents about their engagement, the news soon got the village.
- 2 She must have made a good impression last week because she has got to the second round of interviews for the post.
- 3 I love watching TV cookery programmes but when they describe a recipe, it can be hard to get all the details in time.
- 4 We get only because we live very economically.
- 5 What have you been getting since we last met?
- 6 Surely you haven't got all the biscuits already?

- 87.3** Match the situations in list A with the appropriate expressions in list B.

- A
- 1 Someone has been very impolite to one of your friends. 4
 - 2 Someone is about to throw something away...
 - 3 Someone is being very bad-tempered. 4
 - 4 Someone has done something very unkind to you. 2
 - 5 A good friend is leaving.
- B
- 1 I don't know how we'll get by without you!
 - 2 You wait! I'll get my own back on you one day!
 - 3 Don't get rid of that yet!
 - 4 You got out of bed on the wrong side this morning!
 - 5 Your rudeness really gets me!

- 87.4** Complete the following sentences in any appropriate way.

- 1 I should hate to get rid of...
- 2 The dinner got off to a bad start when...
- 3 I find it very hard to get down to...
- 4 I wish I could get out of...
- 5 I don't think she has got over...
- 6 ...is really getting me down.

- 87.5** There are a number of other common phrasal verbs and expressions based on *get* not listed on the opposite page. Write example sentences using any that you can think of.

88 Expressions with set and put

Look at the examples of following phrasal verbs based on set.

- You should **set aside** some money for a rainy day. [reserve]
- He tried to **set aside** his dislike of his daughter's fiancé. [ignore (not think about)]
- We should **set off** before dawn to get there on time. [begin a journey]
- The redundancies **set off** strikes throughout the area. [cause]
- The bank helps people wanting to **set up** business. [establish]
- He **set out** to climb Everest. [begin work with a particular aim in mind]

Here are some of the many phrasal verbs with put.

- He **put** his own name forward to the committee. [propose]
- He's good at **putting** his ideas across. [communicate to others]
- Please **put away** all your toys at once. [tidy]
- He is always **putting** her down. [make someone look small]
- We had central heating **put in** last year. [install]
- I'm going to **put in** an application for that job. [submit]
- Every now and then she would **put in** a remark. [interject]
- They've **put off** making their decision for another week. [postpone]
- Her sniffing really **puts** me off my dinner. [discourage]
- The school is **putting** Hamlet on next year. [present]
- He's good at **putting** on all sorts of accents. [pretend to have]
- The fireman quickly **put out** the fire. [extinguish]
- Please don't let me **put you out**. [inconvenience]
- You're not allowed to **put up** posters here. [fix]
- I can **put you up** for the weekend. [give accommodation to]
- The government is sure to **put up** taxes soon. [raise]
- How do you **put up with** such rudeness? [tolerate]

Here are some more expressions with set.

- He has **set his heart/sights on** becoming a ballet dancer. [longs to become (an important aim/goal)]
- They sat up till the small hours **setting the world to rights**. [discussing important problems]
- Did someone **set fire to** the house deliberately? [put a match to]
- The house was **set on fire** by a match thrown onto some old newspapers. [ignited]
- Di had never **set foot in** Italy before. [been to]
- Jill is very **set in** her ways. [fixed in her habits]
- Try to **set a good example**. [be a good example for others]

Notice also the following common expressions with put.

- to **put your foot down**: to be firm about something
- to **put all your eggs in one basket**: to risk all you have on a single venture
- to **put your mind to**: to direct all your thoughts towards
- to **put two and two together**: to draw an obvious conclusion
- to **put something in a nutshell**: to state something accurately and in a few words only
- to **put someone's back up**: to irritate someone
- a **put-up job**: something arranged to give a false impression

Exercises

88.1 Put the following sentences into slightly more formal English by replacing the phrasal verbs with their formal equivalents.

- 1 They have recently set up a committee on teenage smoking.
- 2 We try to set aside some money for our holiday every week.
- 3 Set aside all your negative feelings and listen with an open mind.
- 4 If we hadn't set off so late, we would have arrived on time.
- 5 The government's unpopular proposals set off a wave of protests.

88.2 Write down three nouns which could follow each of the verbs. Remember that their meanings might be different depending on the noun which follows.

Example: put in money / a comment / a telephone system

- | | | | |
|---------------|--------------|----------|---------------|
| 1 put out | 3 put off | 5 put up | 7 put away |
| 2 put forward | 4 put across | 6 put on | 8 put up with |

88.3 Complete the responses to the following statements or questions using any appropriate phrasal verb from A or B opposite.

Example: He's always so rude. I wouldn't put up with it if I were you.

- 1 How should we publicise our play?
- 2 This room is in a terrible mess.
- 3 What time do we have to leave for the airport tomorrow?
- 4 Any chance of a bed on your floor this weekend?
- 5 Why have you suddenly lost interest in the project?
- 6 What is Geoff planning to do when he gets his business degree?

88.4 Using the expressions in C and D opposite, reword the following sentences without changing their meaning.

- 1 He never wants to do anything in a new or different way.
- 2 He's bound to draw the obvious conclusion if you keep on behaving like that.
- 3 Her aim is to become Prime Minister.
- 4 I find her terribly irritating.
- 5 It's sound business advice not to risk everything at once.
- 6 Please concentrate on the problem in hand.
- 7 She is determined to get a seat in Parliament.
- 8 She threw petrol on the rubbish and put a match to it.
- 9 She's very good at stating things succinctly.
- 10 The building started burning because of terrorist action.
- 11 This is the first time I've ever been to the southern hemisphere.
- 12 We spent most of our evenings discussing the problems of the world rather than studying.
- 13 You really should be firm with him or there'll be trouble later.
- 14 If the teacher doesn't behave properly, the children certainly won't.

88.5 Choose ten of the phrasal verbs and other expressions with *set* and *put* which you particularly want to learn and write them down in example sentences of your own.

89 Expressions with come and go

A

Here are some phrasal verbs based on come.

- Did the meeting you were planning ever **come off**? [take place]
I don't think his jokes ever quite **come off**. [succeed]
When do the exam results **come out**? [be published, made public]
The mark on the carpet won't **come out**. [be removed]
An important point **came up** at the meeting. [was raised]
Please **come round** and see me sometime. [pay an informal visit]
Nothing can **come between** him and football. [separate; be a barrier between]
I **came across** a lovely old vase in that junk shop. [found by chance]
How did you **come by** that bruise / that car? [receive, obtain]

B

Notice the large number of expressions with **come to** (usually with an idea of arriving at) and **come into** (often with an idea of starting). Where the meaning isn't obvious, help is given in brackets.

- come to**: an agreement / a conclusion / a standstill [stop] / an end / a decision / blows [to start fighting] / to terms with [acknowledge and accept psychologically] / one's senses [to become conscious after fainting or to become sensible after behaving foolishly]
come into: bloom / flower / contact / a fortune / money / a legacy / operation [start working] / sight / view / power [of a political party] / existence / fashion / use

Here are some phrasal verbs based on go. Some have a number of different meanings.

- Go on**: What is **going on** next door? [happening]; They **went on** working despite the noise. [continued]; As the weeks **went on**, things improved. [passed]; You **go on**, we'll catch you up later. [go in advance]; The oven should **go on** at six. [start operating]; He's always **going on** at me about my hair. [complaining].
Go through: I wouldn't like to **go through** that again. [experience, endure]; Let's **go through** the plans once more. [check]; Unfortunately, the business deal we were hoping for did not **go through** in the end. [was not completed or approved]; He **went through** a fortune in one weekend. [spent, used]
Go for: He really **went for** her when she dared to criticise him. [attack]; He **goes for** older women. [is attracted by]; Which course have you decided to **go for**? [choose]
Those shoes don't **go with** that dress. [suit, match]
The alarm **went off** when the burglars tried to open the door. [rang]
He would never **go back on** his word. [break a promise]

D

Here are some expressions based on go.

- Let me have a **go**! [Let me have a turn or try!]
I hope they'll **make a go** of the business. [make a success of]
He's been **on the go** all day and he's exhausted. [very busy, on the move]
It goes without saying that we'll all support you. [clear without being said]
Your work is good, as far as it **goes**. [but is limited or insufficient]
The story **goes** that they were once very close friends. [It is said that...]
I'm sure she'll **go far**. [be very successful]
They **went to great lengths** to keep it a secret. [took a lot of trouble]
The business has **gone bankrupt**. [not got enough money to pay debts]

Exercises

89.1 Which of their several meanings do these underlined verbs have?

- 1 He went on composing music till his eighties. *continued*
- 2 She was so suspicious that she used to go through his pockets every night.
- 3 The dog went for the postman.
- 4 The actor's interpretation of Hamlet was interesting but it didn't quite come off.
- 5 He has a new book coming out in June.
- 6 I wish you'd stop going on at me!
- 7 I was sure he'd go for a sports car.
- 8 I went through three pairs of tights this weekend.

89.2 Choose one of the expressions in B to complete each of the sentences.

- 1 I found it really hard to make up my mind but in the end I came
- 2 When his grandmother dies, he'll come
- 3 I love it in spring when my cherry tree comes
- 4 Halfway up the hill, the bus came
- 5 They say that long skirts are coming again.
- 6 The telephone first came over a hundred years ago.
- 7 They disagreed so strongly that I was afraid they'd come
- 8 As we rounded the corner the house came

89.3 Replace the underlined expressions with one of the expressions in D.

- 1 I don't need to say that we wish you all the best in the future.
- 2 They took great pains to avoid meeting each other.
- 3 I've been moving around all day and I'm longing for a shower now.
- 4 His school-teachers always said that he would be a success in life.
- 5 I don't think you'll be able to push the car on your own. Let me try.
- 6 The film is quite good up to a point but it doesn't tackle the problem deeply enough.

89.4 Which answer on the right fits each question on the left?

- | | |
|---|----------------------------|
| 1 Why is she looking so miserable? | Any time after eight. |
| 2 Did anything new come up at the meeting? | The firm went bankrupt. |
| 3 When does your alarm clock usually go off? | A bit of a fight, I think. |
| 4 What's the worst pain you've ever gone through? | From a doting aunt. |
| 5 How did he come by so much money? | Seven thirty, normally. |
| 6 When should I come round to your place? | Only Jack's proposal. |
| 7 What's going on over there? | When I pulled a ligament. |

89.5 Complete the following sentences in any appropriate way.

- 1 I'm sure they'll make a go of their new clothes boutique because...
- 2 The stain won't come out unless you...
- 3 Those shoes don't go with...
- 4 I never want to go through...
- 5 As the party went on...
- 6 It is not easy to come to terms with...
- 7 The interview committee came to the conclusion that...
- 8 I came across not only some old letters in the attic...

90 Expressions with look

This diagram illustrates some of the most useful phrasal verbs formed with look. The meaning of the phrasal verb is given in brackets.

look	up to	He has always looked up to his elder brother. [respect]
	into	The police are looking into the case. [investigate]
	for	Could you help me look for my keys, please? [try to find]
	back on	I look back on my schooldays with great pleasure. [recall]
	up	Look her town up in the atlas. [find information in a book]
	after	She is very good at looking after her sister. [take care of]
	forward to	I'm looking forward to starting work. [expect with pleasure]
	on	Look on this day off as a reward for your hard work. [consider]
	out	If you don't look out he'll take your job from you. [take care]

Here are a few more useful phrasal verbs based on look. All of them are illustrated below in a business context but they can also, of course, be used in other situations.

- Please **look through** the proposal and let me know what you think. [examine]
- I've **looked over** your proposal but I still need to read the fine print. [examined quickly]
- Business is **looking up** at last. [starting to improve]
- When you go to New York, be sure to **look up** our representative there. [find and visit]
- We are **looking to the Far East** for an increase in sales. [depending on]
- The company seems to be **looking ahead** to a bright future. [planning for the future]

Here are some other useful expressions based on look.

- Try to **look on the bright side of things**. [be cheerful in spite of difficulties]
- He's beginning to **look his age**. [appear as old as he really is]
- They're always **on the lookout** for new talent. [searching for]
- I don't like **the look of** those black clouds. [what I see suggests trouble ahead]
- There's going to be a heavy thunderstorm, **by the look(s) of it**. [It appears probable. (This expression usually comes at the end of the sentence.)]
- I know she's hiding something when she won't **look me in the eye**. [look directly at someone without fear or guilt]
- The officer **looked the men up and down** and then started to tell them what he thought of them in no uncertain terms. [inspect closely in order to judge]
- Everyone hates being made to **look small**. [appear unimportant or silly]
- She **looks down her nose at** anyone who is no good at sport. [regards as unimportant or socially inferior]
- It's **not much to look at** but it's comfortable. [not attractive in appearance]
- The office has been given a **new look** over the weekend. [a fresh and more up-to-date appearance]
- Look before you leap**. [Think before you act boldly.]

Exercises

90.1 What words do you need to complete the sentences below?

- 1 I look that summer with some regrets.
- 2 He has a great respect for his colleagues but he doesn't really look his boss.
- 3 You're going to London? Do look my sister when you're there.
- 4 A government inquiry is looking the cause of the accident.
- 5 We are looking you to bring the company successfully out of the recession.
- 6 I'm sorry to hear you lost your job. I do hope that things will look for you soon.
- 7 Six nurses look the patients in this ward.

90.2 Match the statements or questions on the left with the responses to them on the right. The first one has been done.

- | | |
|---|--|
| 1 Try to look on the bright side of things. | Why, what do you expect to happen? |
| 2 Look out! | I thought it was time I had a new look. |
| 3 Why don't you think she's honest? | You'd never think she was a grandmother. |
| 4 She certainly doesn't look her age. | Why, what's the... |
| 5 I don't like the look of the situation. | She'll be lucky at the moment. |
| 6 She's on the lookout for a new job. | She never looks you in the eye. |
| 7 What have you done to your hair? | It's rather hard in the circumstances. |

90.3 Complete the sentences below in any logical way.

Example: I must look up their number in the phone book.

- 1 I'm really looking forward to...
- 2 It's wrong to look down on...
- 3 The book looks back on...
- 4 When I look ahead...
- 5 If you have time tonight, please look over...
- 6 Look us up when...

90.4 Replace the more formal underlined expressions with one of the phrasal verbs or other expressions based on *look* from the opposite page.

- 1 He appears to be in need of a good night's sleep.
- 2 The headteacher inspected the children and then nodded her approval.
- 3 No-one likes being made to appear foolish.
- 4 The garden isn't very attractive now but it's lovely in summer.
- 5 The expression on his face seems rather ominous.
- 6 Try to remain optimistic if you possibly can.

90.5 Write three nouns that are likely to be found after each of the phrasal verbs below.

- 1 look for 2 look after 3 look through 4 look to

9 | Miscellaneous expressions

A

The units which deal with phrasal verbs and other expressions present only a small number of the expressions that exist. There are many others based on both the basic verbs focused on in Units 84–90 and on a whole range of other verbs. This unit looks at some other verbs, giving examples of a few of the phrasal verbs and expressions connected with them.

See

I must see **about/to** arrangements for the conference. [deal with]
They've gone to see Jim **off** at the airport. [go with someone about to set off on a journey]
It's easy to see **through** his behaviour. [not be deceived by]
It's sometimes hard to see **the wood for the trees**. [get a clear view of the whole of something because of distracting details]
Do you think you could see **your way to** lending me a fiver? [feel it was possible to]
I must be **seeing** things. [having hallucinations]

Run

I **ran into** an old friend yesterday. [met unexpectedly]
Her patience has **run out**. [come to an end]
Let's **run over** the plans again. [review]
The children have **run me off** my feet today. [kept me so busy that I'm exhausted]
She **runs** the business while he looks after the children. [manages / has overall responsibility for]
How often do the trains **run**? [go]

D

Turn

There was a very large **turnout** at the concert. [number of people who came]
She **turned down** their offer of promotion. [refused]
Who do you think **turned up** last night? [made an appearance, often unexpectedly]
I'm going to **turn over a new leaf** this year. [make a fresh start]
It's **your turn** to do the washing-up. [It's your duty this time because I did it last time.]
He did me a good **turn**. [a favour]

Let

He has been **let down** so many times in the past. [disappointed]
He won't **let us into** the secret. [tell us]
I hope the rain **lets up** soon. [becomes less strong]
Let **go of** the rope. [stop holding] Please **let me be**. [stop bothering me]
She **let it slip** that she had been given a pay rise. [mentioned accidentally or casually]

Break

The car **broke down** again this morning. [stopped working]
There isn't going to be a wedding – they have **broken off** their engagement. [ended]
Burglars **broke into** our house while we were on holiday. [forcibly entered]
I'm dreading **breaking** the news to him. [telling him the news]
He has **broken her heart**. [made her deeply unhappy]
The athlete **broke the record** for the 1000 metres. [created a new record]

Exercises

- 91.1** Use the expressions on the opposite page to help you fill in the gaps in the text below. Use one word only in each gap.

Let's run (1) the plans for tomorrow's disco just once more. First, I must see (2) the food arrangements while you make sure that none of the equipment is likely to break (3). I don't imagine that many people will turn (4) until later but Nick and Jill have promised to come early to help us and I'm sure they won't let us (5) even though Jill let it (6) the other day that they are thinking of breaking (7) their engagement.

- 91.2** Rewrite the following using the words in brackets.

- 1 Why does she let herself be deceived by him? (see)
- 2 I met Jack by chance at the station yesterday. (run)
- 3 I cooked the dinner yesterday. It's up to you to do it today. (turn)
- 4 I thought I was hallucinating when I saw a monkey in the garden. (see)
- 5 I wish you'd stop bothering me. (let)
- 6 He told us in secret that they were planning to break into the house. (let)
- 7 An enormous crowd came to hear the Prime Minister speak. (turn)

- 91.3** Complete the sentences in an appropriate way.

- 1 If the snow doesn't let up soon...
- 2 A person who cannot see the wood for the trees does not make a good...
- 3 Halfway up the mountain he let go...
- 4 Although the turnout for the meeting was not large...
- 5 He felt terribly let down when...
- 6 She didn't turn up...
- 7 I'm afraid we've run out...
- 8 He asked if I could see my way...

- 91.4** Answer the questions below.

- 1 Have you ever turned down an offer or invitation that you later regretted?
- 2 Have you ever had problems because of something (a vehicle or a piece of equipment, perhaps) breaking down at an inconvenient time? What happened?
- 3 Who really runs the country, in your opinion?
- 4 Have you done anyone a good turn today? If so, what did you do?
- 5 Which record would you most like to break?
- 6 Do you think it is possible for someone's heart to be broken?
- 7 Have you ever resolved to turn over a new leaf? In what way(s)?
- 8 Have you any particular jobs that you must see to today? If so, what?
- 9 Has your home ever been broken into? What happened?

- 91.5** The expressions opposite are only some of many expressions using these five verbs. Can you think of two other phrasal verbs or other idiomatic expressions using each of the verbs? If you can't, try to find them in a dictionary.

92 **Headline English**

Headline writers try to catch the reader's eye by using as few words as possible. The language headlines use is, consequently, unusual in a number of ways.

- Grammar words like articles or auxiliary verbs are often left out, e.g. EARLY CUT FORECAST IN INTEREST RATES
- A simple form of the verb is used, e.g. QUEEN OPENS HOSPITAL TODAY
- The infinitive is used to express the fact that something is going to happen in the future, e.g. PRESIDENT TO VISIT MINE

B

Newspaper headlines use a lot of distinctive vocabulary. They prefer words that are usually shorter and generally sound more dramatic than ordinary English words. The words marked * can be used either as nouns or verbs.

<i>newspaper word</i>	<i>meaning</i>	<i>newspaper word</i>	<i>meaning</i>
aid *	help	key	essential, vital
axe *	cut, remove	link *	connection
back	support	move *	step towards a desired end
bar *	exclude, forbid	ordeal	painful experience
bid *	attempt	oust	push out
blast *	explosion	plea	request
blaze *	fire	pledge *	promise
boost *	incentive, encourage	ploy	clever activity
boss *	manager, director	poll *	election / public opinion survey
head *		probe *	investigation
clash *	dispute	quit	leave, resign
curb *	restraint, limit	riddle	mystery
cut *	reduction	strife	conflict
drama	tense situation	talks	discussions
drive *	campaign, effort	threat	danger
gems	jewels	vow *	promise
go-ahead	approval	wed	marry
hit	affect badly		

Newspaper headlines often use abbreviations, e.g. PM for Prime Minister, MP for Member of Parliament. (See Unit 98 for more abbreviations.)

Some newspapers also enjoy making jokes in their headlines. They do this by playing with words or punning, e.g. a wet open air concert in London by the opera singer Luciano Pavarotti was described as:

TORRENTIAL RAIN IN MOST ARIAS [‘most areas’]

An announcement that a woman working at the Mars chocolate company had got an interesting new job was:

WOMAN FROM MARS TO BE FIRST BRITON IN SPACE

(Note that the word ‘Briton’ is almost exclusively found in newspapers.)

Exercises

92.1 On the left there is a list of headlines. On the right there is a list of news topics. Match the headlines with the appropriate topic as in the example.

- | | |
|----------------------------|-----------------------------------|
| 1 PM BACKS PEACE PLAN | marriage of famous actress |
| 2 MP SPY DRAMA | royal jewels are stolen |
| 3 SPACE PROBE FAILS | person who saw crime in danger |
| 4 QUEEN'S GEMS RIDDLE | proposal to end war |
| 5 STAR WEDS | satellite is not launched |
| 6 KEY WITNESS DEATH THREAT | politician sells secrets to enemy |

92.2 Explain what the following headlines mean in ordinary English.

Example: SHOP BLAZE 5 DEAD Five people died in a fire in a shop.

- 1 MOVE TO CREATE MORE JOBS
- 2 GO-AHEAD FOR WATER CURBS
- 3 WOMAN QUILTS AFTER JOB ORDEAL
- 4 POLL PROBES SPENDING HABITS
- 5 BID TO OUST PM
- 6 PRINCE VOWS TO BACK FAMILY

92.3 The words marked * in the table opposite can be either nouns or verbs. Note that the meaning given is usually in the form of a noun. In the headlines below you have examples of words from the table used as verbs. Look at the underlined verbs and explain what they mean. You may need to use more than one word.

Example: PM TO CURB SPENDING limit

- 1 BOOK LINKS MI5 WITH KGB
- 2 CHANCELLOR CUTS INTEREST RATES
- 3 BOMB BLASTS CENTRAL LONDON
- 4 PM PLEDGES BACKING FOR EUROPE
- 5 PRESIDENT HEADS PEACE MOVES

92.4 Would you be interested in the stories under the following headlines? Why (not)?

**Mortgages cut as
bank rates fall again**

New tennis clash

**Price curbs
boost exports**

**Teenage £4m
fraud riddle**

**Women barred
from jobs**

Royal family quits

92.5 Look through some English language newspapers and find some examples of headlines illustrating the points made on the opposite page. Beside each headline make a note of what the accompanying story is about. Try to find some examples of amusing headlines.

93 US English

A English in the USA differs considerably from British English. Pronunciation is the most striking difference but there are also a number of differences in vocabulary and spelling as well as slight differences in grammar. On the whole, British people are exposed to a lot of American English on TV, in films and so on and so they will usually understand most American vocabulary.

American spelling is usually simpler. For example, British English words ending in -our and -re, end in -or and -er in American English, e.g. colour/color, centre/center. There are differences in individual words too, e.g. British 'plough' becomes 'plow'. The American spelling usually tries to correspond more closely to pronunciation.

C Here are some common US words with their British equivalents.

Travel and on the street		In the home	
<i>American English</i>	<i>British English</i>	<i>American English</i>	<i>British English</i>
gasoline	petrol	antenna	aerial
truck	lorry	elevator	lift
baggage	luggage	eraser	rubber
blow-out	puncture	apartment	flat
sidewalk	pavement	closet	wardrobe
line	queue	drapes	curtains
vacation	holiday	faucet	tap
trunk (of car)	boot	kerosene	paraffin
hood (of car)	bonnet	Scotch tape	sellotape
cab	taxi	yard	garden
freeway	motorway	cookie	biscuit
round trip	return	candy	sweets
railway car	railway carriage	garbage	rubbish
engineer (on train)	engine driver	diaper	nappy
baby carriage	pram	panti-hose	tights

Note also: the fall = autumn semester = term [semester is becoming common in Britain.]

D Here are some words and phrases which can cause confusion when used by Brits and Americans talking together because they mean something different in each 'language'.

<i>when they say:</i>	<i>an American means what a Brit calls:</i>	<i>and a Brit means what an American calls:</i>
a bill	a (bank) note	a check (in a café)
the first floor	the ground floor	the second floor
pants	trousers	underpants
potato chips	potato crisps	french fries
purse	a handbag	a wallet
subway	an underground railway	an underpass
vest	a waistcoat	an undershirt
wash up	wash your hands	wash the dishes

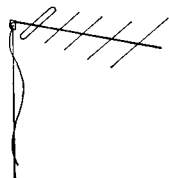
Exercises

93.1 If you saw words spelt in the following way would you expect the writer in each case to be British or American? Why?

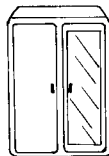
1 labor 2 centre 3 hospitalized 4 movie theater 5 favour 6 thru

93.2 What are (a) the American and (b) the British words for the following things?

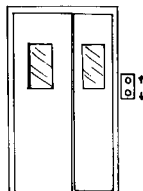
1



2



3



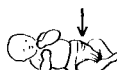
4



5



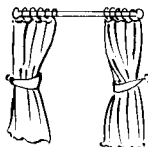
6



7



8



9



10



93.3 You are going on holiday to the States. Which of the words listed in B and C opposite do you think it would be most important for you to know? Which of the words would a person travelling with a baby might well need to know?

93.4 Translate the following into British English.

- | | |
|-------------------------|------------------------------|
| 1 I had a blow-out. | 6 It's in the trunk. |
| 2 Pass me the cookies. | 7 One-way or round trip? |
| 3 It's in the closet. | 8 He left the faucet on. |
| 4 Open the drapes. | 9 We're leaving in the fall. |
| 5 We've run out of gas. | 10 I hate waiting in line. |

93.5 Can you avoid some of the most common confusions arising between British and American speakers? Try the following quiz.

- Where would you take (a) an American visitor (b) a British visitor who said they wanted to wash up – the kitchen or the bathroom?
- Would (a) an American (b) a Brit be expected to get something hot or something cold if they asked for some potato chips?
- Which would surprise you more – an American or a British man telling you that he wanted to go and change his pants?
- You have just come into an unknown office block. If (a) an American (b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb?
- If (a) an American (b) a Brit asks for a bill, is he or she more likely to be in a bank or a café?

93.6 Do you know any other examples of American English? Make a list at an appropriate place in your vocabulary notebook or file.

94 Other Englishes

US or American English (see Unit 93) is not the only special variety of English. Each area of the English-speaking world has developed its own special characteristics. This is usually mainly a matter of vocabulary and pronunciation. This unit just gives you a small taste of some of the different varieties of English by drawing your attention to vocabulary used in various English-speaking regions. All the words covered in this unit would be understood by educated native speakers of British English although they might not choose to use them themselves. They are all words which you may come across in your own reading, listening or viewing.

Australian English is particularly interesting for its rich store of highly colloquial words and expressions. Australian colloquialisms often involve shortening a word. Sometimes the ending '-ie' or '-o' is then added, e.g. a **smoko** (from smoking), is a 'tea or coffee break' and a **milko** delivers the milk; **beaut**, short for 'beautiful' means 'great'. Because of the current popularity of Australian TV programmes and films, some of these words are now being used by British people too.

Indian English, on the other hand, is characterised by sounding more formal than British English. It has retained in everyday usage words that are found more in the classics of nineteenth century literature than in contemporary TV programmes from London, e.g. The bereaved are **condoled** and the Prime Minister is **felicitated** on his or her birthday. An Indian might complain of a pain in his **bosom** (rather than his chest) and an Indian bandit is referred to as a **miscreant**.

Scottish English uses a number of special dialect words. Some of the more common of these are worth learning.

aye: yes

ben: mountain

brae: bank (of river)

dram: drink (usually whisky)

glen: valley

kirk: church

loch: lake

to mind: to remember

bairn: child

bonny: beautiful

burn: stream

stay: live

dreich: dull

janitor: caretaker

lassie: girl

outwith: outside

wee: small

ken: know

E

Black English is the term used to refer to the English which originated in the Caribbean islands and has now spread to many parts of the UK, Canada and the USA. Listed below are some words which are characteristic of Black English but are also now used in other varieties of English. Many are particularly associated with the music world.

dreadlocks: Rastafarian hairstyle

chick: girl

jam: improvise

rap: street-talk

beat: exhausted

dig: understand

pad: bed

square: dull

Exercises

94.1 What do you think these examples of Australian colloquialisms mean? They are all formed by abbreviating an English word which you probably know.

- 1 Where did you go when you were in Oz?
- 2 She wants to be a journo when she leaves uni.
- 3 We got terribly bitten by mozzies at yesterday's barbie.
- 4 He's planning to do a bit of farming bizzo while he's in the States.
- 5 What are you doing this arvo?
- 6 We decided to have a party as the oldies had gone away for the weekend.

94.2 The words on the left are more common in Indian English than British English. The words on the right are the equivalent words more frequently used in British English. Match the Indian word with its British English equivalent.

- | | |
|------------------------------------|------------------------|
| 1 abscond | catch (e.g. by police) |
| 2 nab | man who annoys girls |
| 3 bag (i.e. a seat in an election) | plimsolls, sneakers |
| 4 Eve-teaser | underwear |
| 5 the common man | flee |
| 6 fleetfoots | people awaiting trial |
| 7 undertrials | the general public |
| 8 wearunders | capture/obtain |

94.3 Below you have some statements made by a Scot. Answer the questions about them.

- 1 Mary had a bonny wee lassie last night.
What happened to Mary yesterday?
- 2 They stay next to the kirk.
What noise is likely to wake them on Sunday mornings?
- 3 It's a bit dreich today.
Is it good weather for a picnic?
- 4 He's got a new job as janitor at the school.
What kind of duties will he have?
- 5 Would you like a wee dram?
If you say 'yes', what will you get?
- 6 'Are you coming, Jim?' 'Aye'.
Is Jim coming or isn't he?
- 7 They have a wonderful view of the loch from their window.
What can they see from the window?

94.4 Answer the following questions relating to Black English.

- 1 Would you be pleased to be called square?
- 2 What does hair that is in dreadlocks look like?
- 3 When might you feel dead beat?
- 4 If musicians have a jam session, what do they do?

95 Slang

A

Slang is a particular kind of colloquial language. It refers to words and expressions which are extremely informal. Slang helps to make speech vivid, colourful and interesting but it can easily be used inappropriately. Although slang is mainly used in speech, it is also often found in the popular press.

B

It can be risky for someone who is not a native speaker to use slang.

Firstly because some slang expressions may cause offence to some sections of the population. For example, most policemen are quite happy to be referred to as coppers but are offended by the term pigs. Similarly, you could probably use the word sozzled (meaning drunk) in front of anyone but using the words, pissed or arseholed, which also mean drunk, could upset some people.

Secondly, slang words date very quickly. Different generations, for instance, have used different slang expressions to say that something was 'wonderful'.

pre-war: <u>top-hole</u>	1970s: <u>ace</u> , <u>cosmic</u>
1940s: <u>wizard</u>	1980s: <u>brill</u> , <u>wicked</u>
1960s: <u>fab</u> , <u>groovy</u>	

It can be possible to work out a native speaker's age from the expressions which they use, as people tend to stick with the slang expressions of their youth.

To sum up, you may find it interesting to learn about slang and you may come across slang expressions (particularly when you are watching films or reading popular newspapers or novels) but you might be well advised to avoid using slang yourself.

C

Here are some examples of some slang words and expressions which you may come across. The ones which are most likely to cause offence are underlined.

Expressions for money: dough, bread, dosh, loot, brass, spondulicks

Expressions for the police: pigs, fuzz, cop(per)s, bill

Expressions for drunk: pissed, sozzled, paralytic, legless, arseholed

Expressions for a stupid person: wally, prat, nerd, jerk, dickhead, plonker, pillock

Expressions for lavatory: loo, lav, bog, john

Expressions for drink: booze, plonk (wine), a snifter, a snort

Drug-related expressions: a fix, dope, grass, high, stoned, snow (heroin)

Prison-related expressions: nick (prison), nark (informer), screw (warder)

D

Slang is often used by one particular group and is unintelligible to other people. Here are some examples from American truck-drivers using CB radio to talk to each other.

grandma lane: slow lane

five finger discount: stolen goods

super cola: beer

doughnuts: tyres

anklebiters: children

affirmative: yes

motion lotion: fuel

eyeballs: headlights

Exercises

95.1 Replace the slang words which are underlined in the sentences below with more formal equivalents. If the meaning is not given opposite, then it should be possible to guess what it is. Notice that some of the words have a slang meaning which is different from their everyday meaning.

- 1 The newsreader on TV last night seemed to be pissed as he was reading the news.
- 2 He's quite a nice bloke really.
- 3 I've got a terrible belly ache – I think I'd better make an appointment with the quack.
- 4 Her dad was furious when he learnt he had to wear a penguin suit to the wedding.
- 5 Can you lend me some dosh till tomorrow?
- 6 I know there'll be plenty of nosh but do we need to take some booze to the party?
- 7 Have you got wheels or shall we call a taxi?
- 8 I'm dying for a cuppa. I haven't had one since breakfast.
- 9 Can I use your loo, please?
- 10 I was absolutely gobsmacked when she told me she was leaving.

95.2 Match the statements on the left with the responses to them on the right.

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1 How was the party? 2 What does that guy over there do? 3 He's getting legless. 4 Keep a lookout for the pigs. 5 Where's the dough? 6 Where's her hubby? 7 What'll we do tomorrow? | | <ol style="list-style-type: none"> Let's take him home. Sure. I'll keep my eyes skinned. He's in the nick. It's in a drawer, over here. He's a cop. Let's go for a run in the motor. Wicked! |
|---|--|---|

95.3 A particular well-known kind of slang is Cockney rhyming slang where an expression is used in place of something that it rhymes with.

Example: trouble and strife = wife apples and pears = stairs

How would you translate the Cockney rhyming slang expressions in the sentences below?

- 1 Let's have a butcher's (short for butcher's hook) at your homework.
- 2 Just look at those Gawd forbids playing football!
- 3 It's on the Cain and Abel next to the phone.
- 4 What a set of Hampstead Heath!
- 5 She'll get him to the lean and lurch by hook or by crook.
- 6 Have you seen my titfer? (short for tit for tat)

95.4 Another common way of making slang words is by using short forms or loosely pronounced forms of ordinary words. Thus fab is a slang form of 'fabulous' and hubby is a slang form of 'husband'. Can you work out the meanings of the following underlined slang words?

- | | | |
|-------------------------------|-----------------------------|--------------------------------|
| 1 He's my <u>fella</u> . | 3 It was a <u>freebie</u> . | 5 I took a <u>sickie</u> . |
| 2 Let's have <u>brekkie</u> . | 4 He's a <u>brickie</u> . | 6 Let's have a <u>barbie</u> . |

96 The language of notices

A

Notices in English often use words and expressions that are rarely seen in other contexts. Look at the notices below with their 'translations' into more everyday English.

**Do not alight from
the bus whilst
it is in motion**

- 1 Don't get off the bus while it's moving.

**TRESPASSERS
WILL BE
PROSECUTED**

- 2 People who walk on this private land will be taken to court.

**KINDLY REFRAIN
FROM SMOKING
IN THE AUDITORIUM**

- 3 Please don't smoke in the theatre/hall.

**PENALTY FOR
DROPPING LITTER –
UP TO £100 FINE**

- 4 You can be taken to court and made to pay £100 for dropping rubbish.

*Lunches now
being served*

- 5 You can buy lunch here now.

**NO ADMISSION TO
UNACCOMPANIED
MINORS**

- 6 Young people under 18 years old can only come in if they are with an adult.

**FEEDING THE ANIMALS
STRICTLY PROHIBITED**

- 7 You are not allowed to feed the animals.

**No through road
for motor vehicles**

- 8 There is no way out at the other end of this road for cars.

**NO BILL-
STICKING**

- 9 You mustn't put up any posters here.

*Please place your
purchases here*

- 10 Please put the things you are going to buy / have bought here.

**This packet carries
a government
health warning**

- 11 What is in this packet is officially considered bad for your health.

Reduce speed now

- 12 Start going more slowly now.

*Pay and
display*

- 13 Buy a ticket and put it in a place where it can easily be seen.

**Cyclists
dismount
here**

- 14 Cyclist should get off their bikes here.

**FISHING: PERMIT
HOLDERS ONLY**

- 15 Only people with special cards giving them permission are allowed to fish here.

B

You will find more examples of a specific kind of notice, road signs, in Unit 49.

Exercises

96.1 Where would you expect to see each of the notices on the opposite page?

Example: 1 on a bus

96.2 Match each of the words on the left with their more everyday translations from the list on the right.

- | | |
|------------------|---|
| 1 to prosecute | a young person under the age of 18 |
| 2 a penalty | to get off a bicycle or a horse |
| 3 a purchase | to bring a legal case against |
| 4 a trespasser | not to do something |
| 5 to refrain | to forbid something |
| 6 to alight from | a means of transport |
| 7 to prohibit | a punishment |
| 8 an auditorium | something which has been or is to be bought |
| 9 to dismount | to get off a means of public transport |
| 10 a minor | large place where an audience sits |
| 11 a vehicle | someone who goes on private land without permission |

96.3 Explain the notices below. Where might you see each of these notices?

1	SHOP-LIFTERS WILL BE PROSECUTED	5	Admission to ticket holders only	9	Flat to let
2	<i>French spoken here</i>	6	<i>No vacancies</i>	10	Dogs must be carried
3	Nothing to declare	7	FISHING STRICTLY PROHIBITED	11	These seats are appreciated by the old and infirm
4	Clearance sale starts today	8	<i>Cycles for hire or sale</i>		

96.4 What notice would a café-owner put up if they wanted to:

- 1 indicate that their café was now open for coffee?
- 2 let people know that the café staff can speak Spanish?
- 3 stop people from smoking in their café?
- 4 let people know that they can buy free-range eggs there too?
- 5 ask people not to fix notices onto their wall?
- 6 tell people that they could rent rooms there overnight?

96.5 If you are in or go to visit an English-speaking country, make a collection in your vocabulary book of any notices that you see.

97 Words and gender

In this unit we look at the problems of using words in a way that is not offensive to either gender. In English, a lot of words are marked as masculine or feminine by suffixes, but many other words have 'female' or 'male' associations and should be used carefully.

A Suffixes marking gender

-er(-or)/-ess: traditionally used to mark male (m) and female (f), e.g. actress (f) / actor (m); waitress (f) / waiter (m).

These two words are still often used in both forms, but forms such as **authoress**, **poetess**, **murderess** and **manageress** are considered old-fashioned. If you want to be neutral, you can use the **-er/-or** suffix for male or female.

Schoolmistress/master sound old-fashioned, use **teacher** instead; **air hostess** also sounds out of date, use **flight attendant** (neutral) or **stewardess**.

B -man, -woman and -person

Traditional social roles often meant that **-man** was used even for roles performed by women. Now many people prefer a neutral form for both sexes, if there is one available.

<i>neutral</i>	<i>traditional male</i>	<i>traditional female</i>
chair(person)	chairman	chairwoman
spokesperson	spokesman	spokeswoman
police officer	policeman	policewoman
—	postman	postwoman
—	fisherman	—
bartender	barman	barmaid
businessperson	businessman	businesswoman
firefighter	fireman	—
flight attendant	steward	stewardess / air hostess
head (teacher)	headmaster	headmistress

'Social' marking of words

Some words, particularly the names of jobs, are socially marked as belonging to one gender, even though the words are neutral in form, e.g. in English, **nurse** was considered so 'female' that if a man was a nurse, he was often referred to as a **male nurse**.

Just consider your own reaction to these words, and whether most people would tend to think of a man or a woman upon hearing them.

barber hairdresser burglar secretary farmer butcher

Note: **bachelor** and **spinster** can both have negative or undesirable associations. Use **unmarried** or **single (man/woman)** instead. Likewise, instead of **fiancé(e)**, you can use **partner**, especially for someone you live with as a couple but are not married to.

Many women nowadays prefer the title **Ms /məz/**, rather than **Miss** or **Mrs**.

Exercises

- 97.1** Look at this rather sexist advertisement for an airline. Change the wording to make it more neutral.

Now! Eagle Airlines offers even more to the businessman who needs comfort.

Let us fly you to your destination in first-class comfort, looked after by the best-trained air hostesses in the world. Any businessman knows that he must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat-Class you can do just that. And, what's more, your wife can travel with you on all intercontinental flights for only 25% of the normal fare! Your secretary can book you on any flights 24 hours a day on 0557-465769. All she has to do is lift the phone.

- 97.2** Here are some more names of jobs and occupations. Are they marked for gender either in the form of the word itself, or 'socially' marked as typically male or female? How are they translated into your language, by neutral or by gender-marked words?

1 conductor	4 typist	7 general	10 milkman
2 shepherd	5 station master	8 detective	11 tailor
3 cheerleader	6 dressmaker	9 monk	

- 97.3** These words include some that many people consider sexist. Put the words into appropriate pairs with their neutral alternatives.

cabin attendant	man-hours	unmanned	air hostess	unstaffed	spinster
human beings	single woman	mankind	person-hours		

- 97.4** Change gender-marked words into neutral ones.

- 1 We shall have to elect a new chairman next month.
- 2 Several firemen and policemen were hurt in the riots.
- 3 A spokesman for the store said the manageress had decided to resign.
- 4 I wonder what time the postman comes every day.
- 5 I can't see a barman anywhere. Shall I press this bell and see if someone comes?
- 6 Her brother's a male nurse, and she's an authoress.

- 97.5** Make this letter more neutral.

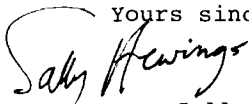
The Manager
Frinstowe Engineering Ltd

22/11/92

Dear Sir,

I am a spinster aged 22 and am seeking employment. I saw your advertisement for part-time workers in *The Globe* last week. However, your 24-hour answering service seemed to be unmanned when I tried it. Could you please send me application forms by post? Thank you.

Yours sincerely,



Sally Hewings (Miss)

98 Abbreviations

Some abbreviations are read as individual letters:

WHO (W-H-O)	World Health Organisation	IRA	Irish Republican Army
PLO	Palestine Liberation Organisation	UN	United Nations
BBC	British Broadcasting Corporation	PM	Prime Minister
ANC	African National Congress	MP	Member of Parliament

In the following three cases, the name of each country and the name of its secret police are pronounced as individual letters/numbers.

CIA (USA) MI5 (UK) KGB (former USSR, now CIS)

Note: When these abbreviations are stressed words in the sentence, the stress falls on the last letter, e.g. She works for the CIA. I heard it on the BBC.

B Some abbreviations are read as words; we call them **acronyms**.

NATO	/'neɪtəʊ/	North Atlantic Treaty Organisation
OPEC	/'əʊpek/	Organisation of Petroleum Exporting Countries
AIDS	/eɪdz/	Acquired Immune Deficiency Syndrome

Some acronyms have become so normal as words that people do not think of them as abbreviations any longer, and so they are not written all in capital letters.

laser radar yuppy Esso

C Some abbreviations are only written forms; they are still pronounced as the full word.

Mr (Mister) Dr (Doctor) St (Saint or Street)

D Abbreviations are used in the organisation of language.

etc. /et'setrə/ and so on [Latin: et cetera]
i.e. (I-E): that is to say [Latin: id est]
PTO (P-T-O) please turn over
NB (N-B) please note [Latin: nota bene]
RSVP (R-S-V-P) please reply [French: répondez s'il vous plaît]
e.g. (E-G) for example [Latin: exempli gratia]

E Clippings: some words are normally used in an abbreviated form in informal situations. (See also Unit 7.)

lab (laboratory) phone (telephone) fridge (refrigerator)
TV or telly (television) board (blackboard) bike (bicycle) case (suitcase)
exam (examination) plane (aeroplane) rep (business representative)
ad/advert (advertisement) fax (telefax)

Some abbreviations you might see on a letter/fax/envelope.

c/o care of [e.g. T. Smith, c/o J. Brown; the letter goes to J. Brown's address]
enc. enclosed [e.g. enc. application form]
PS postscript [extra message after the letter has been ended]
asap as soon as possible [e.g. ring me asap]

99 New words in English

A

No language stands still. New words and expressions are always being created, usually because something new is invented or sometimes just for fun. No government committee decides whether a new word is acceptable or not; if it is used frequently, and in a variety of contexts, it will find its way into the dictionary. Here are some of the words and expressions that have come into English since 1980.

B

New science and technology

faxable: able to be sent by fax machine

junk fax: unsolicited material, such as adverts, sent by fax

tummytuck: a plastic surgery operation to remove fat from the stomach

sound bite: a brief excerpt from a speech or statement, broadcast on TV

C

New sports and fashions

monoboarding: the sport of skiing downhill on a large single ski

snowsurfing: skiing downhill standing sideways on a large single ski

vogueing: a style of dancing to house music incorporating the movements and gestures of models displaying clothes

D

Political and social trends

eco-friendly: not harming the environment

cardboard city: area occupied by cardboard boxes serving as homes for the homeless

teleworking: working from home communicating by computer and fax

advertocracy: pursuit of public policy by mass advertising campaigns

destatisation: withdrawal of the state from areas that were previously state-controlled as in the (former) Soviet bloc in the 80s and 90s

Gorbymania: extreme enthusiasm for the former Soviet President, Mikhail Gorbachev

newmannery: behaviour of the new man (gentle, caring, non-sexist)

couch potato: a lazy person who prefers watching TV to being active

E

New words from other languages

fatwa: formal legal opinion delivered by an Islamic leader (Arabic)

karaoke: singing pop songs solo to recorded music in bars (Japanese)

glasnost: policy of openness or frankness (Russian)

E

New forms or meanings for old words

ageism: prejudice against someone because of their age

nostalgise: to indulge in nostalgia

pre-schooler: a child not yet old enough for school

dark-green: holding radically green political beliefs

singlehood: the state of being single rather than married

clergyman: a male or female member of the clergy (a typical development from clergyman. Compare: chairperson)

Exercises

99.1 Here are some more new words. Match them with their definitions. Which of the five categories opposite does each fit best in?

- | | |
|------------------|---|
| 1 collectomania | a specially bred miniaturised form of vegetable |
| 2 bio-house | a hypothetical miniaturised device capable of making its way through bodily passages and performing various tasks |
| 3 bimbo | an irresistible urge to collect things |
| 4 mini-vegetable | an indoor version of American football |
| 5 arenaball | a house constructed solely from natural materials |
| 6 microbot | a female of limited intelligence but high sex appeal |

99.2 Choose which word from those defined opposite fits into the following sentences.

- 1 I always buy roll-on rather than aerosol deodorants ever since I learnt how much more they are.
- 2 was much more common in the West than the USSR just as Mrs Thatcher was probably more popular outside the UK.
- 3 Most of my married friends think there's a lot to be said for
- 4 I don't think I'd like to try It sounds too dangerous to me.
- 5 They think that in the next ten years more and more people will start It should certainly ease traffic in the rush hours.
- 6 The size of London's seems to grow every time I go there. It sometimes seems as if the country is going backwards.
- 7 He's such a His only activity is pressing the remote control.
- 8 Many politicians now try to ensure they write some effective into their speeches.

99.3 Many of the words on the opposite page will have a very short life. Pick out three that you think may be widely used still in ten years.

99.4 If you meet a new word it is often possible to work out its meaning from its context. Practise by explaining what the underlined words in the following sentences must mean.

- 1 I very much prefer restaurants where there is no microwavery.
- 2 They're building a new cinplex on the edge of the town so we should be able to choose from a variety of films on Saturday nights.
- 3 Upskiing, which uses small parachutes, is a rapidly developing sport in the USA.
- 4 World AIDS Day was inspired by the health globocrats of the World Health Organisation.
- 5 He is writing a thesis on humorology.
- 6 The boss is very much a hands-on manager who likes to be involved in all aspects of the company's work.
- 7 Many large shops now have their own store cards.
- 8 The post-war baby-boomers are now becoming grandparents.

100 Discourse markers

Discourse markers are small words and phrases whose job it is to organise, comment on or in some way frame what we are saying or writing. A common everyday example is the use of **well** in speech:

A: So you live in Boston? B: **Well**, near Boston.

Well here shows that the speaker is aware he/she is changing the direction of the conversation in some way (not giving the expected 'yes' answer). In other words, **well** is a comment on what is being said. Another example is how teachers use words like **right** and **okay** to organise what is happening in a classroom:

Teacher: **Right/okay**, let's have a look at exercise 3.

A

Common markers to organise different stages of talk (as in the teacher example).

Now, what shall we do next? **So**, would you like to come to the table now, please?
Good, I'll ring you on Thursday, then. **Well** then, what was it you wanted to talk about?
Now then, I want you to look at this picture. [said by someone in control of the conversation, e.g. a teacher]
Fine/Great, let's leave it at that, then, shall we?

B

In these mini-dialogues, the markers in bold *modify* or *comment* on what is being said.

A: It's cold, isn't it?

B: Yeah.

A: **Mind** you, it is November, so it's not surprising.
[an afterthought – however]

A: It's quite a problem...

B: **Listen/Look**, why don't you let me sort it out?

A: Would you? Thanks a lot.
[introducing a suggestion/point]

A: What's her number?

B: **Let me** see, I have it here somewhere...

[a hesitation – gaining time]

A: And he said he was go –

B: **Well**, that's typical!

A: **Hang on / Hold on!** Let me tell you what he said!
[preventing an interruption]

Here are some other similar markers.

I can't do that. **You see**, I'm only the secretary. [explaining]

He was, **you know**, sort of... just standing there. [hesitation]

C

Common markers in written English for organising a formal text.

First / Firstly / First of all, we must consider... } for lists
Next, it is important to remember that... }

Finally/Lastly, we should look at... [NB *not* 'at last']

In summary, we can say that... [summing up the main points]

In conclusion, I should like to say that... [finishing the text]

D

Markers for explaining, rephrasing, etc., in speech and writing.

Memorising words requires reinforcement; **in other words / that is to say**, you have to study the same words over and over again.

Some words are hard to say, **for example / for instance**, 'crisps'.

She is, as it were / **so to speak**, living in a world of her own.

[make what you are saying sound less definite/precise]

Exercises

- 100.1** Underline all the discourse markers in this monologue. Not all of them are on the left-hand page.

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and...see we have this kind of long wall at the end of the garden, and it's...like...a motorway for cats, for instance, that big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so...where was I? Yes, I was looking at that wall, you know, day-dreaming as usual, and all of a sudden there was this new cat I'd never seen before, or rather, it wasn't an ordinary cat at all...I mean, you'll never believe what it was...'

- 100.2** Here are some small dialogues where there are no markers used at all, which would be unusual in real informal talk. Add markers from A, B and D opposite and from exercise 1 above, where you think the speakers might use them.

- | | |
|--|--|
| 1 A: Are you a football fan?
B: I like it; I wouldn't say I was a fan. | 4 A: Which number is yours?
B: (pause)...it's that one here, yes, this one. |
| 2 A: I'll take care of these.
B: That's everything.
A: See you next week.
B: That was a very useful meeting. | 5 A: He's looking exhausted.
B: Yes, he is.
A: He has an awful lot of responsibility, so it's hardly surprising. |
| 3 A: It was last Monday. I was coming home from work. I saw this ragged old man approaching me. I stopped him –
B: Jim Dibble!
A: Let me tell you what happened first.
B: That was a very useful meeting. | 6 A: What do you mean 'cold'?
B: She's not friendly, very distant. Last week I gave her a jolly smile and she...scowled at me.
A: What do you expect? I've seen the way you smile at people, it puts |

- 100.3** Fill the gaps with markers often found in written texts. You may need some which are not on the left-hand page. The first letter of each phrase/word is given.

Crime and Punishment

F..... (1), it is important to understand why people commit crimes, i.....
..... (2), what are the motives which make people do things they would never normally do? F..... (3), a young man steals clothes from a shop; is it because he is unemployed? a drug addict? mentally disturbed? N..... (4) it is essential to consider whether punishment makes any difference, or is it just, a
..... (5), a kind of revenge? L..... (6), how can we help victims of crime?
L..... (7), how can we get to the roots of the problem, rather than just attacking the symptoms?

Follow-up: If you can, make a recording of a natural conversation between native speakers (get their permission, but don't say why you need it). What markers do they use?

Key

Many of your answers will depend on your own particular interests and needs. It is only possible for the key to suggest answers in some cases.

Unit 1

A 1 d 2 b 3 b 4 a

B 1 *Some possible answers:*

- a) a chilly day
- b) to dissuade someone from doing something
- c) a popular king / to crown a king
- d) up to the ears in work
- e) independent of someone / an independent country
- f) get married to someone

- 2 a) scissors – only used in plural; if you want to count scissors, you have to say, for example, ‘two pairs of scissors’.
- b) weather – uncountable
- c) teach, taught, taught; teach someone to do something; teach someone French.
- d) advice – uncountable; a piece of advice; verb = to advise (regular).
- e) lose, lost, lost
- f) trousers – only used in plural; if you want to count trousers you have to say, for example, ‘three pairs of trousers’.

- 3 a) The ‘b’ in **comb** is silent, as it is in **tomb** and **lamb** too.
- b) The final ‘e’ in **catastrophe** is pronounced as a syllable as it is in **apostrophe**. **Catastrophe**, has 4 syllables. (See Index for pronunciation)
- c) The stress is on the first syllable in **photograph**, and on the second syllable in **photographer**; it is on the third syllable in **photographical**. The ‘rule’ is that the stress in long words in English very frequently falls on the third syllable from the end of the word.

D The picture is a good clue to help you understand **tortoise**. You may recognise the word **shell** in **shelled** (as in **egg shell**, for example). Similarly, your knowledge of **life** and **long** together with the context should enable you to work out what **lifespan** and **longevity** mean. The whole context of the sentence should help you to work out the meaning of **tended**. Some of the underlined words may be similar to words in your own language which can be another useful way of working out the meaning of a word you have not seen before.

E Research into language learning can help you to prepare a sensible vocabulary learning plan. What you plan to do will, of course, depend very much on your own circumstances. You cannot realistically aim to learn as many new words a day if you are working a full day at something else as if you are doing a full-time English course. In general, however, 10 to 20 words a week is probably a reasonable aim.

It does not matter where you try to learn vocabulary but it seems to be better to do a little on a regular basis rather than a lot infrequently. Research also suggests that it is a good idea to revise your work on a very regular basis – once a week, perhaps, but do not revise only the words that you’ve learnt in that week. Look back over your work of the previous month(s).

Unit 2

A 1 *Possible words to add:* purr, scratch, tomcat, tail and whiskers

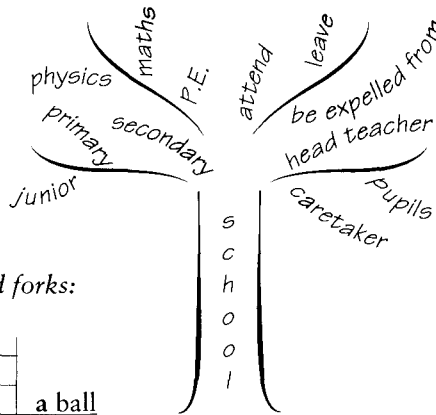
- 2 a) **Child**, **tooth** and **ox** are all words with irregular plurals (**children**, **teeth**, **oxen**). You could add more examples, e.g. **mouse** (**mice**); **goose** (**geese**); **foot** (**feet**); **phenomenon** (**phenomena**).

- b) **Cut, split and burst** are all irregular verbs whose three basic forms are identical to each other (i.e. **cut, cut, cut; split, split, split and burst, burst, burst**). You could add **put, hurt** and **set** to this group.
- c) **Information, furniture and food** are all uncountable nouns – you could add **milk, money** and **work** to this group.

3 Possible words and expressions to add:

- a) **pricey, underpriced, price tag** b) **to lend someone a hand, a handful; a handbag, underhand, etc.**

B 1 Possible word tree for school:



2 Possible ways to complete the word forks:

magnificent	views	kick	a ball
breathtaking		hit	
superb		throw	
stunning		catch	
splendid		bounce	

- 3 a) drive b) fly c) Riding

Unit 3

3.1 The list is probably connected to a lesson or lessons about time or a text about someone's relationship with time. A possible organisation might include bringing the **clock** words together in a word-map or bubble diagram (**clock, wristwatch, hands, minute-hand**); other words could then be added later (**hour-hand, face/dial, digital, etc.**)

Tell the time and **What time do you make it?** could form a separate list of 'time phrases', to which others could be added, e.g. **Have you got the time?, My watch is fast/slow, etc.** **Drowsy** and **wide awake** could be treated as antonyms, and some notes about the usage of **beneath** and **under** would be useful. The list could have information about word-class too.

3.2 Theatre seems the obvious word.

3.3 Other testing systems include re-entering any word you have difficulty remembering, so that it appears more than once in the notebook. Another useful discipline is to set yourself a small, fixed number of words to memorise each week, e.g. 20, and to tick them off in the book as you do **them**. You could also take out any ten words from your book and put them on individual slips of paper which you stick in prominent places around your room or house, e.g. on the fridge door, so that you are regularly looking at them.

3.4

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>person</i>
production	produce	productive	producer
industry	industrialise	industrial	industrialist
export	export	export	exporter

Note the change in stress from **export** (noun) to **export** (verb); adjective: **export**, e.g. Our export figures have increased; person: **exporter**.

Unit 4

4.1 Suggested answers:

- 1 style situation people 4 extremely mainly frequently
 2 mean be know 5 of by for
 3 informal colloquial suitable

4.2 Obviously your answers here depend on how you answered 4.1. If you chose the same words as we did, then your answers to 4.2 will be as follows:

style *C* situation *C* people *U* (Remember that it needs a plural verb.)
 mean *T, R* be *IT, IR* know *T, IR*

4.3

<i>verb</i>	<i>infinitive</i>	<i>-ing form</i>	<i>past participle</i>
define	define	defining	defined
mean	mean	meaning	meant
write	write	writing	written

- 4.4 1 root – *form* prefix – *in* suffix – *al*
 2 formal
 3 casual e.g. of dress
 4 form, formality, formless, deform, reform, reformation and so on.
 5 a) an informal occasion
 b) We use a more informal kind of English when we speak than when we write.

- 4.5 syllable onomatopoeia register colloquial pejorative collocation comma
 semi-colon apostrophe (note that there are four syllables in apostrophe) hyphen
exclamation mark question mark brackets inverted commas capitals

- 4.6 1 converse 2 lavatory 3 man 4 tolerate 5 violin

- 4.7 1 terrorist 2 skinny 3 wordy 4 mean 5 cunning 6 extravagant

4.8 Some possible answers:

countable *or* abstract noun; unfamiliar *or* polysyllabic word;
 colloquial expression *or* colloquial language.

- 4.9 () brackets ? question mark ' apostrophe
 ; semi-colon – dash - hyphen
 , comma “ ” inverted commas

Unit 5

- 5.2 1 All the words are possible. Some people feel that **sofa** and **couch** are a bit 'lower class', and that **settee** is the so-called 'refined, middle-class' word. **Divan** could also be used, but its normal British English meaning is a kind of bed with a very thick base. It can also, less commonly, mean a kind of sofa with no back or arms.
 2 **Luxury** most typically collocates with **yacht**, though **ketch** (a double-masted sailing ship) would also be possible. A **dinghy** is a very small, open boat, hardly suitable for going around the world. **Sailing boat** sounds just too general here, since it covers all types of boats with sails.

- 3 **Wellingtons** is the most likely word, since they are rubber boots designed to keep the water out. **Boots** are any kind of high-sided footwear. **Bootees** suggests a kind of ankle-length shoe, fairly lightweight, usually with fur inside for cold weather, often referring to what babies wear.
- 4 **Dinghy** would be a good word here (see 2 above), though **sailing boat** would also fit, as it's quite general.

5.3 1 3 2 1.1 3 4 4 1.1

5.4 1 education 2 passport 3 length 4 liberty 5 revision 6 brother

There is no key for Unit 6.

Unit 7

- 7.1**
- 1 **kip** – to sleep / have a sleep
 - 2 a **pal** – a friend; nowadays, **mate** is perhaps the most common informal word for 'friend' in British English
 - 3 a **chap** – a man; **chap** does have associations of being a middle-class word and perhaps not used so much by young people
 - 4 **cheerio** – goodbye; **bye** and **ta-ta** (pron: /tə tɑ:/) are also common, **ta-ta** being the most informal
 - 5 **swot** – study hard, e.g. for an exam; you can call someone a **swot** too
 - 6 **ta** – thank you, or (slightly less formal) thanks
 - 7 **brainy** – clever / intelligent; **intelligent** is the most formal.

7.2 *Suggested changes:*

JIM: Annie, can you lend me five **quid**?

ANNIE: What for?

JIM: Well, I've got to go and see my mum and dad, and my **bike's** not working, so I'll have to **take/get a taxi**.

ANNIE: Can't you **phone/ring/call** them and say you can't come?

JIM: Well, I could, except I want to go because they always have lots of food, and the **fridge** at our flat (or 'our place', which is a common way of talking about your house/flat) is empty, as usual.

ANNIE: Can't you **get the / go by tube**?

JIM: Erm...

ANNIE: Anyway, the answer's no.

For the sake of practice, we have created here a dialogue that probably has more of a concentration of informal words than would occur in reality. Don't forget the advice given at the beginning of the unit about using too much informal language.

- 7.3**
- 1 A teenage boy would probably say a **date** (or 'Fancy going out?'), not an **appointment** in this situation; **appointment** is for business contexts; too formal.
 - 2 **Offspring**, if the parent used it, would be heard as humorous, certainly not the normal word for this situation; **children** or **kids** (informal) would be the normal words. **Offspring** would be suitable for legal contexts, religious language and serious history books/biographies; too formal.
 - 3 As with 2, this would be heard as humorous/mock-serious. Most people would say 'I never drink' or 'I never touch alcohol' in this situation. **Alcoholic beverages** is very formal/legalistic and you might see it on, e.g. a notice prohibiting drinking in a particular place or the sale of drink at particular times; too formal.

- 4 Probably acceptable. People who work together or share an institutional context often develop a high degree of acceptable informality. Such is often the case in British universities and colleges. In such institutional settings, clippings and other short forms are widely used by everyone and operate as a sort of slang among the people involved, and are not heard as disrespectful.
- 5 The use of ads here sounds out of place compared with the formal tone of the rest of the letter ('Dear Sir/Madam... I should like to enquire... etc.'), so it is too informal. Over the phone, however, the same person might well say 'Could you tell me how much it'd cost to put an ad in your paper?' in order to create a friendly relationship with the person answering the call.

- 7.4** 1 in motion 3 a) to regret b) to purchase c) to address
 2 to alight 4 Hi! Bye!

7.5 *Suggested versions:*

- 1 Children shouldn't / are asked not to drop rubbish/litter in the play-area.
- 2 You can only get your expenses/money back if you've got / if you hand in receipts with the date on.

Unit 8

- 8.1** 1 windscreen wiper(s) 5 payee
 2 classical violinist 6 dishwasher (normally written as one word)
 3 professional photographer 7 kidney donor
 (pron: photographer) 8 addressee
 4 amateur actor

- 8.2** 1 stapler 3 can-opener (or tin-opener) 5 coat-hanger
 2 grinder 4 nail-clipper

- 8.4** 1 a cooker – a thing (the stove on which you cook); the person who cooks is a **cook**.
 2 a typewriter – a thing (machine for typing); the person is a **typist**.
 3 a ticket-holder – person or thing; a person who has a ticket, e.g. for a concert, or a kind of wallet for holding tickets, e.g. a season ticket for the train/bus.
 4 a record player – a thing (machine for playing records).
 5 a cleaner – person or thing; person who cleans, e.g. in an office or other place of work; a substance or instrument for cleaning, e.g. 'this cleaner will get the grease off your oven'.
 6 a smoker – person or thing; a person who smokes; a short name for a seat in the smoking area of a plane or train (or the whole smoking compartment on a train).
 7 a drinker – person (someone who drinks alcohol, usually regularly or in large quantities).

- 8.5** 1 forgivable 2 admission 3 laziness 4 productive 5 readable

- 8.7** 1 neighbourhood – it is a place (an area); all the others refer to human relationships.
 2 step-ladder – all the others means 'thing for doing x', e.g. hair-restorer restores your hair, a plant-holder holds a plant, etc.
 3 compliment – all the others are verb + 'ment', e.g. appoint + ment. There is no verb 'compli'.
 4 handful – all the others are adjectives; **handful** is a noun, meaning a pile of something about as big as you can hold in your hands, e.g. a handful of sand.
 5 worship – all the others are kinds of human relationships; **Worship** refers to paying tribute to a God, or, figuratively, as a verb, to loving someone very very much, e.g. 'he worships his teacher'.

Unit 9

- 9.1** 1 indiscreet 4 irrelevant 7 irresponsible 10 intolerant
 2 insensitive 5 disobedient 8 ungrateful
 3 unconvincing 6 inefficient 9 disloyal
- 9.2** 1 unmarried 3 illiterate 5 impartial
 2 inedible 4 unemployed 6 irreplaceable
- 9.3** 1 unwrapping 3 disprove 5 to unload
 2 disagree 4 unveiled 6 disconnected
- 9.4** 1 microwave 3 multi-national 5 postgraduate
 2 antibiotic 4 on auto-pilot 6 subway
- 9.5** 1 mispronouncing 3 post-dated his cheque 5 rewrite it
 2 are overworked but underpaid 4 her ex-husband

9.6 *Other examples:*

<i>prefix</i>	<i>examples</i>	<i>prefix</i>	<i>examples</i>
anti	anti-government antiseptic	over	overrun overcharge
auto	autocue automobile	post	post-colonial post-industrial
bi	bi-plane bi-focals	pro	pro-Iranian pro-nuclear
ex	ex-flatmate ex-partner	pseudo	pseudo-democracy pseudo-liberal
ex	express extort	re	rephrase redefine
micro	micro-chip microprocessor	semi	semi-literate semi-conscious
mis	misspell mislead	sub	sub-editor sub-human
mono	monorail monosyllable	under	underachieve underweight
multi	multi-cultural multi-faceted		

Unit 10

- 10.1** The stress is on the underlined syllable in each of the words in the table.

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
<u>convert</u>	<u>convert</u>	con <u>vert</u> ed	con <u>ver</u> sion
<u>produce</u>	pro <u>duce</u> r	pro <u>duct</u> ive	pro <u>du</u> ction, <u>pro</u> duce, <u>pro</u> duct, <u>pro</u> ductivity
<u>conduct</u>	con <u>duct</u> or	con <u>duc</u> ive	con <u>duc</u> t, con <u>duc</u> tion
<u>impress</u>	–	im <u>press</u> ive	im <u>press</u> ion
<u>support</u>	sup <u>port</u> er	sup <u>port</u> ive	sup <u>port</u>
<u>impose</u>	–	im <u>pos</u> ing	im <u>pos</u> ition

- 10.2** 1 oppressive 3 advertisements 5 inspector(s) 7 to advertise
 2 was deported 4 introduce 6 introductory 8 composed

- 10.3** 1 It isn't easy to find synonyms for these words; the meaning is as follows: 'She spends a lot of time thinking about her own thoughts and feelings and so does he; he's quite shy and not very talkative.'
- 2 argue against 6 made public
 3 training 7 hold down
 4 hold back 8 put...into an appropriate form
 5 work out

- 10.4** *Some possibilities:*
 spect – circumspect behaviour; a retrospective exhibition; a fresh perspective.
 vert – an extroverted person; inverted commas; to pervert the innocent.
 port – a railway porter; reported speech; transportation costs.
 duc, duct – to reduce taxes, to induce labour; a railway viaduct.
 press – blood pressure; compressed air; an original expression.
 pose, pone – to pose for a photograph; to suppose something to be true; to repose peacefully.

- 10.5** support – hold up postpone – put off oppose – go against inspect – look at
 reduce – cut down deposit – put down divert – turn away

Unit 11

- 11.1** 1 affection 5 amusement 9 attentiveness 13 equality
 2 excitement 6 grace 10 happiness 14 hope
 3 kindness 7 originality 11 popularity 15 resentment
 4 security 8 stupidity 12 weakness 16 wisdom

- 11.2** *Some possible answers:*

There are many more possibilities for the B suffixes but not many for the C ones.

B *-ment* (un) employment entertainment involvement requirement
-ion diversion attraction direction rejection
-ness awkwardness foolishness loveliness madness
-ity brutality familiarity productivity superiority

C *-dom* dukedom earldom
-ship citizenship chairmanship sponsorship championship
-th growth wealth stealth
-hood babyhood nationhood

- 11.3** 1 hostility or aggressiveness 5 replacement 9 sight
 2 amazement 6 stardom 10 freedom
 3 curiosity 7 reduction 11 rage
 4 brotherhood 8 neighbourhood 12 prosperity

- 11.4**

<i>abstract noun</i>	<i>adjective</i>	<i>verb</i>	<i>adverb</i>
contentment	content(ed)	to content	contentedly
argument	argumentative	to argue	arguably
emptiness	empty	to empty	emptily
intensity	intense	to intensify	intensely
satisfaction	satisfied, satisfactory	to satisfy	satisfactorily
sentiment	sentimental	to sentimentalise	sentimentally
strength	strong	to strengthen	strongly

11.5 1 Jealousy 2 Happiness 3 Hope 4 Love 5 permanence; beauty
 ('Coke' in question 2 means the fuel produced while taking gas from coal. A migraine is a very bad headache.)

11.6 How you answer this question is a matter of your own originality. Here are some 'real' quotations about these abstract nouns, however:

- 1 Freedom is an indivisible word. If we want to enjoy it, and to fight for it, we must be prepared to extend it to everyone.
- 2 Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things that gives value to survival.
- 3 Life is a foreign language; all men mispronounce it.
- 4 Four be the things I'd be better without:
Love, curiosity, freckles and doubt.
- 5 Where there is no imagination, there is no horror.

Unit 12

Note that when you are looking compound adjectives up in the dictionary, you may sometimes find the word listed under its second element rather than its first. Sometimes, in some dictionaries, the word will not be listed at all if the meaning is absolutely clear from an understanding of the two elements.

Notice that the descriptions of Tom and Melissa on the left-hand page are light-hearted and far-fetched! They are not examples of good style as such long lists of adjectives would be inappropriate in a normal composition.

12.1 *Some possible answers:*

- | | | | |
|-------------|---------------|--------------|--------------|
| 1 brown | 3 broad | 5 British | 7 hot |
| bright-eyed | narrow-minded | ready-made | pig-headed |
| wide | single | home | bald |
| 2 fool | 4 polo | 6 tax | 8 kind |
| dust-proof | low-necked | problem-free | soft-hearted |
| fire | high | care | hard |

12.2 Here is one possible way of categorising the words. There will be many other ways of categorising them. What is important is not how you categorise them but the process of doing the exercise itself. The process should help you to learn the words.

Words connected with money: cut-price duty-free interest-free

Words connected with comfort, safety and convenience: air-conditioned drip-dry
hand-made remote-controlled sugar-free bullet-proof

Words connected with time: last-minute long-standing off-peak part-time
record-breaking time-consuming

Words often connected with travelling: long-distance second-class

Words often used to describe people: so-called world-famous

Odd man out: top-secret!

12.3 *Some examples:*

- | | | | |
|-----------------------------|--------------------------------|-------------------------|------------------------------|
| self-assured <i>P</i> | self-satisfied <i>N</i> | self-confident <i>P</i> | self-conscious <i>N</i> |
| self-seeking <i>N</i> | self-possessed <i>P</i> | self-indulgent <i>N</i> | self-employed <i>neutral</i> |
| self-evident <i>neutral</i> | self-sufficient <i>neutral</i> | self-willed <i>N</i> | self-effacing <i>N</i> |

- 12.4**
- | | |
|------------------------------------|---------------------------------------|
| 1 No, she's long-sighted. | 4 No, they're flat-heeled/low-heeled. |
| 2 No, he's hard-up (or badly-off). | 5 No, it's hand-made. |
| 3 No, he's badly-behaved. | 6 No, in the north-west. |

- 12.5** *Some possible answers:*
- | | |
|--|----------------------------------|
| air-conditioned car/room | off-peak travel/viewing |
| bullet-proof car/vest | part-time work/job |
| cut-price clothes/sale | record-breaking performance/jump |
| drip-dry shirt/sheets | remote-controlled TV/toy |
| duty-free perfume/cigarettes | second-class ticket/citizen |
| hand-made clothes/chocolates | so-called expert/specialist |
| interest-free credit/loan | sugar-free diet/coca cola |
| last-minute preparations/arrival | time-consuming work/preparations |
| long-distance train/runner | top-secret information/file |
| long-standing arrangement/relationship | world-famous film star/novelist |

- 12.6** 1 up 2 on 3 back 4 off 5 of 6 out

Unit 13

- 13.1** Here are words which would fit appropriately into the networks suggested.

<i>money</i>	<i>health</i>	<i>social problems</i>
luxury goods	blood donor	race relations
book token	heart attack	human rights
credit card	contact lens	arms race
burglar alarm	birth control	brain drain
income tax	blood pressure	death penalty
mail order	hay fever	generation gap
pocket money	food poisoning	greenhouse effect
	junk food	welfare state
		air traffic control

- 13.2** Blood pressure and blood donor; air traffic control and birth control.

Here are some possible answers for this question. There are some other possibilities also. Check with a dictionary or a teacher if you are not sure whether your answers are correct or not.

- | | | |
|----------------|-------------------|-------------------|
| 1 record token | 5 teapot | 9 level-crossing |
| 2 junk mail | 6 mother country | 10 footlights |
| 3 sound bite | 7 inheritance tax | 11 food-processor |
| 4 blood ties | 8 word-processing | 12 rat-race |

- 13.3**
- | | | |
|-------------------------|-----------------------|---------------------|
| 1 pedestrian crossing | 4 the arms race | 7 the death penalty |
| 2 the greenhouse effect | 5 air traffic control | 8 package holiday |
| 3 hay fever | 6 contact lens | 9 handcuffs |

- 13.4** *Suggested sentences:*

- 'I always like getting one of these so that I can choose the music I like myself.' (a record token)
- 'I get an enormous amount through the post these days.' (junk mail)
- 'They say these are thicker than water.' (blood ties)
- 'I can't understand how people find sport in killing.' (blood sports)
- 'He couldn't stand it any longer and went to be self-sufficient on a Scottish island.' (the rat-race)
- 'They had a huge amount to pay after their father died.' (inheritance tax)
- 'It is so much more efficient than using a typewriter.' (word-processing)

Unit 14

- 14.1** 1 queue of traffic 3 attempt to conceal information 5 delay to traffic
2 burglaries 4 obstacle in the way of progress 6 escape

14.2 *Some possible answers:*

- 1 radioactive fallout 5 final output (or outcome)
2 nervous breakdown 6 sales outlets
3 computer printout 7 positive feedback
4 annual turnover 8 drastic cutbacks

- 14.3** 1 takeover 3 walkout 5 BREAK-OUT 7 outbreak
2 shake-up 4 input 6 check-out 8 pin-ups

- 14.4** 1 write 3 work; press 5 clear 7 turn
2 hand 4 write 6 hold 8 lie

- 14.5** 1 **Outlook** means prospect whereas a **look-out** is a person watching out for an enemy or danger.
2 **Set-up** means organisation whereas **upset** means disturbance.
3 **Outlet** means place where something is released whereas **let-out** means way of escaping from a difficult situation.
4 **Outlay** means amount of money spent on something whereas **layout** means the way something is arranged, e.g. the **layout** of a page or a room.

Unit 15

15.2 *Possible answers:*

inventions network: saxophone biro braille
(**watt** might also fit here as might some of the clothes illustrated)

politics network: machiavellian boycott pamphlet

- 15.3** 1 wellingtons (wellies); mackintosh (mac) 4 boycott
2 saxophone 5 cashmere or angora
3 bedlam

15.4 *Some possible answers:*

- 1 rowdy, terrible 3 large, wide-brimmed 5 black, lycra
2 political, free 4 dark-eyed, wild 6 red, chewed

- 15.5** 1 suede boots/jacket 3 spartan furnishings/atmosphere
2 machiavellian policy/plan 4 tawdry goods/clothes

15.6 *Some possible endings for the sentences:*

- 1 ...to her every whim. 4 ...the Olympic Games.
2 ...the wind was getting cooler. 5 ...very hot to wear.
3 ...round the field.

- 15.7** 1 A **herculean** effort is a major effort, one that demands a lot of strength and the word **herculean** comes from the name of the mythical Greek hero, Hercules, who was famed for his strength.
2 A **platonic** friendship is one between a man and a woman based on affection but with no sexual element (from the name of the Greek philosopher, Plato).

- 3 A **teddy bear**, the name given to the soft stuffed bear which is a popular child's toy, comes from Theodore Roosevelt, the American president. A hunter of bears, Roosevelt was once said to have saved a young bear cub. The story was illustrated by a cartoon in the Washington Post and the toy bears drew their name from the pet form of Theodore.
- 4 A **jersey**, meaning sweater or jumper, comes from the name of one of the Channel Islands, Jersey, well-known for its knitting.
- 5 **Caesarean section** is a surgical operation to remove a baby from its mother's womb. The name originates from the name of the Roman Emperor, Julius Caesar, who was reputedly born in this way.
- 6 **July**, the month, is also named after Julius Caesar.
- 7 A **bottle of champagne** is named after Champagne, the region of France where this particular type of sparkling wine is made.
- 8 An **atlas** or book of maps is named after the Greek mythological Titan, Atlas, who as a punishment for attempting to overthrow Zeus was condemned to support the world on his shoulders. One of the first atlases, that produced by Mercator in the late 16th Century, had a picture of Atlas on its cover.
- 9 Like many other plants – camellia, dahlia, freesia, begonia and so on – **magnolia** takes its name from a person. **Magnolia** comes from the French botanist, Pierre Magnol, who devised a system of classifying plants.

Unit 16

16.3 Some words which fit most obviously into the networks suggested:

<i>food</i>	<i>politics</i>	<i>the arts</i>	<i>animals</i>
yoghurt	embargo	avant-garde	mosquito
cuisine	junta	piano	poodle
gateau	guerrilla	soprano	dachshund
spaghetti	coup	ballerina	rottweiler
frankfurter	ombudsman	easel	mammoth
hamburger	perestroika	balalaika	lemming
marmalade			dodo
delicatessen			lasso
bistro			jackal
aubergine			
sauté			
sherbet			

16.4 Other networks could include:

clothes: anorak yashmak caftan shawl

things in the house: futon mattress alcove carafe duvet bidet patio

sports and hobbies: origami judo karate caravan kayak ski slalom yacht easel
waltz casino snorkel

geographical features: fjord floe tundra steppe

- 16.5**
- | | |
|-----------------------|--------------------------|
| 1 right-wing coup | 7 total embargo |
| 2 prima ballerina | 8 long-standing vendetta |
| 3 strawberry yoghurt | 9 noisy kindergarten |
| 4 ice floe | 10 cosy duvet |
| 5 Chinese cuisine | 11 all-night casino |
| 6 long-sleeved caftan | |

- 16.6**
- | | | |
|--------------------|------------------------|-------------------------------|
| 1 practise karate | 5 be a guerrilla | 9 have a siesta |
| 2 paddle a kayak | 6 live in a cul de sac | 10 go on / take a cruise |
| 3 wear mufti | 7 attempt a coup | 11 take/have a sauna |
| 4 place an embargo | 8 throw confetti | 12 attend/give/hold a seminar |

16.7 macho man/behaviour/clothes; avant-garde art/design/furniture

Unit 17

17.2 *Some possible answers:*

gr: grizzle and grudge, both have rather unpleasant meanings – grizzle is to cry because of bad temper rather than pain or discomfort and grudge is to be unwilling to give or do something.

cl: clap or clatter, both represent quite sharp sounds – clap is to applaud with your hands and clatter is to make a long, continuous resounding noise like hard metallic things falling on a hard surface.

sp: spatter or spill both have an association with liquid or powder – spatter means to splash or scatter in drips, spill means to knock over something liquid.

wh: whirl and whisk both have associations with the movement of air – whirl means to move quickly round and round and whisk means move or sweep quickly through the air.

- 17.3**
- | | | | |
|-----------|------------|-----------|-------------|
| 1 click | 3 sizzling | 5 crash | 7 splashing |
| 2 whirred | 4 clinked | 6 groaned | 8 trickling |

- 17.4**
- 1 spit (spat, spat)
 - 2 grumpy
 - 3 spit (a spit is a long, thin metal spike on which meat is put for roasting)

- 17.5**
- 1 splosh – colloquial form of splash
 - 2 gargle – wash the throat with liquid kept moving by a stream of breath
 - 3 rustle – make a gentle light sound like dry leaves in the wind or silk clothes moving
 - 4 mumble – speak softly and indistinctly
 - 5 creaks – make a sound like that of an unoiled door hinge
 - 6 whacked – hit hard

- 17.6**
- | | |
|-----------------------------|--------------------------------------|
| 1 a gash in someone's arm | 4 someone spraying their hair |
| 2 a referee whistling | 5 someone sprinkling sugar on a cake |
| 3 someone bashing something | 6 water spurting out of the ground |

- 17.7**
- | | | |
|-------------------------------------|---------------------------|------------------------------------|
| schoolchildren giggle | fire crackles | the bell on a cat's collar tinkles |
| a bad-tempered person or dog growls | a bored child wriggles | a churchbell clangs |
| a steam train whistles | a prisoner's chain clanks | someone with asthma wheezes |

Unit 18

- 18.1**
- 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb. (Note that although the 'r' in 'world' is not really pronounced, in Standard British English, it affects the way the word is pronounced.)
 - 2 The psychiatrist was knifed in the knee as he was walking home.
 - 3 He should have whistled as he fastened his sword to his belt. (Note that the 'h' in 'have' is not really pronounced when following an auxiliary verb as in this sentence and the next one.)
 - 4 You could have left me half the Christmas cake on Wednesday.

18.2 The odd one out appears first.

- | | | | |
|--------------|------------------|---------------|-------------------|
| 1 worry /ʌ/ | sorry, lorry /ɒ/ | 5 could /ʊ/ | doubt, shout /aʊ/ |
| 2 word /ɜ:/ | sword, cord /ɔ:/ | 6 plough /aʊ/ | rough, tough /ʌ/ |
| 3 dome /əʊ/ | come, some /ʌ/ | 7 wand /ɒ/ | land, sand /æ/ |
| 4 plead /i:/ | head, tread /e/ | 8 root /u:/ | soot, foot /ʊ/ |

18.3 1 cup 2 allow 3 now 4 threw 5 off 6 go

18.4 1 transfer; transferring 5 increased; decrease
2 suspected; suspect 6 permit; permits
3 conflicting; conflict 7 record; record
4 upset; upset 8 conduct; conducting

18.5 1 muscle 3 handkerchief 5 subtle 7 height
2 catastrophe 4 chemical 6 receipt 8 recipe

18.6 1 photograph, photography, photographer, photographically
2 telephone, telephonist
3 zoology, zoologist, zoological
4 arithmetic, arithmetical, arithmetician
5 psychology, psychologist, psychological
6 psychiatry, psychiatric, psychiatrist

18.7 Keep this question in mind as you continue with your English studies. Whenever you come across a word whose pronunciation seems strange, write it down with its phonetic transcription too.

Unit 19

19.1 1 The girl I live (give) with knows a good pub with live (dive) music.
2 The main house (mouse) houses (rouse) a collection of rare stamps.
3 They bathed (path) the children after they had bathed (lathe) in the sea.
4 You sow (glow) the seeds while I feed the sow. (cow)
5 The violinist in the bow (flow) tie made a bow. (allow)
6 He's the lead (deed) singer in the group 'Lead (head) piping'.
7 What a row (plough) from the last house in the row! (though)
8 Does he still suffer from his war wound? (mooned)
9 I wound (round) the rope around the tree to strengthen it against the gale.
10 It's quite hard to wind (find) in the sails in this wind. (tinned)

19.2 1 waste 3 pane 5 allowed 7 through; phase
2 sole 4 heir 6 practise 8 peel

19.3 *Possible answers:*

- 1 They're going to take **their** aunt to have dinner **there** this evening.
- 2 It's the first time the car has left its garage this year.
- 3 Let's **practise** with these grammar exercises first and then do some vocabulary **practice**.
- 4 It's **great** to see such a lovely fire burning in the **grate**.
- 5 Don't **whine** so much, just because the **wine's** finished.
- 6 He has **sought** a job of this **sort** for ages.
- 7 The archaeological site was a marvellous **sight** at sunset.
- 8 Let us **pray** that we may never be prey to evil thoughts.
- 9 Although she was a little **hoarse**, it did not put her off **horse** riding in the snow.
- 10 The beautiful sight of the moon's rays reflected in the lake did a great deal to **raise** her spirits.

Note: Most sentences in 'real' English avoid using homophones as they are confusing.

- 19.4**
- 1 You're too young to smoke.
This is a play on words on the two meanings of **smoke** – to smoke a cigarette and a fire or chimney smokes (i.e give out smoke).
 - 2 I think I'm going down with something.
This is a play on words on two meanings of **going down**. There is the literal meaning go down (descend) and then there is the expression, 'go down with an illness', which means be at the start of an attack of that illness.
 - 3 Let's play draughts.
This is a play on words on the two meanings of **draughts**. One is the game played with round counters and a chess board and the other is a current of air as in 'There's a terrible draught coming from under the door'.
 - 4 He wanted to draw the curtains.
This is a play on words on two meanings of **draw**. The first means make a picture and the second means pull.
 - 5 Because it's full of dates.
This is a play on words on the two meanings of **dates**. One refers to 1066, 1892 and all that and the other to a sweet fruit coming from a kind of palm tree or to an evening spent together by two people (usually romantic).
 - 6 A drum takes a lot of beating.
This is a play on words on two meanings of **beating**. A drummer beats a drum. There is also an expression, 'takes a lot of beating' which means 'is hard to improve on'.
 - 7 Because it's got a tender behind.
This is a play on words on two meanings of two words – **tender** and **behind**. **Tender** can mean either susceptible to pain, or a wagon for fuel and water behind a steam locomotive. **Behind** is normally, of course, a preposition but it can also be an informal noun meaning 'bottom', as in the part of the body that a person sits on.
 - 8 A nervous wreck.
A **wreck** is a boat or ship that, for example, hits a rock and sinks to the bottom of the sea. A **nervous wreck**, however, is an expression commonly used to describe someone who is extremely nervous.

Unit 20

- 20.1**
- | | | | |
|-------------|---------------|----------------------|---------------------|
| 1 Prior | 3 By the time | 5 Previously/Earlier | 7 When/Once/After |
| 2 Till then | 4 While/When | 6 As soon as | 8 The moment/minute |

Other possible sentences:

While she was in Paris, she missed home a lot.

She went to the theatre **after** she'd been to the Pompidou Centre.

While driving home from Glasgow, she saw a bad accident on the motorway.

Prior to going on to Glasgow, she was in Manchester.

- 20.2** *Possible answers:*

- 1 ... I usually dream a lot.
- 2 ... I usually feel guilty and go on a diet for a while.
- 3 ... look at the clock to see what time it is.
- 4 ... lived in the same house.
- 5 ... reading a story.
- 6 ... go back home and look for a job.
- 7 ... double-check that everything is booked.
- 8 ... upset and want to make it up as soon as possible.

Unit 21

- 21.1**
- 1 as long as / providing / provided that are all okay; on condition that is fine too, and sounds a little stronger.
 - 2 In case of; you can also say In the event of, which is often seen in notices and regulations.
 - 3 Unless
 - 4 Since this is legal/official language on condition that would be very suitable, or providing / provided that; so long as is also possible, but as long as sounds just a little too informal.
 - 5 Supposing or What if (less tentative, more direct).
- 21.2** *Suggested sentences:*
- 1 You cannot enter unless you have an Entry Visa. *or* You may enter providing / provided that you have an Entry Visa.
 - 2 You may go on to university as long as you get 70% or more in the exam. *or* Unless you get 70%, you cannot go on to university.
 - 3 You can't come in unless you're over 18. *or* You may enter the club providing you are over 18.
 - 4 Visitors may enter the mosque on condition that they remove their shoes. *or* You may go in as long as you take off your shoes.
- 21.3**
- 1 No matter where she goes, she always takes that dog of hers.
 - 2 If anyone rings, I don't want to speak to them, whoever it is.
 - 3 Whatever I do, I always seem to do the wrong thing.
 - 4 It'll probably have meat in it, no matter which dish you choose. They don't cater for non-meat eaters here.
 - 5 However I do it, that recipe never seems to work.
- 21.4** *Some possible answers:*
- 1 For the authors of this book, who are teachers, the prerequisites are a degree and a teaching qualification.
 - 2 Many people might move if they were offered a good job in another part of the country, or if a motorway was going to be built at the bottom of their garden!
 - 3 In Britain, the normal entry requirements are A-level exam passes in relevant subjects. (A-levels are exams taken at 18 years old.)
 - 4 For most people it would be a good idea to make the condition that the person should pay for any breakages, keep the place clean and perhaps pay coal/gas/oil/electricity and phone bills.

Unit 22

- 22.1** *Suggested answers:*
- 1 The announcement provoked/generated a strong attack from the opposition.
 - 2 The new Act of Parliament has brought about / led to great changes in industry.
 - 3 The train crash was caused by / due to a signalling fault.
 - 4 A violent storm caused the wall to collapse. *or* Owing to a violent storm, the wall collapsed.
 - 5 The food shortages sparked off riots in several cities.
 - 6 The food shortages stemmed from / arose out of poor management of the economy.
- 22.2**
- 1 The reason I didn't contact you was (because) I'd lost your phone number. *or* My reason for not contacting you was... (this is also acceptable, but sounds more formal).
 - 2 I will not sign, on the grounds that this contract is illegal.
 - 3 The aim of the new law the government passed was to control prices. *or* The government passed a new law with the aim of / with a view to controlling prices.
 - 4 I wonder what her motives were in sending everyone flowers.
 - 5 The high salary prompted her to apply for the job.

22.3 Possible answers:

- 1 There were awful blizzards, which caused the road to be blocked.
- 2 Owing to the fact that the performance was cancelled, everyone got a refund.
- 3 The service was terribly slow. Consequently, all the customers got angry.
- 4 We missed the last bus. As a result we had to walk home.

22.4 1 for 2 of 3 with; of 4 in 5 out of 6 with; to 7 given; to

Unit 23

23.1 Suggested answers:

- 1 I accept (or more formal: I acknowledge) that you weren't solely to blame, but you must take *some* responsibility. (Accept and acknowledge are most suitable here since the speaker is prepared to agree with one aspect but wants to go on to make another point to support his/her case.)
- 2 Okay, I admit I was wrong, you were right; he is a nice guy. (This seems to be a situation where somebody is accusing someone or trying to get them to say they were wrong. Admit is ideal in this case.)
- 3 The company acknowledges that you have suffered some delay, but we do not accept liability. (Acknowledge is perhaps best here; it is often used in formal, legalistic situations like this because it simply says 'We understand your message, but we do *not* necessarily accept any blame/responsibility'; admit might suggest the company *does* accept legal responsibility; accept is also possible though less formal.)
- 4 She accepted / conceded that we had done all we could, but she was still not content. (Concede usually suggests an argument or debate where people might 'give' small points to one another while still holding on to their basic position, and would seem to be a likely choice here; concede here suggests she did not really want to say it.)

23.2 Possible answers:

- 2 The house itself is rather small.
- 3 Jim: Isn't the Plaza rather expensive?
- 4 In most of the rest of Europe, the traffic drives on the right. (Ireland also drives on the left.)
- 5 I'm not at all hungry, thanks.

23.3 Across Down

- | | |
|-----------|----------|
| 1 yawning | 2 apart |
| 3 world | 4 divide |
| 5 huge | 6 gap |
| 7 poles | |

Possible comments using the phrases:

- 1 There's a great divide between those who believe in the nuclear deterrent, and those who believe in world disarmament.
- 2 There's a huge discrepancy between what she says and what she does.
- 3 Jim and Sandra are poles apart when it comes to believing in God.
- 4 There's a world of difference between being a student and being a teacher.

23.4 Suggested answers:

- | | |
|----------------------------|----------------------|
| 1 that's all well and good | 3 for all that |
| 2 After all | 4 It's all very well |

- 23.5**
- 1 on the contrary (it's *not* true that I'm worried)
 - 2 on the other hand (it *is* true that it's expensive)

Unit 24

24.1 Suggested answers:

- 1 Further to
- 2 In addition to / As well as / Apart from / Besides
- 3 etc. / and so on
- 4 in addition to / as well as / apart from / besides
- 5 Furthermore / Moreover / Likewise

Comments: In (2) and (4), the choice is quite wide, but, depending on which one she chooses for (2), the writer would probably then choose a different one, to avoid repeating herself, for (4).

In (5), if she wanted to use *what's more*, the writer would probably write it in full as *what is more*, so as not to sound too informal. However, *what's more* / *what is more* can often sound a little abrupt and argumentative (as if you're trying very hard to convince the reader) and might sound just a bit too strong here.

In (3), *etc.* is slightly more formal than *and so on*, and the writer may well wish to avoid sounding too informal.

In (5), *furthermore* / *moreover* add her previous experience on to the rest; *likewise* not only adds the information but suggests it is of quite equal value to the other experience she has mentioned. *Equally* would not be suitable here, as it is best used when arguing points (trying to convince someone of the equal value of a point added on to other points).

- ### 24.2
- 1 Physical labour can exhaust the body very quickly. Equally, excessive study can rapidly reduce mental powers.
 - 2 My cousin turned up, along with some schoolmates of his.
 - 3 As well as owning a big chemical factory, he runs a massive oil business in the USA. *or* He owns a big chemical factory as well as running a massive oil business in the USA.
 - 4 She was my teacher and she was a good friend into the bargain.
 - 5 In addition to being their scientific adviser, I also act as consultant to the Managing Director.

- ### 24.3
- 1 I work part-time as well as **being** a student, so I have a busy life.
 - 2 Besides **having** a good job, my ambition is to meet someone nice to share my life with.
 - 3 Alongside **my** many other responsibilities, I now have to be in charge of staff training.
 - 4 In addition to a degree, *or* In addition to **having** a degree, she also has a diploma.
 - 5 My father won't agree. **Likewise**, my mother's sure to find something to object to.
 - 6 She is a good footballer and she's a good athlete to **boot**.
 - 7 He said he'd have to first consider the organisation, then the system, then the finance **and so on and so forth**.

- ### 24.4
- 1 to boot 2 into the bargain 3 plus (+) 4 on top of (all) that

Unit 25

- ### 25.1
- 1 fact 2 issue 3 belief 4 problem 5 evaluation 6 view

- ### 25.2
- 1 issue (best here because it is something everyone is debating **and disagreeing on**, **question and problem** are also okay)
 - 2 problem/matter; **crisis** if it is really serious.
 - 3 question (**mystery** would also be possible)
 - 4 topic
 - 5 approach/response/solution/answer

- 25.3**
- 1 Situation in Sahel worsening daily
 - 2 Scientist rejects claims over fast food
 - 3 Prime Minister sets out views on European union
 - 4 New approach to cancer treatment
 - 5 Solution to age-old mystery in Kenya
 - 6 New argument over economic recession

Unit 26

- 26.1**
- 1 no article 2 no article 3 an 4 no article 5 no article
 - 6 no article; if you said **a film** here it would sound as if you mean one film, and then suddenly change your mind and decide to buy five rolls.
 - 7 no article in both cases

- 26.2** *Uncountables:* clothing information advice travel work baggage
Countables: garment fact tip trip job case

- 26.3** *Some uncountable items you might put into your suitcase:*
 soap toothpaste make-up underwear clothing writing-paper film medicine

- 26.4**
- 1 We had such terrible weather that we left the camp-site and got accommodation in town instead.
 - 2 In the North of England, most houses are made of stone, but in the South, brick is more common.
 - 3 I love antique furniture, but I would need advice from a specialist before I bought any. My knowledge in that area is very poor.
 - 4 Her research is definitely making great progress these days. She has done a lot of original work recently.

- 26.5** *Possible answers:*

A soldier needs a lot of courage, determination, stamina, loyalty and a lot of training.

A nurse needs a lot of patience and goodwill. A bit of charm also helps, and a lot of commitment and training is needed.

A teacher needs great patience, a lot of energy, a bit of creativity, intelligence and some training.

An explorer needs a lot of stamina, courage and determination, as well as energy.

An actor needs a lot of creativity and talent, and some training.

An athlete needs great stamina and determination, and a lot of commitment.

A writer needs a lot of creativity, talent and a bit of intelligence.

A surgeon needs experience, patience and a lot of training.

A receptionist needs charm, goodwill, reliability and energy.

- 26.6**
- | | |
|-----------------------------------|-------------------------------------|
| Could I have some vinegar? | Could I have some sellotape? |
| Could I have a duster? | Could I have a tea-bag? |
| Could I have a needle? | Could I have some polish? |
| Could I have some thread? | |

- 28.4** 1 Some sauce here means bottled sauce, such as tomato ketchup. A sauce means a specially prepared sauce to go with a particular dish, e.g. a white sauce, a cheese sauce.
- 2 Plant means very heavy equipment, e.g. heavy machinery for building. A plant means a botanical plant for cultivation. A plant can also mean a factory or large installation, e.g. a nuclear power plant – a place where electricity is generated.
- 3 Light (uncountable) usually means light to see by, e.g. electric light or a torch. Used countably in the request ‘Can I have / can you give me a light?’ it usually refers to a match or lighter to light a cigarette or pipe.

Unit 29

- 29.1** 1 swarms 2 shoal 3 gang 4 pack 5 team
- 29.2** 1 swimmers 2 a book 3 a hospital 4 cats 5 pigs
- 29.3** 1 a clump of fir-trees 5 a row of houses
2 a range of mountains 6 a heap of bed-linen
3 a gang of schoolkids 7 a herd of elephants
4 a swarm of midges
- 29.4** 1 There’s a stack of tables in the next room.
2 There’s a crowd of people waiting outside.
3 The staff are very well-paid.
4 A flock of sheep had escaped from a field.
5 She gave me a set of six sherry glasses.
6 She gave me a bunch of beautiful roses *or* a beautiful bunch of roses.
- 29.5** a whole host of a barrage of a string of a series of

Unit 30

- 30.1** 1 a stroke of luck 5 a flash of lightning
2 a shower of rain 6 a blade of grass
3 an article of clothing 7 an item of news
4 a lump of coal 8 a rumble of thunder
- 30.2** 1 My mother gave me a piece of advice which I have always remembered.
2 Suddenly a gust of wind almost blew him off his feet.
3 We had a spell of terribly windy weather last winter.
4 Would you like another slice of toast?
5 He never does a stroke of work in the house.
6 Let’s go into the garden – I need a breath of fresh air.
7 I can give you an important bit of information about that.
8 We could see a cloud of smoke hovering over the city from a long way away.
9 There is an interesting new piece of equipment in that catalogue.
10 I need to get some pieces of furniture for my flat.
- 30.3** 1 emergency 2 health 3 disrepair 4 uncertainty 5 poverty

Unit 32

32.1 Some of these combinations form one solid word and some remain as two words.

- 1 thunderstorm 3 downpour 5 hailstones 7 gale warning
2 torrential rain 4 heatwave 6 snowdrift

32.2 1 slush 2 sleet 3 frost 4 blizzards 5 snowdrifts 6 thaws 7 melts

32.3 *Possible answers:*

- 1 There was a heatwave in July. *or* It was scorching/boiling (hot) last month.
- 2 It was terribly muggy and humid as we worked.
- 3 It's absolutely stifling today.
- 4 There was ice/snow/slush on the roads this morning.
- 5 We had terrible floods that winter.
- 6 There was a heavy blizzard that night.
- 7 Do you remember how mild it was that year?
- 8 There was a very bad drought that summer.
- 9 Suddenly there was a very strong gust of wind.
- 10 After the hurricane/gale, the damage was unbelievable.
- 11 There was a very dense fog that morning.

32.4 1 *bad:* too dry, a drought, or frost *good:* mild weather just after rain
2 *bad:* cold weather or windy weather or wet weather
 good: warm, mild, or even cool (if it has been a terribly hot day) and preferably dry
3 *bad:* gales, high winds, hurricanes, storms, wet weather, mist/fog
 good: clear, sunny dry, breezy weather
4 *bad:* cold, wet and windy weather or humid, muggy weather *good:* fine, dry, but not too hot
5 *bad:* wet, windy, snowy weather *good:* dry, no wind, warm nights
6 *bad:* fog/mist, rain *good:* clear, dry, sunny weather

Unit 33

33.1 *Suggested answers:*

- 1 ... the fair, bald guy. *or* straight/curly-haired man.
- 2 ... scruffy and untidy.
- 3 ... that slim, dark-haired woman over there.
- 4 ... unattractive, in fact. (You could also say he/she was 'rather plain' or 'rather ordinary', if you felt they were neither attractive nor unattractive. 'Ugly' is a very strong word indeed, and could be offensive.)
- 5 ... a teenager/ in her twenties. (Another useful word is 'she's only a youngster', for a person who is a teenager or who is still very young.)

33.2 1 The author who wrote this exercise is tall, with brown hair which is going grey; he's white, in his forties and thinks he's good looking! What about you?

33.3 stocky build overweight middle-aged round-faced good-looking
long-haired long-legged (pronounced /'legrɪd/) well-dressed mixed race
tanned complexion (tanned = brown from the sun)

33.4 *Suggested answers:*

Ian Prowse, height 6ft, thin-faced, dark, curly hair, fair skin.
Sandra King, height 5'4, dark, wavy hair, stocky build, round-faced.
Louise Fox, age 7, Asian, straight, dark hair.
Jake 'Dagger' Flagstone, 6ft, bald, with beard and moustache; muscular build.

Unit 34

34.1 *Opposites:*

1 clever – half-witted	3 rude – courteous	5 generous – tight-fisted
2 extroverted – introverted	4 cruel – kind-hearted	6 unsociable – gregarious

34.2 1 likes 3 likes 5 dislikes 7 dislikes
2 likes 4 dislikes 6 dislikes 8 likes

34.3 1 Di's very stingy. 5 Dick's quite assertive.
2 Molly's usually brusque. 6 I find Dave self-assured.
3 Liz's quite unprincipled. 7 Don't you think Jim's inquiring?
4 Sam can be assertive. 8 Jill is peculiar.

34.4 1 sociable 3 assertive 5 extravagant 7 sensitive
2 pessimistic 4 inquisitive 6 argumentative

34.5 *Possible questions:*

- 1 thrifty – Do you always keep old pieces of string in case they come in handy (might be useful)?
- 2 blunt – If a friend asks you if you like her awful new dress, would you say 'No'?
- 3 sensible – If you won a lot of money, would you put it in the bank rather than spend it on a luxury you have always wanted?
- 4 intelligent – Can you give the next letter in this sequence S, M, T, W, T, F? (If you are not sure of the answer, think of the days of the week.)
- 5 even-tempered – If someone spills soup on some new clothes of yours, do you just sigh and say 'That's life'?
- 6 original – Do you never wear blue jeans?
- 7 obstinate – Do you become even more determined to do something, if people try to persuade you not to?

34.6 *Possible answers:*

- 1 self-confident – She's very-confident; speaking in public never bothers her at all.
self-centred – I've never met anyone as self-centred as he is; he thinks the world revolves around him alone.
self-indulgent – Buying a box of chocolates just for yourself is very self-indulgent.
- 2 bad-tempered – She's always bad-tempered first thing in the morning although she's very good-natured at other times.
good-tempered – The dog is far too good-tempered to be much use as a watchdog.
quick-tempered – She's very quick-tempered, she gets very angry at the slightest provocation.
- 3 narrow-minded – It's surprising how narrow-minded he is given the fact that he is so well-travelled.
single-minded – He's totally single-minded; he never thinks of anything but work.
open-minded – I'm sure she won't be shocked; she's far too open-minded.

Unit 35

- 35.1**
- 1 This is Jack. He's my flatmate. *or* He and I are flatmates.
 - 2 My grandad still writes to his old (*or* former) shipmates.
 - 3 We were classmates in 1978, weren't we? *or* You were a classmate of mine...
 - 4 She's not really a friend, she's just a workmate.
- 35.2** *Some possible answers:*
- John Silver and Lorna Fitt were colleagues in 1984–5.
Josh Yates is Eve Cobb's ex-husband.
Eve Cobb is Josh Yates' ex-wife.
Eve Cobb used to be Bill Nash's flatmate.
Bill Nash and John Silver are colleagues.
Ada Brigg and Nora Costa were Olympic team-mates. (usually written with a hyphen because 'm' is written twice)
Ana Wood is Bill Nash's partner. (*or* vice-versa)
Nora Costa and Ada Brigg were classmates.
Bill Nash and Eve Cobb were flatmates.
Bill Nash is Eve Cobb's ex-flatmate. (*or* vice-versa)
Fred Parks and Ada Brigg were once acquaintances.
- 35.3**
- 1 A teenage music fan might not see eye to eye with his/her parents, might worship or idolise a pop star, might dislike, but might (secretly!) respect a strict teacher, and probably likes or even loves his/her mates.
 - 2 A secretary might like another secretary, might or might not get on well with them, might despise or hate their boss, or perhaps look up to him/her, and might fancy a very attractive workmate, because that person turns them on.
 - 3 A 45-year-old may well dislike teenagers or look down on them, or fancy them if they are attractive; he/she might be repelled by their ex-husband/wife, or might still fancy them.
- 35.4**
- 1 Jo and Phil don't see eye to eye. *or* ... don't get on with each other.
 - 2 I fell out with my parents.
 - 3 We had a quarrel but now we've made it up.
 - 4 Do you think Jim and Nora are having an affair?
 - 5 I get on very well with my colleagues at work.
 - 6 She should learn to respect her elders.
 - 7 Jo's attractive, but her mate just turns me off completely.

Unit 36

- 36.1**
- 1 a garden shed or a garage
 - 2 a kitchen or dining-room drawer
 - 3 a bathroom cabinet (dental floss is a kind of thread for cleaning between your teeth)
 - 4 a wardrobe
 - 5 a cupboard, or perhaps an attic
 - 6 a kitchen or utility room
 - 7 usually in every room
 - 8 in front of one of the entrance doors (front or back)
 - 9 in the kitchen, probably in a drawer
 - 10 in the loft or in the cellar, or in a shed
- 36.2**
- | | |
|--|--------------------|
| 1 attic or loft; in this picture it looks more like a loft, where things are stored. | 3 the hall |
| 2 landing | 4 utility room |
| | 5 pantry or larder |

- 36.3**
- 1 cellar (or perhaps **basement**, though they normally have windows)
 - 2 power point (or you can also say **socket**)
 - 3 coaster
 - 4 bin-liners
 - 5 loft (attic is also possible)
 - 6 shed/garage; terrace/patio (or **balcony**; or **verandah**, if it is covered)
 - 7 landing
 - 8 bungalow

36.5 *Suggested answers:*

- 1 You could use a grater (or a food-processor).
- 2 A dust-pan and brush (perhaps followed by a vacuum-cleaner).
- 3 A table-mat.
- 4 Use the remote-control.

Unit 37

37.1 *Suggested answers:*

- 1 My car broke down / wouldn't start.
- 2 Our washing machine broke down / stopped working.
- 3 Maybe the door-handle has come off, or something that was held on with a screw or screws.
- 4 Oh dear! I've cut my finger. It's bleeding.
- 5 The batteries have run down on my radio/walkman.
- 6 I seem to have mislaid my glasses / false teeth / slippers, etc.

- 37.2**
- 1 break down – this means to 'fail mechanically'; **break** and **smash** both mean to break physically.
 - 2 stain – means to 'leave a mark'; **run out** and **stop** can both refer to things failing to work, e.g. the clock has stopped; the batteries have run out.
 - 3 leak – refers to liquids; **come off** and **chip** can both refer to small pieces falling off an object.
 - 4 flood – refers to an excess of water; **cut** and **bruise** are both types of injury.

37.3 *Possible answers:*

- 1 Contact the bank / credit agency and get them to cancel it at once.
- 2 Apologise and offer to get them a new one.
- 3 Sew it back on again.
- 4 Get it repaired.
- 5 Put an ice-cube on it. (There are lots of remedies for this, including rubbing good butter on it!)
- 6 Put it right by moving the hands forward.

37.4 *Things that typically go together:*

	<i>cake-tin</i>	<i>vase</i>	<i>elbow</i>	<i>clock</i>	<i>moped</i>	<i>sink</i>
banged			✓			
cracked		✓				
broken down					✓	
dented	✓					
stopped				✓		
blocked						✓

- 37.5**
- 1 ... overslept.
 - 2 ... locked myself out.
 - 3 ... mislaid her number.
 - 4 ... broken down. (It could also be **jammed** which means mechanically stuck, e.g. by some broken film.)
 - 5 ... fell and twisted my ankle / cut my leg/knee, etc.

Unit 38

- 38.1**
- 1 Drought; if the plants and trees are withered, they are probably dying because they have no water, and since the earth is cracked (hard, with a pattern of deep lines over it), it suggests it is very dry.
 - 2 Earthquake; a tremor is a trembling movement of the earth. Note how disasters of various kinds can strike, e.g. The hurricane **struck** the coastline at noon.
 - 3 A violent storm or wind, a hurricane/typhoon/tornado; if you **board up** your house you cover the windows and doors with wooden boards to protect them.
 - 4 War/a battle of some kind; shells and mortars are projectiles which cause explosions when they strike.
 - 5 Probably a plane crash; people who witness such crashes often describe the explosion as a **fire-ball**, or **ball of fire**.
 - 6 Probably a flood, since if your house is flooded, the natural thing to do is to go to the upper floor(s) or the roof to escape the water.

38.2

<i>verb</i>	<i>noun: thing or idea</i>	<i>noun: person</i>
explode	explosion	–
survive	survival	survivor
injure	injury	the injured
starve	starvation	the starving
erupt	eruption	–

- 38.3**
- 1 getting worse (**spreads**)
 - 2 becoming more serious/heading for a major disaster (a **time-bomb** ticks like a clock and eventually explodes)
 - 3 a disaster was avoided (the bomb was **defused** – made safe)
 - 4 disaster avoided (a **crash-landing** is an emergency landing when the pilot has no proper control over the plane, e.g. without wheels if the undercarriage fails to drop.)
 - 5 getting better (the oil is **receding** – going away from where it was heading, for example, towards a beach)
 - 6 disaster has occurred/is occurring (if you **heed** a warning, you take note, and do something; here the warning was ignored)

- 38.4** 1 victims 2 refugees 3 casualties 4 survivors 5 dead; wounded

- 38.5** 1 malaria 2 leprosy 3 cholera or typhoid 4 rabies 5 yellow fever

Unit 39

- 39.2**
- | | |
|-----------------|----------------------------|
| 1 primary | 5 further/higher |
| 2 nursery | 6 evening classes |
| 3 grammar | 7 grant |
| 4 comprehensive | 8 teacher-training college |

- 39.3**
- 1 I'm taking/doing/sitting an exam tomorrow.
 - 2 I hear you passed/did well in your examination.
 - 3 You can study a lot of different subjects / take a lot of different courses at this university.
 - 4 I got some good marks/grades in my continuous assessment this term.
 - 5 She's a teacher in a primary school. (Professors are only in universities and are very senior teachers.)
 - 6 He gave an interesting 45-minute lecture on Goethe. (A conference is a meeting of people with the same interests, usually lasting several days.)
 - 7 She got a diploma in personnel management. (Only universities can give degrees.)

39.4 Possible questions:

- 1 Do students in your country get a grant?
- 2 What's the difference between a university and a polytechnic in Britain?
- 3 What goes on at play-schools and nursery schools?
- 4 Why did you choose a teacher-training college instead of a university?
- 5 What's the school-leaving age in Britain now?
- 6 You look terribly tired. What've you been doing?
- 7 Do you get marks/credits/points for your exams?
- 8 Did you skip yesterday's lecture?

- 39.5** You could look up these things in an encyclopaedia, or else write to your American Embassy and ask them to send you information about education in the USA. Broadly speaking a high school is like a British secondary school, college means further education, a sophomore is a second-year college student and graduate school is where you study for further degrees, e.g. MA/MSc, after graduating for your first degree.

Unit 40

- 40.1**
- 1 union official
 - 2 executive manager
 - 3 director
 - 4 unskilled worker
 - 5 administrator
 - 6 safety officer (not the security officer – the person who makes sure everything is locked and secure, that there are no burglaries or other crimes, etc.)
 - 7 supervisor
 - 8 labourer
 - 9 personnel officer
 - 10 public relations officer

40.3 Suggested answers:

- 1 This person's been made redundant.
- 2 He/She's taken early retirement.
- 3 This is a person who works shifts / is a shift-worker.
- 4 She's been promoted.
- 5 I got the sack (or I was fired; or I was dismissed – more formal).
- 6 He/She works nine-to-five. or He/She has a nine-to-five job.
- 7 You're a workaholic.

- 40.4**
- | | |
|--------------------------|--|
| 1 teacher | 4 actor/broadcaster/performer of some kind |
| 2 surgeon | 5 farmer |
| 3 secretary/typist/clerk | 6 tailor/dressmaker |

- 40.5**
- | | |
|--|---|
| 1 profession | 5 trade |
| 2 a difficult one; it could be called a trade, but many chefs may prefer to be thought of as 'professionals' | 6 trade (though could be called a profession) |
| 3 trade | 7 unskilled job |
| 4 profession | 8 same as 'dressmaker' |
| | 9 unskilled job |
| | 10 profession |

- 40.6**
- | | | | | |
|------------|----------|--------|-----------|-------------|
| 1 get/have | 2 living | 3 work | 4 offered | 5 take...on |
|------------|----------|--------|-----------|-------------|

Unit 41

41.1 *Probable answers:*

- 1 bowls (the bowls have a weight on one side which gives them a bias as they roll)
- 2 hang-gliding ('at the top' = at the top of the hill from which the hang-glider is launched)
- 3 motor-racing
- 4 riding (most people get a very sore seat/legs when they first try it)
- 5 windsurfing (being able to stay upright on the water)
- 6 snooker/pool/billiards/darts, but could, of course, apply to a number of other sports too (golf, shooting, etc.) (Snooker, pool and billiards are similar games but have different rules.)

41.3 *Equipment:* 1 arrows 2 shuttlecock 3 ball 4 ball 5 dartboard

Clothing:

- 1 Archers usually wear special gloves, and probably a cap to shade their eyes.
- 2 Usually sweat-shirt and shorts or tennis-skirt, with tennis-style shoes, possibly sweat-bands too.
- 3 Hockey-players usually wear shorts or a short tennis-skirt, but also protective gloves, shin-pads and possibly a safety-helmet.
- 4 Baseball players often wear caps, plus protective clothing (special gloves, shin-pads, etc.).
- 5 No special clothes, since the game is usually played informally in pubs and clubs.

41.4 1 broken 2 beaten/defeated 3 win 4 take up 5 holds 6 scored

41.5

1 a long jumper	4 a discus/javelin thrower	7 a footballer or a football player
2 a jockey	5 a gymnast	8 a pole-vaulter
3 a racing driver	6 a hockey player	

41.6

- 1 tennis, squash etc.
- 2 could be golf (golf-course) or horse-racing (racecourse)
- 3 usually boxing or wrestling
- 4 used for football, rugby and cricket
- 5 ice-skating
- 6 ten-pin bowling or skittles (a traditional British game similar to ten-pin but with only nine pins)
- 7 a track where you ski

Unit 42

42.1 *Probable answers:*

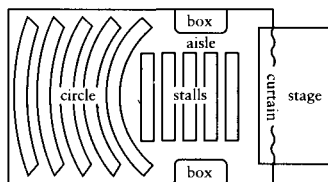
- 1 Sculpture (The verb **stand** is often associated with statues; it could also be architecture, if 'Peace' is interpreted as the name of a building or huge monument.)
- 2 Cinema (Animated films are often associated with Walt Disney, e.g. the Mickey Mouse cartoons, but are also a serious art form.)
- 3 Dance (**Movement** and **rhythm** are the clues.)
- 4 Poetry (**Rhyme** – having the same sounds at the ends of consecutive lines – is often thought of as a necessary quality of good poetry.)
- 5 Painting (Oil-based and water-based paints are the two most popular types of paint used by artists.)
- 6 Architecture (We talk of the **design** of a building.)
- 7 Drama texts/plays in written form.
- 8 Perhaps a novel, but it could be any book divided into chapters, e.g. an academic textbook.
- 9 A play at the theatre (Plays are divided into **acts** – major divisions, and **scenes** – smaller divisions.)

- 42.2**
- 1 article (The arts relates to all the things in the network on the left-hand page.)
 - 2 no article (the subject in general)
 - 3 article (a particular performance)
 - 4 article (the technique/creative requirements)
 - 5 no article (modern poetry in general – all of it)
 - 6 no article (the speaker is talking about drawing and painting)
- 42.3**
- 1 What's the name of the **publisher** of that book you recommended? Was it Cambridge University Press? (An **editorial** is an article in a newspaper or magazine giving the opinions of the editor on matters of interest/concern.)
 - 2 'I wandered lonely as a cloud' is my favourite **line** of English poetry. (A **verse** is a collection of lines separated from the next verse by a space.)
 - 3 He's a very famous **sculptor**: he did that statue in the park, you know, the one with the soldiers. (**Sculpture** is the name of the art form; **sculptor** is the person who does it.)
 - 4 Most of the (**short**) stories in this collection are only five or six pages long. They're great for reading on short journeys. (A **novel** is a long work (usually more than 100 pages). **Here short story** or **just story** is clearly what the speaker is referring to.)
 - 5 There's an **exhibition** of ceramics at the museum next week. (**Exposition** is only used in very formal academic texts to talk about how an argument is presented. **Ceramics** as the name of the art form is always plural.)
 - 6 The sets are excellent in that new production of *Macbeth*, so dark and mysterious. (**Scenery** is uncountable and refers to natural beauty in the landscape, e.g. 'There's some wonderful scenery on the west coast of Ireland'. The attempt to represent a place on a theatre stage is called the set.)
 - 7 **What's on** at the Opera House next week? Anything interesting? (When we want to know what events are taking place, what a cinema is showing, etc., we use the question **what's on**? We also need a preposition for **opera house**; in this case, **at** is the best one.)

42.4 *Suitable questions:*

- 1 Was the play a success?
- 2 Would you like a ticket for the Beethoven tonight?
- 3 What's the architecture like in your home-town?
- 4 Was it a good production?
- 5 What are they showing at the Arts Cinema at the moment? or What's on at the cinema?

Follow-up:



Unit 43

43.1 *Possible groupings:*

Found in salads: cucumber green/red pepper lettuce radish

'Onion-family' vegetables: leek shallot garlic onion

Grow underground: potato carrot turnip

Usually long-shaped: aubergine courgette sweetcorn

There are, of course, other possible groups too.

- 43.2** 1 hot, spicy 3 salty 5 sugary, sickly 7 bland, tasteless
2 savoury 4 sour 6 bitter, strong

- 43.3** *starters:* pâté and toast prawn cocktail shrimps in garlic
main courses: chicken casserole Irish stew rump steak grilled trout
desserts: coffee gâteau fresh fruit salad sorbet chocolate fudge cake

- 43.4** 1 These chips are rather oily/greasy/fatty. 3 This meat is done to a turn.
2 This dish is overcooked. 4 This is just tasteless / very bland.

- 43.6** 1 *Fish:* sardines mackerel hake plaice trout cod sole whiting
Seafood: prawns squid oysters mussels crab lobster
2 calf – veal deer – venison sheep – lamb (young animal), mutton (older animal)
pig – pork, ham, bacon

Unit 44

- 44.1** 1 waterfall 4 peninsula 7 volcano 10 gorge
2 cliff 5 estuary 8 straits 11 summit or peak of a mountain
3 glacier 6 tributary 9 geyser 12 chain or mountains

- 44.2** Brazil is the fifth largest country in the world. In the north the densely forested basin of the River Amazon covers half the country. In the east the country is washed by the Atlantic. The highest mountain chain in South America, the Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, the former capital. The capital of the Brazil of today is Brasilia.

- 44.3** 1 Mount Kilimanjaro
2 The Volga
3 Venezuela (The Angel Falls)
4 New Zealand
5



A delta is at the mouth of a river where the river divides and flows into the sea in a number of different channels. The River Nile has one.

- 6 The Straits of Gibraltar are at the western entrance to the Mediterranean and the Cape of Good Hope is at the southern tip of Africa.

44.4 *Possible answers:*

- | | | |
|------------------------|---------------|-------------------------|
| 1 Scotland | 5 flatter | 9 the Western Highlands |
| 2 country | 6 agriculture | 10 Ben Nevis |
| 3 the north of Britain | 7 Scotland | 11 Overfishing |
| 4 mountainous | 8 the Clyde | 12 Scotland |

- 44.5** 1 sandy beach/shore 3 shallow brook/bay 5 turbulent river/sea
2 steep gorge/hill 4 rocky coast/mountain 6 dangerous cliff/current

44.6 *Some possible answers:*

Spray cans destroy the ozone layer.

Organic farming means that fewer chemicals pollute the land – and our bodies.

Unleaded petrol causes less air pollution than leaded petrol.

Recycling paper means that fewer trees need to be cut down.

Using bottle banks means that glass is re-used rather than thrown away. There is, thus, less wastage of resources.

Environmentalists are also in favour of using solar or wind power, of using as little plastic as possible (because it is not bio-degradable) and of planting new trees instead of simply increasing the amount of land given over to agriculture.

Unit 45

- 45.1**
- 1 Cork is in the south of the Republic of Ireland.
 - 2 It lies on an island between two channels of the River Lee.
 - 3 It has a desperately complex one-way traffic system. Moreover, its buses are terribly crowded.
 - 4 St Anne's Church was built on a site where another church stood previously. That church was destroyed during a siege of the city.
 - 5 In the French Gothic style.
 - 6 Probably not as they do not cater specifically for tourists.
 - 7 The Crawford Gallery is worth visiting because it regularly puts on interesting exhibitions of modern art.
 - 8 Well-off people live in fashionable residential areas overlooking the harbour while others live in suburbs on the edge of the city.

45.2 *Some possible answers, based on the city of Cambridge in England:*

Cambridge has the second oldest university in England (after Oxford). The main tourist area of the town lies in the town centre, around the university colleges.

King's College Chapel is in the Perpendicular style.

Most of the main hotels in the town are within walking distance of the centre.

The town centre tends to be terribly crowded on Saturdays.

A number of the colleges are built on the site of former monasteries or convents.

Cambridge has been called the intellectual centre of the world. I am not sure whether or not it still merits this description.

There are plenty of sports facilities catering for both young and old.

Those who enjoy boating must not miss the opportunity to go for a punt on the River Cam.

Most of the more picturesque colleges overlook the River Cam.

An interesting new Science Park has been built on the outskirts of the town.

The Fitzwilliam Museum is well worth visiting

Kettle's Yard regularly mounts quite varied exhibitions.

Railway enthusiasts do not have to travel far from Cambridge to find a working steam railway open to the public.

Everyone who visits Cambridge is sure to appreciate its character.

- 45.4**
- | | | |
|-------------------|---------------|---------------|
| 1 natural history | 3 art | 5 night |
| science | music | tennis |
| folk | community | social |
| 2 leisure | 4 basket ball | 6 employment |
| shopping | squash | accommodation |
| city | royal | press |

45.7 *Some possible answers:*

The most picturesque parts of Cambridge are beside the river.
Cambridge is one of England's most historic towns.
The town could hardly be called spacious as most of its streets are very narrow.
Some of the eighteenth century buildings are particularly elegant.
The most magnificent building in the town, in my opinion, is the Pepys Library.
The town is at its most atmospheric on the day of a student graduation.
Tourists often find Cambridge's narrow lanes very quaint.
Cambridge is very lively at night because so many young people live there.
The city centre is quite hectic at weekends.
When the university is on vacation the town can suddenly seem quite deserted.
The market is particularly bustling on Saturdays.
The shops are always very crowded in the weeks before Christmas.
The shopping centre always seems to be packed with people.
We are lucky in that nowhere in the town is filthy; everywhere is quite clean.
Some of the suburbs have become quite run-down in recent years.
The old buildings in Cambridge are generally not allowed to become shabby but are kept in good repair.

Unit 46

- 46.1
- 1 mammal
 - 2 crocodile
 - 3 poplar and birch are deciduous; the yew is evergreen
 - 4 pollen
 - 5 hedgehog, tortoise and bear
 - 6 s/he loves me, s/he loves me not
 - 7 cheetah
 - 8 dove
 - 9 rose, thistle, maple leaf and kiwi bird
 - 10 breathing
 - 11 An endangered species is any species which is in danger of dying out or becoming extinct, e.g. some breeds of tiger or whale.
 - 12 The dinosaur is extinct; the emu is still in existence and the phoenix was a mythical creature not a real one.
 - 13 snowdrop, daisy and lily of the valley; parrot, pigeon and seagull.
 - 14 Your answer to this question depends, of course, on where you come from.

46.2 *Possible answers:*

prickly hedgehog flowing mane sweet-smelling petals noble eagle
sturdy oak graceful willow wriggly worm rough bark

- 46.3
- | | | | |
|---------------------|---------------|----------|---------------|
| 1 roots | 4 thrive/grow | 7 bud | 10 bat; fish |
| 2 claws; trunk/bark | 5 hoof | 8 thorns | 11 bee; snail |
| 3 blossom/flower | 6 stalks | 9 twigs | 12 harvested |

Notice how people are compared to animals in sentences 10 and 11. This is quite common.

- 46.4 The words underlined below are worth learning. You can use them when talking about other animals too.

camel A mammal of the family, Camelidae, (2 species): the Bactrian, from cold deserts in Central Asia and domesticated elsewhere, and the dromedary; eats any vegetation; drinks salt water if necessary; closes slit-like nostrils to exclude sand; humps are stores of energy-rich fats. The two species may interbreed: the offspring has one hump; the males are usually sterile while the females are fertile.

- 46.5** The description of an elephant from the same encyclopaedia is given below. While it is unlikely that you would need or want to write anything quite so technical, look at it carefully and pick out any vocabulary from it that could also be useful for you to learn.

elephant A large mammal of the family, Elephantidae; almost naked grey skin; massive forehead; small eyes; upper incisor teeth form 'tusks'; snout elongated as a muscular, grasping 'trunk'; ears large and movable (used to radiate heat). There are two living species. The African elephant is the largest living land animal, with three sub-species. The Asian elephant has four sub-species. The African is larger with larger ears, a triangular tip on the top and bottom of the trunk tip (not just on the top) and obvious tusks in the female.

If you chose to write about another animal, compare your description if possible with one in an English-language encyclopaedia. If not ask a teacher to correct your work.

Unit 47

- 47.1** 1 heel; soles 3 dressing-gown 5 belt
2 laces 4 slippers 6 hem; buttons
- 47.2** 1 pyjamas 3 shorts 5 pair (of tights)
2 jeans 4 pairs of pants 6 tights (or new ones)
- 47.3** 1 silk evening blouse 3 leather boots 5 velvet ribbon
2 cashmere sweater 4 corduroy trousers 6 cotton T-shirt

47.4 *Possible answers:*

The man is wearing baggy corduroy trousers with a shabby sweater. The collar of a tartan shirt is visible. He has lace-up shoes and one of the laces is undone. He has a pair of mitts on and a flat cap.

The woman is wearing a round-neck close-fitting spotted long-sleeved blouse with plain cuffs and a knee-length striped skirt. She has high-heeled shoes on and is carrying a large handbag and some gloves.

- 47.5** 1 fits 2 matches 3 suits

Unit 48

- 48.1** 1 flu – headache, aching muscles, fever, cough, sneezing
2 pneumonia – dry cough, high fever, chest pain, rapid breathing
3 rheumatism – swollen, painful joints, stiffness, limited movement
4 chickenpox – rash starting on body, slightly raised temperature
5 mumps – swollen glands in front of ear, earache or pain on eating
6 an ulcer – burning pain in abdomen, pain or nausea after eating
- 48.2** 1 For measuring temperature. 3 For measuring people.
2 For weighing people. 4 For doing operations.
- 48.3** 1 c 2 g 3 e 4 a 5 b 6 f 7 h 8 d

48.4

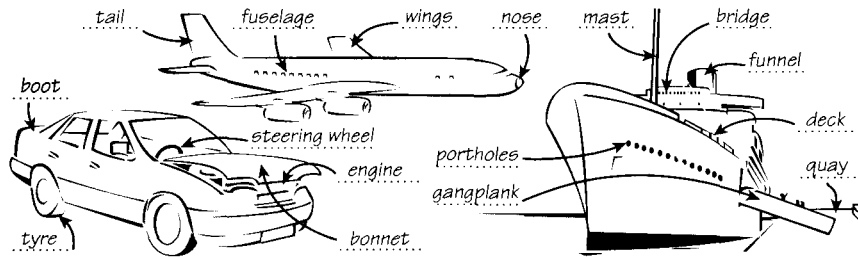
<i>noun</i>	<i>adjective</i>	<i>verb</i>
breathlessness, breath	breathless	breathe
faint	faint	faint
shiver, shivering	shivery	shiver
dislocation	dislocated	dislocate
ache	aching	ache
treatment	–	treat
swelling	swollen	swell

48.5 Possible answers:

- | | | | |
|---------------|----------------|------------------|-----------------|
| 1 blisters | 4 bruises | 7 a rash | 10 an itch |
| 2 indigestion | 5 a broken leg | 8 breathlessness | 11 a cold |
| 3 lung cancer | 6 sunburn | 9 sickness | 12 hypochondria |

Unit 49

49.1



49.2

- bonnet – part of car
- balloon, glider – types of air transport
- deck-chair – facilities used by ship's passenger
- guard's van – part of train
- mast, anchor, oar, rudder – part of boat (**rudder** can also be part of a plane)
- petrol pump, dual carriageway – facilities used by road travellers
- bus driver – person working in road transport
- left luggage lockers – facilities used by rail or air travellers
- check-in desk, control tower – facilities associated with air travel
- canoe – type of boat

49.3

- | | |
|--|--|
| 1 There are roadworks ahead. | 4 The road ahead has an uneven surface. |
| 2 There's a cross-roads ahead. | 5 There is a crossing point for the elderly ahead. |
| 3 There may be low-flying aircraft overhead. | |

49.4

- | | | | |
|----------|--------------------|--------------|---------------|
| 1 flight | 5 mechanic | 9 delayed | 13 passengers |
| 2 boot | 6 run out | 10 train | 14 galleys |
| 3 bonnet | 7 check | 11 ferry | |
| 4 garage | 8 departure lounge | 12 deckchair | |

49.5

Type of transport	advantages	disadvantages
road	takes you door to door; easy with luggage	tiring for driver; slow for long distances
train	can enjoy scenery; can work on train	poor catering; frequent delays
sea	can move around; fresh sea air	slow; can feel seasick
air	quick; convenient	cramped; difficult to get to airports

Unit 50

50.1 Possible advantages and disadvantages:

place	advantage	disadvantage
camp-site	cheap	uncomfortable
self-catering flat	free to eat when you want	hard work
guest-house	meals cooked for you	not so free perhaps
youth hostel	cheap	no privacy
holiday camp	lots to do	noisy
time-share apartment	can be attractive accommodation	same place every year

- 50.3
- 1 They canoed in the Dordogne last year.
 - 2 Have you ever windsurfed?
 - 3 I love sailing.
 - 4 He spends too much time going fishing.
 - 5 It's quite expensive to go shopping in Rome.
 - 6 I enjoy going cycling at weekends.

50.4 Possible answers:

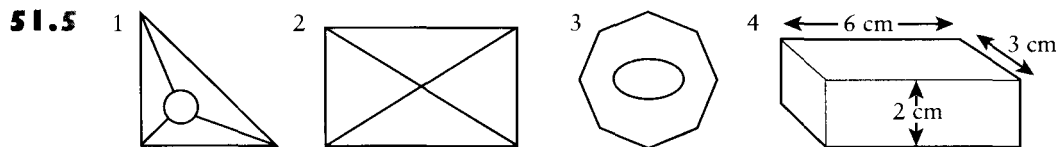
- 1 Can I book a double room with a cot, please?
- 2 Could I have a call at 6 a.m., please?
- 3 The television in my room isn't working. Could you send someone up, please?
- 4 Am I too late to get something to eat?
- 5 Can I have breakfast in my room, please?
- 6 Is service included?

50.5

The Smiths stayed at a ^(campsite) camping last summer because all other kinds of holiday ^(sunbathed or went sunbathing) accommodations are too expensive for them. Every day Mrs Smith had a sunbath, Mr ^(went sightseeing) Smith made a sight-seeing and the children ^(made journeys or travelled) made a travel around the island. One day ^(went on an excursion) they made an excursion to a local castle.

Unit 51

- 51.1**
- 1 1, 3, 5, 7
 - 2 2, 4, 6, 8
 - 3 1, 2, 3, 5
 - 4 10.6 (ten point six)
 - 5 $\frac{3}{8}$ (three eighths)
 - 6 e equals $m c$ squared; it is Einstein's relativity equation in which e = energy, m = mass and c = the speed of light.
 - 7 two pi r; this is the formula for the circumference of a circle when r = the radius of the circle. π is the mathematical symbol for 3.14159...
- 51.2**
- 1 Two per cent of the British population owned ninety per cent of the country's wealth in nineteen ninety two.
 - 2 Nought degrees Centigrade equals thirty-two degrees Fahrenheit.
 - 3 Sixty-two point three per cent of adults have false teeth.
 - 4 Two thirds plus one quarter times four squared, equals fourteen and two thirds.
 - 5 Two million, seven hundred and sixty nine thousand, four hundred and twenty five people live here.
- 51.3** square circular rectangular oval triangular pentagonal octagonal
spherical cubic spiral pyramidal
- 51.4**
- 1 forty six point six per cent
 - 2 thirty three billion, nine hundred and twenty three thousand, three hundred and ten million kilometres
 - 3 nine hundred and seventy nine metres
 - 4 one thousand eight hundred and ninety two cups
 - 5 one hundred and seventy three metres or five hundred and sixty eight feet high
 - 6 twenty three thousand two hundred and fifty umbrellas; nineteen eighty seven to nineteen eighty eight
 - 7 seven hundred and thirty three telephones per thousand population
 - 8 nought point four square kilometres



Unit 52

52.1

<i>science</i>	<i>scientist</i>
chemistry	chemist
physics	physicist
zoology	zoologist
genetics	geneticist
information technology	information technologist
cybernetics	cyberneticist
civil engineering	civil engineer

Note: a **physician** is a doctor. Check in the index for the pronunciation of these words as they are frequently mispronounced.

- 52.2**
- 1 video recorder – a machine which records and plays back sound and pictures
 - 2 photocopier – a machine which makes copies of documents
 - 3 fax machine – a machine which makes copies of documents and sends them down telephone lines to another place
 - 4 tape recorder – a machine which records and plays back sound
 - 5 modem – a piece of equipment allowing you to send information from one computer down telephone lines to another computer
 - 6 camcorder – a camera which records moving pictures and sound
 - 7 robot – a machine which acts like a person
 - 8 word-processor – a kind of sophisticated typewriter using a computer
 - 9 food-processor – a machine for chopping up, slicing, mashing, blending, etc.

52.3 *Some possible definitions:*

- 1 VDU stands for **visual display unit** and it is the part of the computer which includes the screen or monitor, on which you look at your work as you do it.
- 2 A **stapler** is a useful piece of office equipment which allows you to join two or more pieces of paper together by bending a small bit of wire, called a staple, through the pages which you want to connect.
- 3 A **cordless iron** is an iron which gets its power from a base unit on which it stands when not in use. It is not connected to the base unit by a flex and so can be used freely and easily.
- 4 An **alarm clock** is useful for waking you up in the morning.
- 5 A **hole punch** is a useful piece of office equipment which allows you to make holes in sheets of paper so that they can then be inserted into a file.

- 52.4**
- | | | | | |
|-------------|--------------|------------|--------------|---------------|
| 1 discovery | 3 rotation | 5 patent | 7 dissection | 9 combination |
| 2 invention | 4 conclusion | 6 analysis | 8 experiment | |

52.6 *Time and Newsweek* often have articles on general scientific interest as does the newspaper, *The Times*.

Unit 53

- 53.1**
- | | | |
|------------------------|--------------------|-----------------------------|
| 1 detective story/film | 3 sports programme | 5 current affairs programme |
| 2 documentary | 4 game show | 6 drama |

- 53.3**
- 1 A **foreign correspondent** is a journalist based abroad.
 - 2 A **sub-editor** is someone who works in a newspaper office and decides on how the pages should be laid out, how stories need to be cut, what headlines should be used and so on.
 - 3 A **continuity person** is responsible for seeing that the continuity between one scene and another in a film is correct – for making sure that people do not suddenly wear different earrings, for example.
 - 4 An **editor** is the person responsible for the production of a newspaper or magazine.
 - 5 A **librarian** is a person who works in a place which lends books.
 - 6 A **bookseller** is someone who owns or works in a shop which sells books.
 - 7 A **publisher** is a person or company responsible for having a book printed and organising its sale.
 - 8 A **columnist** is a journalist who writes a regular column or feature for a newspaper/magazine.
 - 9 A **camera operator** is the person who operates a camera filming a TV programme or a film.
 - 10 A **critic** is a person who writes reviews of books, films or theatre plays.

- 53.4**
- | | | |
|---------------------------|---------------------|----------|
| 1 buttons; remote control | 3 pick up / receive | 5 comics |
| 2 broadcasts/programmes | 4 camcorder | |

Unit 54

54.1 1 independence 2 bye-election 3 running 4 elected 5 policy 6 statesman

54.2 1 chambers 3 constituency 5 Prime Minister
2 MPs (Members of Parliament) 4 majority 6 election

54.3

<i>abstract noun</i>	<i>person-noun</i>	<i>verb</i>	<i>adjective</i>
revolution	revolutionary	revolutionise	revolutionary
representation	representative	represent	representative
election	elector	elect	elective
dictatorship	dictator	dictate	dictatorial
presidency	president	preside	presidential

54.4 1 UK Sweden Belgium
2 Iceland
8 Member of Parliament; Prime Minister; United Nations; European Union; North Atlantic Treaty Organisation; Organisation of Petroleum Exporting Countries
(You will find more work on abbreviations in Unit 98.)

Unit 55

55.1 1 robbed; stole 2 was stolen 3 are robbed 4 was robbed

55.2

<i>crime</i>	<i>criminal</i>	<i>verb</i>	<i>definition</i>
terrorism	terrorist	terrorise, commit acts of terrorism (the verb to terrorise is used more generally than in the criminal sense, e.g. The wild dogs terrorised the neighbourhood.)	using violence for political ends
blackmail	blackmailer	blackmail	threatening to make a dark secret public in order to get money
drug-trafficking	drug-trafficker	to traffic in drugs, to peddle drugs, to deal in drugs	buying and selling drugs
forgery	forgery	forge	to try to pass off a copy as the real thing
assault	attacker, assailant	assault	physical attack on another person
pickpocketing	pickpocket	pickpocket	stealing from someone's pocket or handbag
mugging	mugger	mug	attacking someone, often on the street, generally to get money

55.3 1 was convicted 2 defended 3 sentenced 4 be released 5 was acquitted

57.4 Possible answers:

- 1 quite shocked / extremely anxious
- 2 slightly anxious / a bit surprised
- 3 rather/quite/totally confused
- 4 quite surprised
- 5 a bit / rather sad
- 6 absolutely/utterly/completely exhausted / extremely tired

57.5 Possible sentences:

- 1 There are dozens of empty jam-jars in this cupboard. What shall I do with them?
- 2 He's got heaps of money; he can pay for himself.
- 3 There's tons of rubbish in the garden; it'll take us months to clear it all.
- 4 I only ever take a tiny drop of milk in my tea, thank you.

Unit 58

58.1 1 period 2 age (era could also be used) 3 era 4 time 5 spell

58.2 Possible answers:

- 1 I've told you time and time again not to leave that fridge door open!
- 2 Hello! Nice to see you! You're just in time for tea/coffee!
- 3 By the time you get this card, I'll probably already be at your house.
- 4 I'd rather talk to you one at a time, if you don't mind.
- 5 Could you use the old photocopier for the time being? The new one's being repaired.
- 6 It can get extremely cold at times in...
- 7 I'll do my best to get there on time.

58.3 Possible answers:

- 1 ...takes about three hours.
- 2 ...run/last for about half an hour each side.
- 3 ...lasted me three winters.
- 4 ...went on for ages.
- 5 ...have elapsed/passed since then, but people still remember that day.
- 6 ...pass quickly.
- 7 ...take your time.

58.4 1 Yes, she's permanent now. 4 Yes, I believe it's eternal.
2 Yes, absolutely timeless. 5 It's a temporary measure.
3 Well, provisionally.

Unit 59

59.1 1 ...them shortened? 3 ...a short cut. 5 ...widened it /...?ve widened it.
2 ...extremely tall. 4 ...height. 6 ...heighten the feeling.

59.2 1 a width of the pool 3 a very narrow range of goods 5 shallow water
2 to lengthen 4 a long-distance call 6 faraway/distant places

59.3 1 it's much bigger now. 3 to give us more room. 5 you should broaden it.
2 it's a lengthy business. 4 there's a wide range. 6 for miles along the river.

59.4 1 at; of 2 in 3 from (or possibly at) 4 from; to

59.5 1 spread 2 expanded/grew; contracted 3 shrunk 4 stretches 5 grown

Unit 60

- 60.1**
- 1 ...was obliged/forced to close down / had to close down / had no choice/alternative but to close down.
 - 2 ...it's optional.
 - 3 ...have to / 'll have to pay a deposit.
 - 4 ...no choice/alternative, otherwise we'll go/be bankrupt.
 - 5 ...must / ought to / should take it to the cleaners.
 - 6 ...forced him to hand it over.
 - 7 ...mandatory (or perhaps **obligatory**) for dangerous driving.
 - 8 ...compulsory/obligatory in all secondary schools.
 - 9 ...needn't have bought us a present / didn't have to buy us a present / shouldn't have bought us a present.
 - 10 ... exempt from military service / not obliged to do military service.

60.2 *Possible answers:*

- 2 Most people usually suffer from a lack of time or of money.
- 3 Filling out a tax return is obligatory once a year in many countries.
- 4 Most people feel they are in need of more time and money, and millions of people in the world are in need of food and a decent home.
- 5 Death is certainly inevitable for all of us.
- 6 If you are an adult you probably no longer have to go to school or wear nappies!
- 7 When I was at school, sport, maths, English and French were compulsory.

60.3 *Suggested answers:*

	<i>highly</i>	<i>quite</i>	<i>very</i>	<i>absolutely</i>
possible	x	✓	✓	x
impossible	x	✓	x	✓
probable	✓	✓	✓	x
(un)likely	✓	✓	✓	x
inevitable	x	x	x	✓
certain	x	✓	x	✓

60.4 *Suggested answers:*

- 1 A videophone in every home is quite possible by 2025.
- 2 Rain in the Amazon forest within eight days is highly likely!
- 3 A human being living to 250 is absolutely impossible.
- 4 We'll all be dead by 2250: absolutely inevitable.
- 5 A flying saucer in Hong Kong is highly unlikely.
- 6 An opportunity to meet the US President is highly unlikely for most people but quite possible for some.
- 7 A third world war? Very possible if we continue to build nuclear weapons.

Unit 61

- 61.1**
- 1 racket would be an ideal word here
 - 2 sound, since it is obviously pleasant
 - 3 noises if you mean different sounds, but noise is also possible here if you interpret 'some' to mean not a plural number, but *one* sound of 'a certain, unidentifiable type', e.g. 'Some animal must have come into the garden last night; look at these footprints.' (it's not clear what sort of animal)
 - 4 din or racket; din is often used for discordant music
 - 5 noise is the only word in the group that can be used uncountably (without *a*)

61.2 *Suggested words:*

1 hiss 2 clatter or crash 3 rustle 4 thud 5 bang 6 roar 7 rumble

61.3

<i>verb/noun</i>	<i>typical source(s) of the sound</i>
hum	an electrical appliance when switched on, e.g. computer, freezer, record player
rattle	small stones in a tin being shaken
bleep	the alarm on a battery-driven clock
screech	a car's tyres when the brakes are applied very suddenly or when the car drives off with extremely high acceleration
chime	an old-fashioned pendulum clock or a big public clock on a building when they are sounding the hour or quarter-hour

61.4 1 It was a police officer holding a flashlamp. 3 Then it died, leaving us in complete darkness.
2 I'd never seen such a beautiful bracelet. 4 It was clearly time to get up and move out.

61.5 1 a 2 c 3 b

Unit 62

62.1 *Suggested questions:*

- 1 Do you rent this house?
- 2 Could I possibly borrow your camera? / Would you lend me your camera?
- 3 Which room have I been allocated?
- 4 Does the school provide exercise books and things?
- 5 Would you like to contribute to our collection for the disabled?
- 6 What sort of property do you have / live in / own?
- 7 Is it possible to hire a room for a meeting?

62.2 1 The millionaire donated a swimming pool to the school.
2 The Director was allocated the best parking-place.
3 My mother's cousin left me £5,000 in her will.
4 A farmer nearby provided us with logs for the fire.
5 When I retired they presented me with a camcorder.
6 The restaurant catered for vegetarians.

62.3 1 handed down 2 give out 3 let go of 4 gave...away 5 hand over

62.4 1 your wallet/handbag/money 4 hand-out/tests
2 jewellery/furniture 5 an antique / a set of books
3 a book / a picture of someone

62.5 1 properties 4 tenants 7 borrowed 10 belongings/possessions
2 loans 5 owner/proprietor 8 properties
3 landlords 6 estate 9 possessions

Unit 63

63.1 Possible first sentences:

- 1 That big tree was swaying back and forth in the wind.
- 2 The cruise-liner is leaving tomorrow.
- 3 The most famous river in France is the Seine.
- 4 A cat ran out in front of the car.
- 5 A train was derailed near London yesterday.

- 63.2**
- 1 a person dancing; a person who is drunk trying to walk may sway from side to side; a boat or a bus can also sway from side to side.
 - 2 an insect crawls; a baby does too before it can walk; there is a fast over-arm swimming style called 'crawl'.
 - 3 anything moving extremely fast, e.g. a bird or animal can shoot by, a plane can shoot overhead, a fish can shoot through the water.
 - 4 a bird's or butterfly's wings; a piece of washing on the line in the wind; a person's eyelashes; a curtain in the wind.
 - 5 anything moving slowly on water, e.g. a boat, a piece of wood; a person can drift through life (moving without any sense of purpose or direction); your thoughts can drift to something or someone (it happens unintentionally).

- 63.3** 1 rate 2 pace 3 velocity 4 speed

63.4 Possible answers:

	<i>usage</i>	<i>grammar</i>
quick	something that takes a short time, e.g. quick snack; quick loo visit	adjective only; can be used with 'to', e.g. she was quick to respond
rapid	more formal; used for things like 'rapid economic growth'; 'rapid increase/decline'	adjective only
swift	more restricted generally; used for things like 'swift-flowing stream'; swift response/decision/reaction	adjective only; can be used with 'in', e.g. 'He was swift in pointing out how wrong I was.'

63.5 Possible situations:

- 1 If you are very late for something.
- 2 If you *want* to be late for something, e.g. something unpleasant.
- 3 If you aren't in a hurry. You can also say this about your studies, if you are not going either particularly fast or slow.
- 4 If you were hiding from someone, e.g. under a bed or behind a door.
- 5 If you really don't want to meet them or talk to them, or don't want them to see you.

- 63.6**
- 1 A **slowcoach** is a person who does everything too slowly, who takes an unacceptably long time to do things.
 - 2 A **streaker** is someone who takes off all their clothes in a public place and runs naked in front of everyone.
 - 3 A **plodder** is a person who sticks at a task and completes it slowly and usually with great effort and difficulty, no matter how long it takes.
 - 4 A **stirrer** is a person who deliberately 'stirs up' or causes trouble between people by saying things that set them against one another.

Unit 64

64.1 Suggested answers:

- | | | | |
|----------------|----------------|-------------------|------------|
| 1 glossy | 4 prickly | 7 jagged | 10 gnarled |
| 2 downy/fluffy | 5 rough/coarse | 8 coarse | |
| 3 slippery | 6 fluffy | 9 polished/smooth | |

Things you might find in your house:

- 1 a pair of silk stockings; the metal surface of a hi-fi or television
- 2 a heavy-duty carpet; a garden path
- 3 a highly-varnished table-top; a mirror; a brass object
- 4 a cat or dog; a pet rabbit; a fur coat
- 5 bed-linen; the surface of a table

- ### 64.2
- 1 This is about average for a baby.
 - 2 A 20-stone person is a huge, probably very overweight person.
 - 3 8 ounces is half a pound, i.e. 227 grams. It's enough for many people; is it enough for you?
 - 4 The person writing this weighs 11st 7lb.

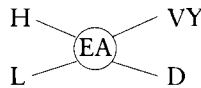
64.3 Possible answers:

- 1 a big cat such as a panther or leopard
- 2 a fish; an eel
- 3 a hedgehog; a porcupine
- 4 a bear; a panda
- 5 a baby chick or duckling; the new-born of many animals

- ### 64.4
- | | | | | | |
|-----------|-------|-------------|-----------|-----------|-----------|
| P | SHADY | D | S | C | D |
| O | U | E | H | O | A |
| O U N C E | L | N | V I V I D | A | Z |
| N | L | S P A R S E | N | R O U G H | Z |
| D | | E | Y | S | G L A R E |
| | | | | E | E |

Possible pair-puzzles:

H
C U M B E R S O M E
A
V
Y



L
I
G
F E A T H E R
T

Unit 65

- 65.1** 1 reached/secured 3 reach/attain/achieve 5 realise/fulfill 7 come
 2 fulfilled 4 attain/realise/fulfill 6 reach/achieve

65.2

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
realise	realisation	realisable	–
–	difficulty	difficult	–
target	target	targeted	–
–	ambition	ambitious	ambitiously
fail	failure	failed	–
trouble	trouble	troubling troublesome troubled	–

Comments:

- targeted is used in sentences such as ‘The government has decided to give the extra funds to targeted groups in society.’ (specifically chosen)
difficult has no adverb in English; we say ‘We did it **with difficulty**’.
troubling: We have seen some very **troubling** developments recently. (worrying)
troublesome: They are a **troublesome** group of students. (cause trouble)
troubled: I’ve been feeling rather **troubled** lately about my daughter. (worried with problems)
unfailingly: ‘failingly’ doesn’t exist, but **unfailingly** does, e.g. She is **unfailingly** honest; you can trust her completely.
failed: They have made three **failed** attempts to save the company.

- 65.3** 1 I find it very difficult to understand English idioms.
 2 She succeeded **in rising** to the top in her profession.
 3 Do you ever have any **trouble using** this photocopier? I always seem to.
 4 I’ve **managed** to work quite hard this last month. (**accomplish** usually has a direct object, e.g. ‘I’ve accomplished a lot this month.’)
 5 I’m amazed that you can cope **with** all the work they give you.

65.4 *Possible answers:*

- 2 I’d get it seen to / repaired.
 3 It would probably fold eventually.
 4 The marker(s) **might** take the overall performance into account and ignore the one bad result.
 5 Perhaps try again, or abandon it.
 6 Perhaps give up, or ask for help and advice from my teacher.

65.5 *Possible answers:*

- 1 Someone is finding their housework / family responsibilities impossible to manage.
 2 Perhaps someone who invested £5,000 and lost it all.
 3 It could be about a business someone started, or about a project, or something they were building!
 4 Talking about someone’s success, e.g. in getting a job / in sport; **pull it off** means to succeed, to win, when it is difficult or people are not expecting you to succeed.

Unit 66

66.1

2 bottles/cartons of milk
4 cans of coke
a tin of condensed milk
a packet/box of chocolate biscuits
a packet of cigarettes
a large box of matches
a jar of honey
6 packets of crisps

66.2

- 1 tub, pot
- 2 barrel, bottles, sack (of potatoes)
- 3 cans, bottles, barrels, packs, crates, cases
- 4 *any of these*: bottle/carton (of milk), jug (of milk), mug (of tea), packet (of cornflakes), jar (of marmalade), glass (of milk), bowl (of sugar, for cornflakes)
- 5 sack (or perhaps a bag)
- 6 bag and basket
- 7 (a) 200 (b) 20

66.3

- | | | |
|------------------------------|---------------------|----------------------------------|
| 1 a jar of peanut butter | 5 a tin of sardines | 9 a packet of butter |
| 2 a packet of washing powder | 6 a tin of tomatoes | 10 a pack of 12 cans of beer |
| 3 a carton of cream | 7 a bag of apples | 11 a bottle of washing-up liquid |
| 4 a tube of skin cream | 8 a box of tissues | |

66.4

- | | | |
|------------------------|-------------------------|---------------------|
| 1 chocolate/tool/match | 3 carrier/shopping/mail | 5 wine whisky hour |
| 2 wine/milk/water | 4 milk/cream/water | 6 flower/tea/coffee |

Unit 67

67.1

- | | |
|--|--|
| 1 I have strong views on marriage. | 5 This is absurd from our point of view. |
| 2 Most people believe in life after death. | 6 He's quite wrong in my opinion. |
| 3 I was in favour of the proposed changes. | 7 Well, that's just silly, to my mind. |
| 4 What does she think of the new teacher? | |

67.2

Possible answers:

- | | | |
|---------------|-------------------------------|----------------------------|
| 1 eccentric | 3 moderate/middle-of-the-road | 5 conservative/traditional |
| 2 firm/strong | 4 fanatical/obsessive | |

67.3

- 1 I've always doubted that ghosts exist.
- 2 I have always held that people should rely on themselves more.
- 3 Claudia maintains that the teacher has been unfair to her.
- 4 I was convinced (that) I had been in that room before.
- 5 He feels we should have tried again.

Unit 68

68.1

<i>adjective</i>	<i>abstract noun</i>	<i>adjective</i>	<i>abstract noun</i>
furious	fury	frustrated	frustration
anxious	anxiety	cheerful	cheerfulness
grateful	gratitude	enthusiastic	enthusiasm
ecstatic	ecstasy	apprehensive	apprehension
inspired	inspiration	excited	excitement

- 68.2** 1 confused 3 frustrated 5 enthusiastic 7 fed-up 9 thrilled
2 depressed 4 discontented 6 cross 8 upset

68.3 Possible answers:

- I felt anxious until we heard the results of my mother's medical tests.
- I felt slightly apprehensive before my first trip to China.
- I was very grateful to him for lending me his car.
- I was in a terrible rage when I heard about the unkind things the teacher had said to my best friend.
- I was miserable for days when I broke up with my boyfriend.
- I was so inspired by the book, *The Story of San Michele*, that I decided I would become a doctor too.
- I was initially very enthusiastic about skating but I soon lost interest.

- 68.4** 1 exciting 2 inspired 3 depressing 4 frustrating 5 confused

- 68.5** 1 I'm hot 2 I'm thirsty 3 I'm cross 4 I'm cold 5 I'm hungry 6 I'm tired

Unit 69

69.1

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
–	passion	passionate	passionately
tempt	temptation	tempting	temptingly
attract	attraction	attractive	attractively
appeal	appeal	appealing	appealingly
disgust	disgust	disgusting	disgustingly
hate	hatred	hateful	hatefully
repel	repulsion	repulsive/ repellent	repulsively
–	affection	affectionate	affectionately
adore	adoration	adoring	adoringly

- 69.2** 1 women 2 birds 3 spiders 4 steal 5 pain 6 the future

- 69.3** 1 I can't stand jazz. 5 She has totally captivated him.
2 Beer revolts me. 6 Would you like a pizza tonight?
3 I'm not really keen on tea. 7 She is keen on rowing and golf.
4 His art appeals to me. 8 I'm not looking forward to the exam.

- 69.4** 1 b 2 a 3 b 4 a 5 a

69.5 *Suggested answers:*

- 1 I like all fruit and I adore curry but I can't stand tripe.
- 2 the holidays
- 3 language
- 4 Their eyes, probably.
- 5 I enjoy meeting people from all over the world.
- 6 A chocolate ice-cream.
- 7 Arrogance and a negative attitude to life.
- 8 Losing my health.
- 9 I rather fancy going to the theatre.

Unit 70

70.1 *Possible answers:*

- | | | | |
|-------------|--------------|-----------------------|--------------|
| 1 confessed | 3 shrieked | 5 stammered/stuttered | 7 complained |
| 2 boasted | 4 threatened | 6 begged | 8 urged |

- 70.2**
- 1 He confessed to breaking the vase (*or that he had broken...*).
 - 2 The little boy boasted of being the cleverest person in the class (*or that he was...*).
 - 3 She shrieked that there was a mouse over there.
 - 4 She threatened to stop my pocket money if I did not behave.
 - 5 He stammered/stuttered that he had done it.
 - 6 He begged me to help him.
 - 7 She complained that the hotel was filthy.
 - 8 He urged Jim to try harder.

70.3

<i>adverb</i>	<i>adjective</i>	<i>noun</i>	<i>adverb</i>	<i>adjective</i>	<i>noun</i>
angrily	angry	anger	cheerfully	cheerful	cheerfulness
furiously	furious	fury	gratefully	grateful	gratitude
bitterly	bitter	bitterness	anxiously	anxious	anxiety
miserably	miserable	misery			

- 70.4**
- | | | |
|---------------|----------------|-----------------|
| 1 a threat | 3 an objection | 5 insistent |
| 2 a complaint | 4 a beggar | 6 argumentative |

- 70.5**
- 1 urged/begged
 - 2 a) to b) on c) about/of
 - 3 threatened
 - 4 all except **urge** and **beg**
 - 5 complain – grumble; maintain – declare; confess – admit; urge – encourage; beg – plead; grumble – moan.

70.6 *Possible answers:*

- 1 'We can easily break into the bank,' she said **boldly**.
- 2 'Thank you so much,' he said **gratefully**.
- 3 'I wish you'd get a move on,' he said **impatiently**.
- 4 'I love you so much,' she said **passionately**.
- 5 'I'll do it if you really want me to,' he said **reluctantly**.
- 6 'I don't know anyone here,' she said **shyly**.
- 7 'Of course, I believe you,' he said **sincerely**.

Unit 71

71.1 *Some possible answers:*

- 1 That smells wonderful.
- 2 Your hair looks great.
- 3 It sounds brilliant.
- 4 This tastes delicious.
- 5 I feel great.
- 6 That sounds fantastic.
- 7 You look upset. What's the matter?
- 8 He smells disgusting.

71.2 1 witness 2 peer 3 observe 4 glance 5 stare

71.3 1 witnessed 3 grasped 5 stroked 7 grabbed/snatched 2 gazed/stared 4 press 6 observed 8 glanced

71.4 1 bitter 2 sweet 3 hot 4 sour 5 spicy 6 salty

71.5 1 snatch/grab 2 finger 3 handle 4 paw

71.6 *Possible answers:*

- 1 aromatic
- 2 smelly
- 3 evil-smelling
- 4 fragrant
- 5 sweet-smelling
- 6 scented

71.7 1 UFOs 2 telepathy 3 ghosts 4 intuition 5 déjà-vu 6 premonition

71.8 *Possible answers:*

- 1 *sight*: I climbed up to the top of a mountain and was above the level of some low clouds. I could not see the ground but could see the tops of half a dozen other mountains rising out of the clouds.
- 2 *hearing*: I heard my newborn baby crying for the first time.
- 3 *taste*: I tasted some wonderful soup after a long day's walking in the hills.
- 4 *smell*: I shall always remember smelling the sea after a long time away from it.
- 5 *touch*: I love the feel of fur against my skin.
- 6 *sixth sense*: I have often had the experience of not having written to an old friend for a long time and then our letters to each other suddenly cross in the post.

Unit 72

72.1 1 blush 2 shiver 3 chew 4 blink 5 wink

72.2 1 Someone is snoring. 4 Someone is coughing and/or sneezing. 2 Someone is yawning. 5 Someone's stomach is rumbling. 3 Someone is hiccupping. 6 Someone has burped.

72.3 1 blink 3 frown 5 sigh 7 snore 9 yawn 2 blush 4 grin 6 sneeze 8 wink

72.4 1 chewing 2 perspiring 3 lick 4 swallow 5 grin 6 shaken The central word is **hiccup**.

72.5 It is possible to draw bubble networks in any way that seems logical to you and that helps you to learn. You could group together words associated with **illness** – **sneeze**, **cough**, **shiver** and so on, or you could organise your networks around **parts of the body** – you could put **yawn**, **lick**, **bite**, etc. around the word **mouth**. Words that might be added to the networks include **hug**, **sip** and **stare**.

Unit 73

- 73.1** 1 toowit toowoo 3 woof 5 meow
2 baa 4 oink 6 cockadoodledoo
- 73.2** 1 crowing 2 mooing 3 barked 4 neighing 5 were clucking 6 purring
- 73.3** You would probably be unhappy to be called any of the adjectives in D except perhaps dogged.
- 73.4** 1 *true*
2 *true*
3 *false* – **hoot**, when used about people, is normally followed by the phrase ‘with laughter’.
4 *false* – if singing is called **caterwauling**, it must be very discordant and unpleasant to the ear.
5 *true*
6 *false* – **grunting** at someone suggests a lack of interest in that person.
- 73.5** *Possible sentences:*
2 As soon as she heard the phone, she flew across the room to answer it.
3 I learnt to swim when I was about seven years old.
4 The hillside was covered in loose stones and the walkers slithered uncertainly down the slope.
5 He hopped across the room to avoid putting any weight on his painful ankle.
6 The little children happily trotted off to school.
7 I’ll have to gallop through my work if I’m going to get it done on time.
- 73.6** 1 puppy or puppies (a spaniel is a kind of dog)
2 kittens (a **tom** is a male cat and a **Siamese** is a kind of cat)
3 cub(s) (polar bears like all other bears have cubs)
4 lambs (**wool** comes from sheep)
5 ducklings (the verb **hatched** makes it clear that the sentence is talking about a creature coming from an egg, and **swim** makes it clear that a water-bird is being described, rather than a hen, for example.)

Unit 74

- 74.1** 1 pie 2 ocean 3 clanger 4 plate 5 handle 6 block 7 shot
- 74.2** 1 springs to mind 3 just goes to show 5 leaves a lot to be desired
2 flies in the face of 4 ’re sitting pretty
- 74.3** *Possible groupings:*
be in a fix (be in trouble/have a serious problem), **be up to it** (be capable of something), **be out of sorts** (be unwell) all have in common the verb **be**, but also the fact that they are followed by prepositional phrases.
child’s play (very easy) and a **fool’s errand** (a wasted/pointless journey to get something) are both ’s idioms. (See Unit 81 for more of these.)
hold your tongue (be silent), **hold your horses** (wait before acting/speaking) both of course contain hold, but **hold your tongue** could also go with **stay mum** (be silent) because they are very close in meaning. The difference is that **hold your tongue** is often used in aggressive commands, e.g. Hold your tongue, you! (shut up!).
rough and ready (basic / lacking in comfort), **odds and ends** (small items difficult to group along with others), **give or take** (as in ‘It’ll cost £700, give or take £50’, meaning between £650 and £750 pounds approximately) are all **binomials** (phrases joined by **and**, **but**, **or**; see Unit 77).

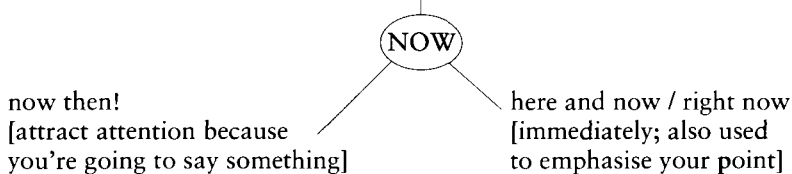
- 74.4** 1 go to bed
 2 a stronger, more informal version of **child's play**, i.e. simple, too easy for me.
 3 clearly means more than just 'unemployed', as he didn't have a home; it means totally without money or property, living and sleeping on the streets.

Unit 75

- 75.1** 1 to think of it 3 Talking of 5 reminds me
 2 ask me 4 you say 6 I was saying
- 75.2** 1 this and that *or* this, that and the other 2 that's it 3 this is it 4 that's that

75.3

now and then *or* every now and then
 (occasionally)



- 1 Do you want me to do it here and now, or can it wait?
 2 Now then, everybody, listen carefully. I have news for you.
 3 I bump into her in town (every) now and then, but not that often.

- 75.4** 1 When it comes to... 4 If the worst comes to the worst...
 2 As luck would have it... 5 As far as I'm concerned...
 3 If all else fails... 6 What with one thing and another...

Unit 76

- 76.1** 1 hatter 2 rake 3 mouse 4 post 5 bat
- 76.2** 1 slept 2 falling 3 dog 4 parrot 5 snow 6 a sheet
- 76.3** 1 as quick as a flash 3 as flat as a pancake 5 as strong as an ox
 2 as red as a beetroot 4 as fresh as a daisy

76.4

Across
 1 brass 2 hatter 4 sheet 5 daisy 7 mouse 9 bone

Down

1 bat 2 hard 3 easy 6 ice 8 cucumber 10 feather

- 76.5** 1 He/She has eyes like a hawk. 3 She/He eats like a horse.
 2 Our plan went like a dream. 4 He/She has a head like a sieve.

Unit 77

- 77.1** 1 high and dry 3 safe and sound 5 rack and ruin
 2 rough and ready 4 wined and dined 6 prim and proper

77.2 law and order now and then hit and miss clean and tidy
pick and choose sick and tired leaps and bounds

Suggested sentences:

- 1 There are lots of courses. You can pick and choose.
- 2 The flat looks all clean and tidy now for our visitors.
- 3 I'm sick and tired of traffic jams. I'm going to start using the train.
- 4 Finding the right people was rather difficult; sometimes it was hit and miss.
- 5 My knowledge of English has progressed in leaps and bounds since I've been using this book.
- 6 The new Prime Minister promised that law and order would be the most important priority.
- 7 I've seen her now and then, taking her dog for a walk.

77.3 1 or 2 or 3 to 4 or 5 but 6 or

Unit 78

78.1 1 ... of gold 3 ... as gold 5 ... fish
2 ... as nails 4 ... off the mark 6 ... slow-coach

78.2 1 a know-all 4 top of the class
2 the teacher's pet 5 a lazy-bones (or you could say this person is **bone-idle**)
3 a big-head

78.3 *Idioms with gold:* to be as good as gold / to have a heart of gold
Idioms with mark: to be quick/slow off the mark

- 1 ... a head like a sieve. 4 ... has her head screwed on.
- 2 ... a good head for figures. 5 ... has his head in the clouds.
- 3 ... have a head for heights.

Another example of a key-word family might be eye:

He only has eyes for Mary. (he never looks at other girls)

He has eyes in the back of his head. / He has eyes like a hawk. (said of someone who never misses anything, especially when people are doing something wrong)

She has an eye for antiques. (she is good at spotting them)

Look up eye in a good dictionary and see how many more idioms there are using the word.

78.4 a) your nerves (always with possessive, my, our, John's, etc.) b) the neck (always used with the)

78.5 1 an odd-ball 2 middle-of-the-road 3 over the top

- 78.6**
- 1 If you say that someone's heart's in the right place, you mean they have good intentions and want to do good things, but have actually done something wrong/stupid/irritating without intending to.
 - 2 If a person is a **bit of a square peg in a round hole**, we mean they do not fit in naturally, they are out of place in the situation they find themselves in.
 - 3 If you say I was **miles away**, you mean you were not concentrating on what was happening or what someone was saying, and were thinking about something else.

Unit 79

79.1 *positive:* to be over the moon to feel/be as pleased as Punch
negative: to feel/be a bit down to feel/be browned off

79.2 *Possible answers:*

- 2 Probably quite browned off, or even in a (black) mood.
- 3 Over the moon, as pleased as Punch, on cloud nine.
- 4 Probably like a bear with a sore head *and* in a (black) mood!
- 5 Down in the dumps, a bit down, browned off.
- 6 On cloud nine, over the moon.

79.3

- 1 ... life out of me.
- 2 ... the weather.
- 3 ... as the day is long.
- 4 ... cloud nine.
- 5 ... out of my skin.
- 6 ... eat a horse.
- 7 ... form. (You could also say **on top of the world.**)

79.4 *Scorpio:*

get itchy feet – get a desire to be travelling or moving around.
(to be) **on the edge of your seat** – to be impatient, excited, in suspense, waiting for something to happen.

Leo:

to be **up in arms** – to be very angry and protesting loudly.
to be **in two minds** – unable to decide or make your mind up about something.

- 1 I'm in two minds about that job in Paris.
- 2 I've been on the edge of my seat all day. What's happened? Tell me!
- 3 Her son got itchy feet and went off to Uruguay.
- 4 Everyone was up in arms when they cancelled the outing.

79.5

- 1 felt as if my head was going round
- 2 was scared out of his wits
- 3 swell with pride
- 4 to be in a black mood
- 5 get carried away

Example sentences:

- 1 So many people surrounded me all wanting to ask me questions. I felt as if my head was going round.
- 2 That programme about nuclear weapons scared me out of my wits.
- 3 Seeing her in the graduation procession made her parents swell with pride.
- 4 Careful! The boss is in a black mood today.
- 5 I know I shouldn't have listened to his lies, but I got carried away by his charming personality.

Unit 80

80.1 You might find the following idioms and expressions, depending on your dictionary:

- 1 let the cat out of the bag
to think you are the cat's whiskers (think you're wonderful)
fight like cat and dog (fight furiously)
there's not enough room to swing a cat (very little room / cramped conditions)
- 2 be in a fix
get a fix on your position (find out exactly where you are)
something is fixed in your mind/brain (you remember it clearly)
you fix somebody up with something (provide them with something)
- 3 pour oil on troubled waters
pour cold water on an idea / a plan (criticise something so that people don't want to do it any more)
pour your heart out to somebody (tell them all your troubles)
it's pouring with rain (raining very heavily)

- 81.5**
- 1 There is a verb **to ham it up**, which can be used to criticise an actor's performance if it is overdone and grossly exaggerated; we can call such an actor a **ham actor**.
 - 2 If you don't like something or somebody you can say it/**he/she just isn't my cup of tea**, which means you do not feel attracted to it or to the person.
 - 3 If you say **something is the icing on the cake** you are praising it as something extra good on something that is already good. 'Flying first class was wonderful, and being met at the other end by a limousine really was the icing on the cake.'
 - 4 If you call a person a **real nutcase**, you mean they are mad/crazy.
 - 5 If you say someone **knows his/her onions**, you are praising their knowledge of a particular subject.
 - 6 If you say a group of people really **are the cream**, you are saying they are the best possible representatives of a larger group. If they are the absolute best, you can say they are **the cream of the cream**.

Unit 82

82.1 *Suggested answers:*

- 1 It seems that Ann can't get a word in edgeways.
- 2 It seems that Mick got the wrong end of the stick.
- 3 It seems that Reg can't make head nor tail of what Dan is saying.
- 4 Madge seems to be talking down to Eric.

82.2 1 wrap up the discussion 2 talk rubbish 3 start the ball rolling 4 come/get to the point

82.3 1 speaks 2 talk 3 talking 4 talking

Unit 83

- 83.1**
- 1 B is driving a **hard bargain**.
 - 2 A could be described as someone who **has a finger in every pie**.
 - 3 A seems to have the song 'Lady in Red' **on the brain**.
 - 4 A seems to have **bought a pig in a poke**.

- 83.2**
- 1 Can I tell you about a **problem I have?** I just have to **get it off my chest**. It's been bothering me for a while now.
 - 2 They charged us £100 for a tiny room without a bath. It was a **real rip-off!** *or They really ripped us off!*
 - 3 There'll just be time to **have a bite to eat** before the show.
 - 4 I've **got to hand it to her**, Maria coped with the situation brilliantly. *or I've got to hand it to Maria, she coped with... etc.*
 - 5 I think I'll just go upstairs and **have a nap**, if nobody objects.
 - 6 Well, I **crashed out** on the sofa at about two o'clock, and the party was still in full swing.

83.3 *Possible answers:*

- 1 You might have to get a bite to eat on the way if you had to set off on a journey and didn't really have time to eat before leaving, or couldn't get anything before leaving, perhaps because it was too early.
- 2 Typically, hotels charge over the odds during festival weeks or if there is an important event on, for example, the Olympic Games. In short, any time when demand is very high.
- 3 Some people find it hard to **make any headway** in learning languages, but if you have got this far with this book, you don't have that problem!
- 4 You might be willing to pay through the nose if it is a performer you like very much and/or a once-in-a-lifetime opportunity to see that person.

- 85.3** 1 ... make for the seaside. 4 Do them up...
 2 ... make for happiness. 5 ... make out...
 3 ... makes up to anyone...

85.4 Possible word forks:

make up	a story	make out	a cheque
	her face		a case for her pardon
	an excuse		some figures in the distance
	the prescription		the outline of the coast
	the sum to £50		a shopping list

do with	a cup of tea	do up	the bedroom
	a cold drink		your buttons
	some help		her dress
	some advice		the house
	something to eat		your coat

85.5 Possible answers:

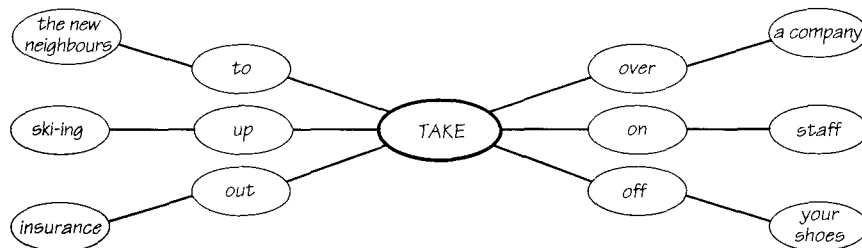
Work: do the housework / some gardening / the washing-up / some shopping / the cooking / business with; make a bed / a profit/loss / a cup of tea
Trying, succeeding and failing: do your best; make an attempt / an effort / a mistake / the most of / a success of / a go of / a good/bad impression / a point of / allowances for.
Things you say: make arrangements / an agreement / a phone call / a suggestion / a decision / an excuse / fun of / a fuss of
Physical things: make war / love / a noise / a gesture / a face

- 85.6** 1 WAR 3 profit 5 allowances for
 2 your best 4 business with 6 a good impression

Unit 86

- 86.1** 1 about/back 2 on 3 about 4 off 5 round 6 up

86.2 Here is one way of completing the diagram:

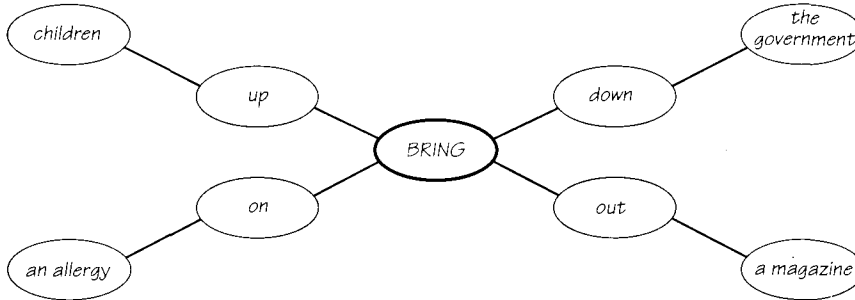


- 86.3** 1 The story of the film takes place in Casablanca during the war.
 2 Today's newspaper has brought to light some fascinating information about the Prime Minister.
 3 The situation was brought to a head when the union called for a strike.
 4 How does she always manage to take things in her stride?
 5 The view from the place took my breath away.
 6 He took advantage of her weakness at the time and she sold it to him.
 7 The main function of a nurse is to take care of the sick.
 8 You shouldn't take anyone or anything for granted.

86.4 Possible answers:

- | | |
|---|--|
| 1 To bring down taxes, among other things. | 5 I've taken up hang-gliding recently. |
| 2 I took to her at once. | 6 It really seems to have taken off now. |
| 3 It seems to be brought on by strong sunlight. | 7 A person who takes off other people. |
| 4 He really takes after his father. | 8 I'll bring him round somehow. |

86.5 Possible answer:



- 86.6** 1 to bring into the open 3 to take care of 5 to take pride in
2 to take part in 4 to bring a law into force 6 to take control of

Unit 87

87.1 I don't often receive interesting advertising circulars these days. However, quite an unusual one came this morning. It was headed; 'Are you worried about **losing touch**?' And it went on, 'If so, **purchase** some of our special tablets today. Taking just one in the morning will help you **succeed** at work and at home. It will stop little problems from **depressing you** and will ensure that you **become** rich and successful with the minimum of effort on your behalf. Send just \$25 today and you will **receive** your tablets and your key to success within ten days.'

87.2 1 round 2 through 3 down 4 by 5 up to 6 through

87.3 A1 – B5 A2 – B3 A3 – B4 A4 – B2 A5 – B1

87.4 Possible answers:

- | | |
|---|-----------------------------------|
| 1 ... my old teddy bear. | 4 ... going to the meeting. |
| 2 ... Jack spilt tomato soup on Jill's dress. | 5 ... her father's death yet. |
| 3 ... study in weather like this. | 6 Living in such a small place... |

87.5 Some example sentences:

She was the first to **get off** the plane. (disembark from)
I don't understand what you are **getting at**. (trying to say)
They are due to **get back** at six. (return)
You **get ahead** in that company only if you are related to the boss. (succeed, are promoted)
Get lost! (colloquial) (Go away, stop bothering me!)

Unit 88

- 88.1** 1 They have recently established a committee on teenage smoking.
2 We try to reserve some money for our holiday every week.
3 Ignore all your negative feelings and listen with an open mind.
4 If we hadn't left home so late, we would have arrived on time.
5 The government's unpopular proposals caused a wave of protests.

- 88.2**
- 1 put out a bonfire / your host / the rubbish
 - 2 put forward an idea / a proposal / a suggestion
 - 3 put off a football match / an appointment / customers
 - 4 put across your feelings/ideas/opinions
 - 5 put up an umbrella / prices / a picture
 - 6 put on a concert / a limp / clothes
 - 7 put away papers/books/files
 - 8 put up with someone's behaviour / bad manners / temper

88.3 *Some possible answers:*

- 1 Let's put up some posters.
- 2 I haven't had time to put things away yet.
- 3 We'd better set out/off at 7 a.m.
- 4 Yes, of course, I can put you up.
- 5 The likely cost of it all has put me off.
- 6 He is hoping to set up a travel business of his own.

88.4 *Possible answers:*

- 1 He is very set in his ways.
- 2 He's bound to put two and two together if you keep on behaving like that.
- 3 She has set her sights on becoming Prime Minister.
- 4 She really puts my back up.
- 5 It's sound business advice not to put all your eggs in one basket.
- 6 Please put your mind to the problem in hand.
- 7 She has set her heart on getting a seat in Parliament.
- 8 She threw petrol on the rubbish and set fire to it.
- 9 She's very good at putting things in a nutshell.
- 10 The building was set on fire by terrorist action.
- 11 This is the first time I've ever set foot in the southern hemisphere.
- 12 We spent most of our evenings setting the world to rights rather than studying.
- 13 You really should put your foot down (with him) or there'll be trouble later.
- 14 If the teacher doesn't set a good example, the children certainly won't behave properly.

Unit 89

- 89.1**
- | | | | |
|-------------|------------|-------------------|----------|
| 1 continued | 3 attacked | 5 being published | 7 choose |
| 2 check | 4 succeed | 6 complaining | 8 used |

- 89.2**
- | | |
|---|----------------------------------|
| 1 ...to a decision. | 5 ...into fashion... |
| 2 ...into a fortune / money / a legacy. | 6 ...into operation/existence... |
| 3 ...into bloom. | 7 ...to blows. |
| 4 ...to a standstill. | 8 ...into view/sight. |

- 89.3**
- | | | |
|--------------------------|-------------|---------------------|
| 1 It goes without saying | 3 on the go | 5 have a go |
| 2 went to great lengths | 4 go far | 6 as far as it goes |

- 89.4**
- | | |
|-----------------------------|------------------------------|
| 1 The firm went bankrupt. | 5 From a doting aunt. |
| 2 Only Jack's proposal. | 6 Any time after eight. |
| 3 Seven thirty, normally. | 7 A bit of a fight, I think. |
| 4 When I pulled a ligament. | |

89.5 *Possible answers:*

- | | |
|---|---|
| 1 ...their horoscope was very favourable. | 5 ...it began to get quite noisy. |
| 2 ...put salt on it at once. | 6 ...having a boss who is younger than you. |
| 3 ...that skirt. | 7 ...Jack should be offered the job. |
| 4 ...such a terrible experience again. | 8 ...but also a box full of diaries. |

Unit 90

- 90.1** 1 back on 2 up to 3 up 4 into 5 to 6 up 7 after
- 90.2** 1 It's rather hard in the circumstances. 5 Why, what do you expect to happen?
2 Why, what's the... 6 She'll be lucky at the moment.
3 She never looks you in the eye. 7 I thought it was time I had a new look.
4 You'd never think she was a grandmother.
- 90.3** 1 ...the party.
2 ...anyone less fortunate than yourself.
3 ...the time the author spent in India.
4 ...I feel rather apprehensive.
5 ...the proposals made at the end of the report.
6 ...you next come to this country.
- 90.4** 1 By the looks of him, he's... 4 much to look at
2 looked...up and down 5 I don't like the look of
3 look small 6 look on the bright side of things
- 90.5** 1 look for your glasses / your purse / a new job / trouble / the meaning of life / love
2 look after a baby / a house / pets / yourself / number one (i.e. yourself in a selfish way, to the exclusion of others)
3 look through a report / a document / a magazine / the window
4 look to your parents / a friend / the boss

Unit 91

- 91.1** 1 over 2 to 3 down 4 up 5 down 6 slip 7 off
- 91.2** 1 Why doesn't she see through him?
2 I ran into Jack at the station yesterday.
3 I cooked the dinner yesterday. It's your turn (to do it) today.
4 I thought I was seeing things when I saw a monkey in the garden.
5 I wish you'd let me be.
6 He let us into the secret that they were planning to break into the house.
7 An enormous crowd turned out to hear the Prime Minister speak.
- 91.3** *Possible answers:*
- | | |
|---|--|
| 1 ...the village will be cut off. | 5 ...she refused to help him. |
| 2 ...manager. | 6 ...until the party was nearly over. |
| 3 ...of the rope and fell into a crevasse. | 7 ...of sugar. |
| 4 ...those who came were very enthusiastic. | 8 ...to letting him sleep on my floor. |
- 91.4** *Some possible answers:*
- 1 I very much regret turning down an opportunity to work in Greece.
 - 2 A train I was on once broke down making me terribly late for an important interview.
 - 3 Big business runs the country as much as government, in my opinion.
 - 4 I did an old lady a good turn when I helped her to get on the bus.
 - 5 I'd like to break a ski-jumping record.
 - 6 I'm sure it is possible for someone's heart to be broken.
 - 7 Every New Year I resolve to turn over a new leaf – I decide to reply to all my letters promptly and to be generally much more organised.
 - 8 I have to see to some shopping today.
 - 9 My own home has never been broken into but a friend's house was once when I was staying with her.

- 91.5** *Here are two possibilities for each of the verbs in the unit:*
see
 His parents have promised to see him through university.
 It's hard to find your way round this building – I'll see you out.
- run**
 Our dog was run over by a car.
 She ran up an enormous bill at the dressmaker's.
- turn**
 Please turn down your walkman – I can't concentrate.
 I'm very tired. I'm going to turn in soon.
- let**
 Let sleeping dogs lie.
 This skirt is too tight – I'll have to let it out.
- break**
 I'm broke – can you lend me five pounds for a few days?
 Breaking in new shoes can be a painful experience.

Unit 92

- 92.1**
- | | |
|-------------------------------------|----------------------------------|
| 1 proposal to end war | 4 royal jewels are stolen |
| 2 politician sells secrets to enemy | 5 marriage of famous actress |
| 3 satellite is not launched | 6 person who saw crime in danger |

92.2 *Suggested answers:*

- 1 Steps are being taken with the aim of providing more work for people.
- 2 Approval has been given to a plan to place restrictions on people's use of water.
- 3 A woman resigned from her job after undergoing some kind of unpleasant experience there.
- 4 A public opinion survey has looked into how people spend their money.
- 5 An attempt has been made to remove the Prime Minister from his/her position.
- 6 The Prince has promised to give support to his family.

- 92.3**
- | | |
|------------------------------|--------------------------------|
| 1 makes a connection between | 4 promises |
| 2 reduces | 5 leads / is a major figure in |
| 3 explodes in | |

- 92.5** Make sure that you note down not only the headline but also a brief indication of what the story was about so that the headline makes sense when you revise your work later.

Unit 93

- 93.1**
- 1 American; a Brit would write **labour**.
 - 2 Brit; an American would write **center**.
 - 3 American; a Brit would be much less likely to use a word of this type, probably preferring a phrase like 'taken into hospital'. If s/he did, s/he would probably spell it **hospitalised**; however, the ending **ize** instead of **ise** is becoming much more common in British English these days.
 - 4 American; a Brit would spell it **theatre** (and would call it **cinema**.)
 - 5 Brit; an American would write **favor**.
 - 6 American, writing in an informal context; a Brit would write **through**.

93.2 *The pictures represent*

<i>for a Brit:</i>	<i>for an American:</i>
1 TV aerial	TV antenna
2 wardrobe	closet
3 lift	elevator
4 vest	undershirt
5 sweets	candy
6 nappy	diaper
7 pram	baby carriage
8 curtains	drapes
9 sellotape	Scotch tape
10 lorry	truck

- 93.4**
- | | |
|----------------------------|--------------------------------|
| 1 I had a puncture. | 6 It's in the boot. |
| 2 Pass me the biscuits. | 7 Single or return? |
| 3 It's in the wardrobe. | 8 He left the tap on. |
| 4 Open the curtains. | 9 We're leaving in the autumn. |
| 5 We've run out of petrol. | 10 I hate standing in a queue. |

- 93.5**
- 1 You'd take the American to the bathroom and the Brit to the kitchen.
 - 2 Cold for the American but hot for the Brit.
 - 3 The Brit, because people do not usually talk about needing to change their underwear although you might well express the desire to change outer clothes.
 - 4 One flight for the American but two for the Brit.
 - 5 An American would be in a bank and a Brit in a café.

- 93.6** There are many other words you could add. Some might be: US eggplant (GB aubergine); US trashcan (GB rubbish bin); US German Shepherd (dog) (GB Alsatian).

Unit 94

- 94.1**
- | | | |
|--------------------------|------------------------|------------------|
| 1 Australia | 3 mosquitoes; barbecue | 5 afternoon |
| 2 journalist; university | 4 business | 6 adults/parents |

- 94.2**
- | | |
|--------------------------|-------------------------|
| 1 flee | 5 the general public |
| 2 catch (e.g. by police) | 6 plimsolls, sneakers |
| 3 capture/obtain | 7 people awaiting trial |
| 4 man who annoys girls | 8 underwear |

- 94.3**
- | | |
|---------------------------------------|---|
| 1 She gave birth to a baby girl. | 5 A glass of whisky (in theory, a small one). |
| 2 Church-bells. | 6 Yes, he is. |
| 3 No, it isn't, it's too dreary. | 7 A lake. |
| 4 Looking after the school buildings. | |

- 94.4**
- 1 Probably not.
 - 2 It is in lots of small very tight plaits.
 - 3 When you have been working or exercising very hard, for instance.
 - 4 They improvise. In other words, they just play whatever comes into their heads, they don't follow any music score.

Unit 95

- 95.1**
- | | |
|--|---------------|
| 1 drunk | 5 money |
| 2 man | 6 food; drink |
| 3 stomach ache; doctor (note the colloquial or slang use of belly to mean stomach and quack to mean doctor) | 7 a car |
| 4 dinner jacket | 8 cup of tea |
| | 9 toilet |
| | 10 amazed |
- 95.2**
- | | |
|------------------------------------|------------------------------------|
| 1 Wicked! | 5 It's in a drawer, over here. |
| 2 He's a cop. | 6 He's in the nick. |
| 3 Let's take him home. | 7 Let's go for a run in the motor. |
| 4 Sure. I'll keep my eyes skinned. | |
- 95.3**
- | | |
|---------|--|
| 1 look | 4 teeth |
| 2 kids | 5 church (by hook or by crook means by any method, fair or unfair) |
| 3 table | 6 hat |
- 95.4**
- | | |
|-----------------------------|--------------------------------------|
| 1 fellow (boyfriend) | 4 bricklayer |
| 2 breakfast | 5 a day off work claiming to be sick |
| 3 something given away free | 6 barbecue |

Unit 96

- 96.1**
- | | | |
|------------------|-------------------------------|----------------------------------|
| 1 on a bus | 6 outside a cinema | 11 on a packet of cigarettes |
| 2 in the country | 7 at the zoo | 12 on a motorway |
| 3 in a theatre | 8 at the beginning of a road | 13 at the entrance to a car park |
| 4 in the street | 9 on a wall | 14 on a cycle path |
| 5 outside a café | 10 at a supermarket check-out | 15 on a river bank |
- 96.2**
- 1 to bring a legal case against
 - 2 a punishment
 - 3 something which has been or is to be bought
 - 4 someone who goes on private land without permission
 - 5 not to do something
 - 6 to get off a means of public transport (bus, train)
 - 7 to forbid something
 - 8 large place where an audience sits
 - 9 to get off a bicycle or a horse
 - 10 a young person under the age of 18
 - 11 a means of transport
- 96.3**
- 1 You would see this notice in a shop and it lets people know that people who take things from the shop without paying will be taken to court.
 - 2 You would see this in a shop and it lets people know that the staff there speak French as well as English.
 - 3 You would see this at Customs and it lets people know that this is the way to go if they do not have any goods to pay duty on.
 - 4 You would see this in a shop window and it tells people that things are going to be sold off cheaply because the shop wants to get rid of its stock, perhaps because the shop is about to close down.
 - 5 You would see this outside an exhibition or a dance or concert hall perhaps and it lets people know that they need a ticket to get in.
 - 6 You would see this in the window of a hotel or bed and breakfast and it tells people that there are no free rooms there.

- 7 You would see this on a river bank and it tells people that fishing is not allowed.
- 8 You would see this notice outside a bicycle shop and it tells people that they can either hire or buy bicycles there.
- 9 You would see this outside a block of flats and it tells people that one flat is vacant for renting.
- 10 You would see this notice at the end of an escalator and it tells people that if they have a dog with them, they must carry it.
- 11 You would see this notice on public transport, a bus or an underground train, and it asks passengers to leave these seats for people who are elderly or find it difficult to move easily.

- 96.4**
- 1 Coffee now being served.
 - 2 Spanish spoken here.
 - 3 Kindly/Please refrain from smoking *or* Smoking (strictly) prohibited.
 - 4 Free-range eggs for sale.
 - 5 No bill-sticking.
 - 6 Rooms to let.

Unit 97

97.1 *Suggested re-wording:*

Now! Eagle Airlines offers even more to the business traveller who needs comfort.

Let us fly you to your destination in first-class comfort, looked after by the best-trained cabin attendants (or cabin staff) in the world. Any business person knows that they must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat-Class you can do just that. And, what's more, your partner/spouse can travel with you on all intercontinental flights for only 25% of the normal fare! Your secretary can book you on any flights 24 hours a day on 0557-465769. All he or she has to do is lift the phone.

- 97.2**
- 1 **conductor** is marked on the word (-or); **conductress** used to be common but is less so now
 - 2 **shepherd** is socially marked as male, though **shepherdess** used to be common also
 - 3 **cheerleader** is socially marked as a female role
 - 4 **typist** is socially marked as female
 - 5 **station master** is marked on the word (-er); there never were any 'station mistresses', and nowadays they are called **station manager** in the UK, regardless of sex
 - 6 **dressmaker** is marked on the word as male, but socially marked as female
 - 7 **general** is socially marked as male
 - 8 **detective** is socially marked as male
 - 9 **monk** is linguistically marked as male (female = **nun**)
 - 10 **milkman** is marked on the word as male; **milkwoman** is quite common in the UK
 - 11 **tailor** is linguistically and socially marked as male

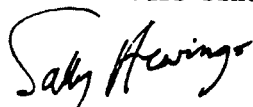
- 97.3** mankind – human beings spinster – single woman unmanned – unstaffed
air hostess – cabin attendant man-hours – person-hours

- 97.4**
- 1 ...a new chair/chairperson...
 - 2 Several fire-fighters and police officers were...
 - 3 A spokesperson for the store said the manager had...
 - 4 I wonder what time the post comes... (recently someone referred to **the postie** on a BBC programme, but, at the time of writing, this form has not become established)
 - 5 I can't see the bartender anywhere...
 - 6 Her brother's a nurse, and she's an author / a writer.

97.5 *Suggested answer:*

The Manager
Frintstowe Engineering Ltd
22/11/92

Dear Sir or Madam,
I am aged 22, single, and am seeking employment. I saw your advertisement for part-time workers in *The Globe* last week. However, your 24-hour answering service seemed to be unstaffed when I tried it. Could you please send me application forms by post? Thank you.

Yours sincerely,

Sally Hewings (Ms)

Note: In real life, the first sentence of this letter would be unnecessary. (However, the word 'single' is more neutral than 'spinster'.) Also, if Sally puts (Ms) at the end, she does not have to say she is female; it is obvious.

Unit 98

- 98.1**
- | | | |
|--|--|---|
| 1 Mr A. Carlton
Flat no. 5
Hale Cresc.
Borebridge | 2 Ms /mæz/ P. Meldrum
c/o T. Fox
6, Marl Ave.
Preston | 3 N. Lowe & Co.
7, Bridge Rd.
Freeminster
UK |
|--|--|---|

Note: Flat could be abbreviated to F., though this is not so common. **United Kingdom** is abbreviated, but **Great Britain** is not normally abbreviated in addresses. **Ms** is unusual in that English words do not normally like to have a stressed /ə/ vowel. For this reason, many people say /mɪz/.

- 98.2**
- 1 Bachelor of Science (A)
 - 2 Federal Bureau of Investigation (A)
 - 3 Father (could also be 'French' or 'Franc') (C)
 - 4 extension (telephone) (C)
 - 5 compact disc (A)
 - 6 as soon as possible (A)
 - 7 personal identification number (B)
 - 8 for example (C/D)
 - 9 United Nations Educational, Scientific and Cultural Organisation (B)

- 98.3** Memorandum from Mister Braneless (Managing Director)
To: All staff
Date: The third of May, 1991 Reference: 04056/DC

May I remind you that all new laboratory equipment should be registered with Stores and Supplies, Room 354 (extension 2683). Please note: new items must be notified before five o'clock in the afternoon on the last day of the month of purchase, that is, within the current budgeting month. All account numbers must be recorded.

- 98.4**
- 1 OAPs – British English for ‘Old age pensioners’: retired people or senior citizens; on a museum entrance.
 - 2 WC – ‘water closet’: a lavatory; Gents – gentlemen; on a door in a pub.
 - 3 US – United States of America; POWs – prisoners of war; newspaper headline.
 - 4 CFC – Chloro-fluoro-carbons: nasty chemicals sometimes found in sprays, which can damage the ozone layer; on an aerosol can.
 - 5 Dep – depart; Arr – arrive; on an airline timetable.

98.5 Across

- 3 UFO (pron. U-F-O) (Unidentified flying object of any kind)
- 6 EAST (N = north; S = south; W = west)
- 8 RN (Common abbreviation for the Navy in Great Britain)
- 9 RIP (usually put on gravestones or in newspaper announcements of deaths)
- 10 BIO (as in ‘bio-degradable plastic’)
- 11 CD (compact disc)
- 12 AND
- 13 ESP (this can also mean ‘English for Special Purposes’ or ‘extra-sensory perception’, a power some people say they have to see ghosts and spirits of the dead, or to see the future)
- 15 GB (each country has an abbreviation for car-plates when travelling in another country. What is your country’s abbreviation?)
- 17 US (United States)
- 19 ET (Extra-terrestrial – a loveable creature from another planet in the film called ‘ET’)
- 20 TUBE

Down

- 1 PERCENT
- 2 See 13 across
- 4 FRIDGES
- 5 ONO (used in advertisements: eg ‘Bicycle for sale: £25 o.n.o.’ This means perhaps £23 or £24 would be accepted if nobody else offers £25.)
- 7 AIDS
- 10 BN (Please note = NB)
- 14 PUB (pub is a short form of ‘public house’)
- 16 BT (seen on phone boxes in Britain. The abbreviated name of the British Telecommunications company)
- 18 SE (NW = north-west, SW = south-west, NE = north-east)

Unit 99

- 99.1**
- 1 an irresistible urge to collect things
 - 2 a house constructed solely from natural materials
 - 3 a female of limited intelligence but high sex appeal
 - 4 a specially bred miniaturised form of vegetable
 - 5 an indoor version of American football
 - 6 a hypothetical miniaturised device capable of making its way through bodily passages and performing various tasks

These words can be classified as follows, relating to the sections on the left-hand page:

- | | | |
|---------------------|----------------------|-----------------|
| 1 collectomania (F) | 3 bimbo (D) | 5 arenaball (C) |
| 2 bio-house (D) | 4 mini-vegetable (B) | 6 microbot (B) |

- 99.2**
- | | |
|---------------------------------|------------------|
| 1 ozone-/eco-friendly | 5 teleworking |
| 2 Gorbymania | 6 cardboard city |
| 3 singlehood | 7 couch potato |
| 4 monoboardng (or snow-surfing) | 8 sound-bites |

99.3 There are many possible answers to this question and it is, of course hard to predict which words will stand the test of time. I would suggest **faxable**, **teleworking** and **singlehood** as they express concepts that are already useful and are likely to remain so, whereas **vogueing** and **Gorbymania** are likely to go out-of-date quickly.

- 99.4
- 1 cooking by microwave oven
 - 2 a building which houses a number of different cinemas
 - 3 skiing uphill
 - 4 high-ranking, powerful members of international organisations
 - 5 the study of humour
 - 6 practically active
 - 7 credit cards for use in a particular shop
 - 8 babies born at a time when the birth-rate was particularly high

Unit 100

100.1

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and...see we have this kind of long wall at the end of the garden, and it's...like...a motorway for cats, for instance, that big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so...where was I? Yes, I was looking at that wall, you know, day-dreaming as usual, and all of a sudden there was this new cat I'd never seen before, or rather, it wasn't an ordinary cat at all...I mean, you'll never believe what it was...'

Comments:

Where/How shall I start/begin? This is a very common marker at the beginning of a story or monologue while the speaker is composing his/her thoughts.

Anyway is probably the most common marker in spoken story-telling to divide up the story into its different stages (introduction/main plot/resolution, etc.)

See is often used in informal talk instead of you see, when someone is clarifying or explaining something.

Like is often used when the speaker hesitates, or to make something less precise, a little more vague.

Where was I? is used when we want to come back to the main subject we were talking about after an interruption or diversion into another point or topic.

Yes is often used when we resume what we were talking about; it does not have to be an answer to a question from someone. **No** is also used in exactly the same way and could have been used here instead of yes.

Or rather is used when you change to a different word or a better/more accurate way of saying what you want to say.

I mean is used when you want to explain something or expand or illustrate what you are saying.

This extract is typical of the number of markers found in everyday informal talk. The speaker is not a 'lazy' or 'bad' speaker; everyone uses markers, even if they are not conscious of it or do not want to admit it! Informal conversation *without* markers sounds rather odd and strained, and a little too formal.

100.2 Possible answers:

- | | |
|--|--|
| 1 A: Are you a football fan?
B: Well , I like it; I wouldn't say I was a fan. | 4 A: Which number is yours?
B: Let me see... it's that one here, yes, this one. |
| 2 A: I'll take care of these.
B: Right , that's everything.
A: Fine , so see you next week.
B: Good . That was a very useful meeting. | 5 A: He's looking exhausted.
B: Yes, he is.
A: Mind you , he has an awful lot of responsibility, so it's hardly surprising. |
| 3 A: It was last Monday I was coming home from work. I saw this ragged old man approaching me. Anyway, I stopped him...
B: Jim Dibble!
A: Hang on! Let me tell you what happened first. | 6 A: What do you mean 'cold'?
B: Well , she's not friendly, very distant, so to speak. Last week I gave her a jolly smile and she... like...scowled at me. the way you smile at people,
A: Well what do you expect? Look , I've seen the way you smile at people it sort of puts them off. |

- | | |
|---|--|
| 100.3 1 First of all
2 in other words
3 For example / For instance
4 Next
5 as it were / so to speak | 6 Lastly
7 In summary (In conclusion would not be suitable here, since it just means 'this is the end of the text', whereas this sentence provides a summing up of the arguments in the text.) |
|---|--|

Follow-up:

If it is difficult or impossible for you to get hold of tape-recordings of natural conversation, you can find transcripts in D. Crystal and D. Davy's *Advanced Conversational English* (London: Longman, 1975), where you will find a wide range of markers in actual use.

Phonetic symbols

Vowel sounds

<i>Symbol</i>	<i>Examples</i>
/i:/	sleep me
/ɪ/	happy recipe
/ɪ/	pin dinner
/ʊ/	foot could pull
/u:/	do shoe through
/e/	red head said
/ə/	arrive father colour
/ɜ:/	turn bird work
/ɔ:/	sort thought walk
/æ/	cat black
/ʌ/	sun enough wonder
/ɒ/	got watch sock
/ɑ:/	part heart laugh
/eɪ/	name late aim
/aɪ/	my idea time
/ɔɪ/	boy noise
/eə/	pair where bear
/ɪə/	hear beer
/ɔʊ/	go home show
/aʊ/	out cow
/ʊə/	pure fewer

Consonant sounds

<i>Symbol</i>	<i>Examples</i>
/p/	put
/b/	book
/t/	take
/d/	dog
/k/	car kick
/g/	go guarantee
/tʃ/	catch church
/dʒ/	age lounge
/f/	for cough
/v/	love vehicle
/θ/	thick path
/ð/	this mother
/s/	since rice
/z/	zoo houses
/ʃ/	shop sugar machine
/ʒ/	pleasure usual vision
/h/	hear hotel
/m/	make
/n/	name now
/ŋ/	bring
/l/	look while
/r/	road
/j/	young
/w/	wear

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