MORE THAN WORDS

vocabulary for upper intermediate to advanced students

BOOK 2

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## Contents of Book 1

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Jeremy Harmer
Richard Rosner
Cambridge. July 1992

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Introduction for students and teachers

AIMS

The aims of More than Words Book 2 are:

a to make students aware of the vocabulary associated with certain defined topic areas (e.g. the media, politics, housework, transport, etc) and to provide material to help students memorize and practise these words.

b to provide material which will provoke and stimulate, thus engaging the students in the task of understanding more about the vocabulary of English.

c to make students more aware of words and to train them with skills which will help them to deal with new words in English.

d to provide material which can be used to develop general language skills in an integrated way and to promote other types of language study.

THE ORGANIZATION OF MORE THAN WORDS

More than Words Book 1 is divided into two parts which look at issues related to how words work and provide sixteen topic units on ‘Human beings’.*

More than Words Book 2 is also divided into two sections in the following way:

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<td>6 units dealing with the resources which students can use to help them develop their own vocabulary: two units deal with dictionary use, and there is a unit on how to remember new words. Other units deal with wordbuilding, bridging vocabulary gaps and using words creatively.</td>
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<td>25 units looking at topic areas concerned with the world that human beings live in. We look at the vocabulary associated with families, communication, politics, homes, town and cities, education, crime, the environment, the animal kingdom, etc.</td>
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DICTIONARIES AND DICTIONARY USE

One of the most useful tools for studying vocabulary at this level is the monolingual dictionary. This is why we have devoted two units of Part A to training people how to use one.

A good dictionary will provide lots of information about the

*See page iv for a complete list of contents from More than Words Book 1.
words which students are looking up. But they should be careful not to use it all the time, or it will tend to get in the way of spontaneous communication. In *More than Words Book 2* we indicate where we think dictionary use may be appropriate by using this symbol:

**WHAT IS VOCABULARY?**

To know a word fully we need to be aware of many things, for example:

a. we need to know what a word (e.g. *shop*) means.

b. we need to know how it is connected to other words which mean similar things (e.g. *buy, sell, bargain, discount, loan, hire-purchase*, etc).

c. we need to know what other meanings it can have, e.g. *shoplifting, window shopping, to shop around, to set up shop*, etc.

d. we need to know how the word changes depending on its grammar (e.g. *he was shopping, he shopped*).

e. we need to know what grammar the word uses, (e.g. when *shop* is a verb it cannot take an object unless it changes its meaning and becomes an informal word for telling tales about someone).

f. perhaps, most importantly, we need to know what kind of situations the word is used in and who might use it.

In *More than Words Book 2* we try to ensure that students have a chance to know words in this way. Texts show the contexts words are used in, and exercises explore the various aspects of the words.

**CHOOSING A UNIT**

*More than Words Book 2* is designed to be used in a number of different ways. Teachers and students can go through the units in sequence; they can pick and choose units which particularly interest them or which they need; they can do Part A and then some or all of Part B; or they can use units from Part B and then refer to individual units from Part A when appropriate (or for a change of focus).

**WHAT THE UNITS CONTAIN**

1. Units in Part A usually start with a language question, problem or explanation.
2. In Part A we frequently use texts to enlarge on topics or to provide training material for the area of study (e.g. using a dictionary, bridging vocabulary gaps, etc).
3 Exercises in Part A are designed to train students in the skills necessary to develop their own vocabulary. They include:
- matching exercises
- filling in blanks
- filling in charts
- activation exercises designed to allow students to use the words or concepts they have been looking at

PART B Units in Part B always follow a set pattern (though with many variations). There are three parts to this pattern:

1 Engagement activities

These are activities designed to engage the interest and involvement of the students in both the topic and the words. Engagement activities usually consist of one of the following:

a A text: Students are asked to read a text and then react to it in some way. It may provoke discussion or a task. The purpose of the text is to arouse the students' interest as well as to introduce the words and concepts which are to be studied later. It is also there to provide a focus for general integrated skill work.

b A discussion/interaction: For example, students complete a questionnaire in pairs. It contains words and concepts to be used in the unit. Students discuss their opinions or compare information about a topic. These exercises provide an opportunity for students to consider topics in the light of their own experience.

c A word task: Students do a straightforward matching activity to remind themselves of the topic area and to give them information for a discussion/interaction.

Almost all of these engagement activities are designed for use in pairs or groups. Students should be encouraged to participate as fully as possible.

2 Study activities

There are many kinds of study activities which are designed to explore in more detail the words which the topic has introduced.
Some of these activities are:

a **Completing charts:** Students are frequently asked to complete charts with the correct part of speech or vocabulary item.

b **Fill-ins:** Students are frequently asked to fill in the blanks in sentences or paragraphs using words that they have been studying.

c **Matching:** Students are asked to match one set of things with another set of things (e.g. words and pictures, synonyms, antonyms, etc).

d **Discussing words:** Students are asked to discuss words and make decisions about them with the help of their own knowledge and their monolingual dictionaries.

e **Searching for word meaning:** Students are often asked to choose between two different meanings or two different words.

f **Choosing between different words:** Students are often asked to choose between two different meanings or two different words.

3 **Activate activities**

The Activate sections in each unit are designed to provoke the use of words which have been studied in the unit. There are many different kinds of such activities. Here are some examples:

a **Headlines:** Students are asked to explain headlines and write the stories which accompany them.

b **Writing tasks:** Students are asked to write descriptions, dialogues, advertisements, etc.

c **Telling stories:** Students are asked to use the words they have been studying in either oral or written stories.

d **Commenting:** Students are asked to comment on pictures and/or situations.

e **Role-play:** Students role-play a situation which invites the use of words they have been studying.

4 **Word Check**

A special feature of *More Than Words Book 2* is the set of Word Check activities at the end of each unit in Part B.

After the final list of Focus Words and Focus Phrases in each unit there is a set of four short exercises which the students have to do, referring only to the focus lists. These Word Check activities give both teacher and students a chance to see how well they have absorbed the meaning, use, and form of the words they have been studying in that unit.
5 How the pieces interact with each other

All the units in Part B start with an engagement activity and end with an activate activity. In between these two, the three types of activity in the unit (engage - study - activate) usually occur more than once. In other words students may do an engagement activity and then do some study exercises. Then they do a quick activate activity before doing some more study work. Or they may do an engagement activity, some study work and then do another engagement activity which will lead them onto a different track. This diagram shows some of the possible patterns.

HOW TO USE THE MATERIAL

The material in More than Words Book 2 is designed for use in two distinct situations, classwork and self study. How can it be used?

Almost all the exercises in More than Words Book 2 can be done by students working in pairs or groups. Indeed we believe that such interactions are a vital part of creating a healthy and cooperative class atmosphere. It is then the teacher’s role to guide, advise and inform the students.

In small classes, however, the use of pairs and groups becomes rather artificial and in such cases there is no reason why the teacher and the students should not go through the material together.

It should be remembered that one of the teacher’s main responsibilities is the ability to encourage the students to connect their own life experiences with the topic: in that way, lessons will not only be about learning language, but also about the topics themselves and how they affect us all.

Some of the study exercises are clearly useful for students working on their own, either in class or as homework. In such cases it is advisable to try to do the exercises before referring to the key.

In general we believe that involvement in the material is the most important way to start the process of vocabulary learning and it will be a combination of the students’ enthusiasm and
Introduction for students and teachers

desire to learn, and the teacher's encouragement of those attitudes, which will make More than Words Book 2 successful in the classroom.

SELF STUDY While many of the activities in More than Words Book 2 work well with groups of students, we have also tried to think carefully about students working on their own.

The most obvious way of helping such students is to provide an answer key, which can be found on page 206. Students on their own can thus do some of the exercises and then check with the key.

The progression of the exercises associated with reading tasks, etc, has been designed so that students working on their own are still able to complete the tasks.

Obviously the more interactive exercises will lose something if they are done alone. Nevertheless, questionnaires, for example, are still well worth reading through and thinking about, especially where they contain words which are to be studied.

Students working on their own should not forget Part A, which provides training issues in vocabulary learning and vocabulary techniques, speaking directly to the user.

CONCLUSIONS

More than Words Book 2, like its predecessor, is about vocabulary and how it works. It is about the words associated with certain topics. It is about language and how it is used.

Getting involved with words is what learning a language is all about. We believe that when students are engaged with topics they learn words which they can keep for themselves - which they can then 'own'. We hope that More than Words Book 2 will help many students to own many many words.

Jeremy Harmer
Richard Rossner
DEVELOPING YOUR VOCABULARY
One of the things an English-English dictionary does is to give you definitions of words - to tell you what they mean. How can we find those meanings? What happens when a word has more than one meaning? What does a dictionary tell you about how words are used?

Note: In this book 'dictionary' means a monolingual dictionary especially designed for learners of English. All the examples used in this book are taken from the Longman Dictionary of Contemporary English: New edition - 7 987, but other English monolingual dictionaries can be used.

FINDING THE RIGHT WORDS

The first thing you have to do when you want to use a dictionary is to find the word you're looking for. In dictionaries (as in indexes) items are arranged alphabetically.

1 Put the numbers 1 to 12 against the words to show their order in a dictionary.

explanatory sticky island admitted furniture pineapple

ACTIVATE

FA Use at least four of the words from exercise 1 to make a story.

Some entries in dictionaries, however, are made up of compound words - a 'word' made up of two parts like bus driver, kind-hearted, etc. They occur alphabetically in an English dictionary, too.

6 Put the numbers 1 to 16 against these words to show their order in a dictionary.

lumper nestle
sportsmanlike sports
place teaspoon
elemental negative
sportsmanship jumping-off place
elementary particle rampage
elementary school

It is important to know what the base form of a word is, so that you can look it up in the dictionary. For example, if you see the word worrying you should look for it under worry - the base form.

4 Read these reviews of a book called The Songlines by Bruce Chatwin. What is the base form of the words which are underlined?

A BOOK of remarkable richness, scope and originality.
(Patrick Leigh Fermor, Spectator).

ON COMPLETING The Songlines one thinks - as one does not often think when reading contemporary British authors - of the word 'enormous'.
(Nicholas Shakespeare, London Daily News.)
In order to use a dictionary you need to be able to read definitions - the explanations of a word's meaning.

**DEFINITIONS**

b Match the words in the box with their definitions.

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<th>whinge</th>
<th>warmth</th>
<th>shuffle</th>
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<tr>
<td>a <strong>to move along with great effort</strong>, having contact with the ground</td>
<td>c <strong>to complain</strong>, esp. continually and in an annoying way</td>
<td>b <strong>the state of having kind, friendly feelings</strong></td>
<td>e <strong>to end a friendship or connection with somebody</strong></td>
</tr>
<tr>
<td>d <strong>a kind of sandal</strong>, held on by the toes and made of rubber</td>
<td>f <strong>to walk by dragging one's feet slowly along</strong></td>
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0 Read this extract from *The Songlines* without referring to a dictionary, and then answer the questions.

a How many people are there in the extract and what are their names?

b In pairs decide what you think 'this other Bruce' looks like (colour of his hair, height, clothes, etc). Describe him to the rest of the class. Does everyone have the same description?

---

**The Songlines**

Back at the motel, I was half asleep when there was a knock on my door.

'Bru?'

'Yes.'

'It's Bru.'

'I know.'

'Oh!'

This other Bruce had sat next to me on the bus from Katherine. He was travelling down from Darwin, where he had just broken up with his wife. He had a big pot belly and was not very bright.

At Tenant Creek, he had said, 'You and me could be mates, Bru. I could teach you to drive a dozer.' Another time, with greater warmth, he said, 'You're not a whingeing Pom, Bru.'

Now, long after midnight, he was outside my door calling,

'Bru?'

'What is it?'

'Want to come out and get pissed?'

'Oh!'

'We could find some sheilas,' he said. 'That a fact?' I said. "This time of night?"

'You're right, Bru.'

'Go to bed,' I said.

'Well, goo' night, Bru.'

'Goodnight?'

'Bru?'

'What do you want now?'

'Nothing,' he said and shuffled off, dragging his rubber thongs *shlip shlip* along the corridor.
CHOOSING THE RIGHT ENTRY

A single word can have a number of meanings and it is important to choose the right one. You will often be helped to do this by the examples given.

Look at these dictionary entries for bright and mate. What is the number of the entry in each case which matches the use of the words in the text above?

DEALING WITH UNFAMILIAR WORDS

We often come across words we do not understand. One way of resolving this is to use a dictionary. Sometimes, however, we do not have the dictionary, or the dictionary does not have the word. But we can still make a good guess at what the word means.

a) Without looking at a dictionary say what parts of speech these words from the text are.

b) Now complete these sentences from the text by putting as many words in the blanks as possible to replace the original words (provided that they make sense).

i) I could teach you to drive a _________.

ii) You're not a whingeing _________, Bru.

iii) 'We could find some _________', he said.

iv) He shuffled off _________ dragging his rubber _________ along the corridor.

Compare your words with a partner or in groups. Decide on the word that is most likely in each case, and compare your words with the meanings of the original words. Were you close?

STYLE AND REGISTER

When you look up a word it is important to know when you can use it. For example, the word berk (meaning a fool) is a slang word. We can say 'You should have told me it was a formal party. I felt a right berk in my jeans.' But if you wanted to be more formal you might use the expression 'I felt rather foolish.'
6 Using dictionaries: definitions

9 Look at the following dictionary entries. Fill in the boxes with the letter corresponding to the appropriate term. Explanations of some of the terms are given. You may have to use some of the words more than once.

a 'forbidden' word
b definition
c derogatory (showing dislike or lack of respect)
d English spoken in America
e English spoken in Australia
f English spoken in Britain
g informal
h typical expressions
i slang (very informal language that often includes new and not very polite words. Used by groups. Not usually found in serious speech or writing)

1U You are on an overland bus. There is an empty seat next to you. At one stop 'this other Bruce' gets on the bus and sits next to you. Write the conversation he has with you.

pissed / pist/ adj[F] taboo sl 1 BrE drunk 2 AmE annoyed 3 pissed as a newt, pissed out of one's head/mind BrE very drunk

whinge, / winge - windʒ/ v [I] infml derog, esp. AustrE & BrE to complain, esp. continually and in an annoying way
Apart from information about the meaning of words and indications about when and where to use them, English-English dictionaries also contain a great deal of technical information about pronunciation and grammar, about word collocation and parts of speech.

---

**CALL MY BLUFF**

Follow the instructions:

1. Divide into two teams. Team A looks at Box A, Team B looks at Box B. Look up the definitions of the words in your box.

   Do not look at the other team's box.

   **BOX A**
   - smirk
   - janissary
   - languid
   - laparoscopy

   **BOX B**
   - smooch
   - scalene
   - stertorous
   - pique

2. Write out the definition you find in the dictionary.

3. Invent two more definitions which look like real definitions.

4. Representatives from each team read out the true and false definitions and make example sentences. The other team has to guess which is the true definition.

---

**PRONUNCIATION AND SPELLING**

Look at the following dictionary entries. Fill in the boxes with the letter corresponding to the appropriate term.

- a alternative spelling
- b pronunciation (including stress)
- c other words derived from the main word
- d stress (shows which part of the word is stressed)

**judgement, judgement**
- 
- the ability to make decisions that are based on careful consideration of facts, principles, etc.: a man of sound/wise judgement
- her decision seems to show a lack of political judgement
- an error of judgement
- I can't decide for you, you'll have to use your own judgement
- He did the right thing, but more by luck than judgement
- In my judgement, we should accept the employer's offer
- I let him go against my better judgement (although I knew it was probably a mistake)
- an official decision given by a judge or a court of law: He passed (= gave) judgement on the guilty man
- an impartial judgement
- sit in judgement on to take the responsibility of judging (a person or their behaviour), esp. in order to find fault: You have no right to sit in judgement on her; you probably have done exactly the same thing if you'd been in her position. - see also VALUE/JUDGMENT
8 Using dictionaries: technical information

4. Use a dictionary to correct the spelling of these words, if necessary.
   a. prettyness
   b. responsible
   c. nudity
   d. fetus
   e. heaviness
   f. completeley
   g. sterilise
   h. movment

5. Use a dictionary to underline the part(s) of the following words which are stressed.
   a. import (v)
   b. topical
   c. topicality
   d. export (n)
   e. progress (n)
   f. progression
   g. prohibition
   h. professionalism

GRAMMATICAL INFORMATION

Apart from telling you about a word's meaning, its spelling and pronunciation, a dictionary has a mass of useful information about grammar.

Look at the dictionary entries in the next column. Fill in the boxes with the letter corresponding to the appropriate term on the left. Explanations of some of the terms are given.

- can take an object
- cannot take an object
- uncountable noun (you can't count it or pluralize it)
- phrasal verb
- position of direct object
- followed by a particular preposition or adverb

7. Use a dictionary to say what the mistake is in each of the following sentences. Can you correct the mistakes?
   a. They collapsed the building with dynamite.
   b. Acid rain is harmful at trees.
   c. The informations I have received will be very useful.
   d. She is looking her keys for.
   e. He graduated to the University of East Anglia.
   f. The mechanic greased.
   g. The mournfulnesses of the symphony made me sad.
   h. She is different of her brother.
   i. She found a way to get the problem around.
   j. She gave to me the keys.
One of the difficulties with phrasal and prepositional verbs is knowing where to put the direct object. Sometimes it comes only after the complete verb, e.g. Pick on somebody your own size. Sometimes it can come before or after the adverb or preposition, e.g. Hand in your papers, Hand your papers in (note that a pronoun can only come before the preposition or adverb, e.g. Hand them in, not *Hand in them). Finally, sometimes a phrasal verb can have two objects, e.g. Put the accident down to inexperience. Your dictionary should tell you which kind of phrasal verb you are looking at.

0 Make sentences using the following phrasal or prepositional verbs. Use a dictionary to check the grammar.

a pick up
e run away with
b look after
f try on
c look up
g live down
d give up
h live up to
A KIND OF MIRACLE

Take a crowd of twenty thousand blacks at the funeral of a well-loved leader who has died while in the custody of white security police; add to their anger more anger at the callousness of police minister Kruger for saying such a death leaves him cold; add more anger over police prevention of tens of thousands of other mourners from attending the funeral; and add fresh anger whipped up by emotional speeches against white oppression.

Add to this multitude of angry, grieving blacks a small group of whites intermingled in this huge, volatile crowd, and in this land of racial tension it requires only one stumble, one jostle, one tactless remark to touch off a tragic explosion of retribution.

Yet no incident of the sort took place at the funeral of Steve Biko this week. Through five hours of speeches by spokesmen of all those allegedly anti-white organizations, not one white present was made to feel unwelcome or under direct threat by the emotional multitude.

Not that we few whites were free from fear. Far from it. It was the most frightening five hours of my life. My wife and I were in the middle of the standing crowd and knew many moments of apprehension as the rhetoric was aimed at white viciousness, white cruelty, white exploitation, white privilege, and white murder of black martyrs.

One is very conscious of one's whiteness on such occasions.

I think what motivated many whites who attended, apart from the natural motives of condolence, was an act of faith with the country South Africa could become with apartheid removed and people judged simply as individuals. That certainly was a point made in many of the speeches.

Admittedly it was a minor theme to the major theme of black activism, yet consistent throughout was the message that the end envisaged was a nonracial, non-ethnic society.

That no whites in that crowd were menaced or hurt is a kind of miracle.

STEVE BIKO was a black leader in South Africa who opposed apartheid, the system which made all blacks second-class citizens and deprived them of their rights. He died while in prison near the end of the account of his funeral, published in a South African newspaper at that time.

Donald Woods
South African Dispatches
Find a word in the text which describes your feelings about the text. If you cannot find one in the text, choose your own.

There may be many words that you don't understand in a piece of writing. To look up the meaning of all of them would take a long time, and your chances of learning a large number would not necessarily be good. A better idea, perhaps, is to choose a limited number of words and deal with them.

a Write down the five words from the extract that you most want to know the meaning of.

b In pairs or groups compare your lists and agree on a joint list of five words.

Look up the words in a dictionary. What do they mean?

When you know the meanings of new words are there any ways of remembering them?

One way seems to be to group them together into groups of words with similar meanings.

Which of these words is used most often in the text?

anger viciousness fear callousness cruelty apprehension exploitation murder

a What effect is created by using the word in this way?

b What do you think the writer's mood is?

Put the nouns from exercise 4 into the correct columns in the table.

<table>
<thead>
<tr>
<th>State of mind</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is important to discover not only the meaning of unfamiliar words but also their grammar.

a In the following extracts from the text which of the two-word verbs are phrasal verbs?

i . . . fresh anger whipped up by emotional speeches . . .

ii . . . one tactless remark to touch off a tragic explosion . . .

iii . . . no incident of the sort took place . . .

iv Yet if you look at the record . . .

b Are the meanings of the two-word verbs different from the original verbs whip, touch, take, and look?

Using a dictionary, say what can follow the verbs.

1 Look at this sentence from the text on page 10.

' . . . black South Africans are noticeably not racist by inclination.'

a What does racist mean?

b Who suffers from racism?

c Can you give both extreme and mild examples of how racism operates?
d In a British court case a black defendant recently objected to the use of the term *blackmail*. He said it was an example of racist language. Do you agree?

MAKING YOUR OWN WORDBOOK

One of the ways of learning and remembering more vocabulary is to keep your own wordbook where you put the words that you think are especially important. Obviously you must decide what words to put in and what to say about them. Should you translate them, give definitions, give grammatical information? The decision is yours.

Look at this page from Maria’s wordbook. (Maria is a Spanish speaker.)

<table>
<thead>
<tr>
<th>hammock(s)</th>
<th>hamaca. A bed made from string. You can hang it up. He fell out of his hammock because of a bad dream.</th>
</tr>
</thead>
<tbody>
<tr>
<td>happily (adv)</td>
<td>felizmente. In a happy way. She smiled happily as she put down the phone.</td>
</tr>
<tr>
<td>hut (n)</td>
<td>choza. A small building made of wood or mud. Julia lived in a hut at the edge of the jungle until she won the lottery. Then she bought a house.</td>
</tr>
</tbody>
</table>

a How has Maria arranged the words? How else could you arrange the words?
b How has she shown what the words mean? How else could you record the meaning?
c What grammatical information has she put in? Would you add any more? Would you put less?

9 How would you write the entries for your personal wordbook:

a for your five words (see exercise 3)?
b for these nouns (see exercise 4)?

anger viciousness fear callousness cruelty apprehension exploitation murder
c for these verbs (see exercise 6)?

wrap up touch off take place look at

10 Here are some ways that students have of remembering new words. Do you use any of them? Do you have any other ways of trying to commit new words to memory?

a Practising by making sentences in your own mind using the new word(s).
b Practising by writing out sentences with the new word(s).
c Learning lists of words (say ten new words a night).
d Labelling things in your own house with English words (using sticky labels).
e Thinking of an image for a new word (e.g. a picture or a colour) to help you remember the word by remembering the image.
Many words in English are built from more than one part: a root, a beginning, an ending, two different words, and so on. For example, the word *impossibility* is based on the root *possible*. At the beginning, there is *im-*, meaning 'not', and at the end *-ity*, one of the endings used to form abstract nouns.

1. Which of the words below:
   a) have a root and a beginning (prefix)?
   b) have a root and an ending (suffix)?
   c) has a root and both a prefix and a suffix?
   d) is made out of two different words?

(Use a dictionary if you are not sure of the meaning.)

darkness postwar fishtank realignment unfriendly makeshift tonsilitis laptop
televise stepmother

The difference between a prefix or suffix and a root word is that prefixes and suffixes cannot stand alone. For example, *re-* and *-ology* cannot be used by themselves (although they have some meaning). However, in *fishtank*, both *fish* and *tank* can be used separately. In addition, many two-word words appear in two parts e.g. *bank manager*.

2. Read the following passage and complete the table with the underlined words from the passage.

The rosewood walking-stick had belonged to Jemima's great-grandmother. The white-haired old lady had lived in the granny flat over the workshop at the back of the semi-detached house where Jemima and her stepbrother spent the early years of their childhood. 'Great-gran', as they nicknamed her, who must have been in her mid-nineties by then, had used the walking-stick to make her way, spider-like, from her bedroom to the kitchenette, where she drank endless cups of tea from a cracked teapot. Jemima would sit with her, listening wide-eyed to the hair-raising stories she told of her girlhood. Jemima remembered that Great-gran had been the second eldest in a family of eight children, living in a coalmining valley in South Wales. She had never been to school. By the time she was twelve, she was a chambermaid in the house of a very wealthy landowner. She worked a fourteen-hour day, making beds, scrubbing floors and cleaning saucepans: not a life for the faint-hearted.

Two words* | One word with a prefix | One word with a suffix
---|---|---
rosewood | semi-detached | kitchenette

(* Note: some have a suffix as well)

6. Choose two of the following roots. How many other words can you make from them by adding prefixes and suffixes? You may have to change the spelling of the root word slightly before adding the affixes.

Example:
Real: unreal, reality, unreality, really, realism, realistic
Word formation and compound words

- use
- care
- safe
- touch
- responsible
- reason

(See Part A, Unit 8 of Book 1 for more on prefixes and suffixes)

The compound words below have been selected from the passage on the previous page. With a partner, decide which compound word from the box on the right is most similar in form to each of them.

- granny flat
- second eldest
- walking-stick
- coalmining
- hair-raising
- chambermaid
- fourteen-hour
- workshop
- wide-eyed
- red faced ten-week
- knitting needle
- playroom cowshed
- blood-curdling
- fourth fastest
- rice-growing
- shop assistant

ACTIVATE

5 Use any five of the words from the box in a story, beginning:

‘Once upon a time, there was a poor farmer who had a very clever young daughter . . . ’

Then tell it to a neighbour.

Many speakers of English invent their own words by combining prefixes or suffixes with roots, or by combining two separate words. For example, the suffix -ish, as in smallish, means ‘quite’ or ‘rather’. In informal English people combine it with almost any other (short) adjective, although the resulting words may not appear in the dictionary. It can also be fun to try to make new compound words from two other words.

0 Make common compound words to describe people by combining words in box A with words in box B.

<table>
<thead>
<tr>
<th>Box A</th>
<th>Box B</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>robber</td>
</tr>
<tr>
<td>girl</td>
<td>friend</td>
</tr>
<tr>
<td>frog</td>
<td>sitter</td>
</tr>
<tr>
<td>big bank</td>
<td>head</td>
</tr>
<tr>
<td>van</td>
<td>player</td>
</tr>
<tr>
<td>tax tennis</td>
<td>driver</td>
</tr>
</tbody>
</table>

7 Now make some new funny compound words by combining the words in different ways.
0 What compound word would you use to describe each of the following?

Example:
- a pool which people can swim in: a swimming pool
- a container or small 'tray' which you can put cigarette or cigar ash in
- cleaning and other work that has to be done in the house
- a test done on someone's blood
- the action of dreaming during the day (while awake)
- a room which is dark so that you can develop photographs in it
- a book which has a cover or 'back' made of paper

7 What adjective would you use to describe the following?

- someone who works hard
- someone who has a 'narrow mind', who has many prejudices
- something which has been made by hand
- something to eat which is made at home
- steps or measures taken to cut costs

ACTIVATE

10 Use compound words from the exercises above, or similar ones, in new headlines to replace those opposite.

---

Many compound words are made by combining a noun with a verb participle, e.g. heart-broken (heart + past participle of break), cost-cutting (cost + present participle of cut). In both these cases the result is a new adjective. However, the -ing participle is also used to form nouns.
What do you think of these sports involving animals? Grade them from 1 to 5 according to how cruel you think they are, and how much enjoyment they give to people. Then compare your answers with a neighbour's and discuss the differences.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Cruelty</th>
<th>Enjoyment</th>
</tr>
</thead>
<tbody>
<tr>
<td>bull-fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fox-hunting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>salmon-fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cock-fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>horse-racing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you ban any of these sports? Why?

As you will have noticed in the above exercises, compound words can be nouns, adjectives or verbs. Words can be combined in various ways:

- object + verb (e.g. fox-hunting)
- adverb + verb (e.g. day-dreaming)
- purpose + noun (e.g. knitting needle)
- two nouns (e.g. boyfriend)

Find two other compound words that fit into each of the categories above.
When we learn a foreign language, one of the main difficulties we have is to remember enough words to say what we want to say. However much new vocabulary we learn, there still seem to be many gaps, both in our own vocabulary and in our understanding of other people's vocabulary.

1. Look at these pictures. Do you recognise the objects or people in them?

Complete one of the following phrases for each object, place and person.

Example:
A person who collects rubbish from outside your house
a. a place where you can . . .
b. a person who . . .
c. an instrument for . . .
d. a shop where you can . . .
e. a utensil for . . .

We can often bridge the gaps in our vocabulary by using general words like thing, instrument, person, place, shop, etc, and a relative clause beginning with which, who, where, etc, or a prepositional phrase beginning with for, with, like, etc. Expressions like kind of, sort of, type of, etc, are also useful: e.g. She's the kind of doctor who looks after young children. It's a type of green vegetable.
Divide into two teams. Each team prepares definitions like those in exercise 1 for six unfamiliar words using a dictionary if necessary. Members of each team take it in turns to test the other team.

Example:
Team A: What's the word for a person who looks after the health of animals?
Team B: Ermmm... a veterinary, a vet.
Team A: Right.

Look at the picture sequences opposite. Tell one of the stories to a partner without using a dictionary. Mention all the objects in the pictures.

Think of a technical process which you know about (e.g. making a batik, developing a film, etc). Without using a dictionary, describe the process to a partner.

It can also be hard to understand someone who is using vocabulary that you don’t know. If they are speaking on TV or radio, or are acting in a film, all we can do is try to work out the meaning from the context (see Book 1, Part A - Unit 1), as we do when we are reading something which contains unfamiliar vocabulary. If we are speaking to someone face to face, then it is possible - and not at all impolite - to ask them to clarify the meaning of unfamiliar words.
b The contributions of one of the speakers in the following dialogue between two friends, one of whom isn't English, is only half-complete. Put Isabella's contributions (in the box below) back into the dialogue.

Sarah: . . . There I was, merrily driving along this country lane when suddenly a tractor pulled out in front of me. I swerved, and . . .

Isabella: You what?

Sarah: Swerved . . . you know, I pulled the steering wheel over to one side to avoid this twit . . .

Isabella:
Bridging vocabulary gaps

SARAH: (laughing) No, of course not - a 'twit' is an idiot, a stupid person.

ISABELLA:

SARAH: No. I just missed the back of the spreader . . . that's a machine for spreading manure . . .

ISABELLA:

SARAH: . . . natural fertiliser - animal droppings, but I ran into a ditch, which is a sort of channel used for draining.

ISABELLA:

SARAH: No. I just missed the back of the spreader . . . that's a machine for spreading manure . . .

ISABELLA:

SARAH: Fine . . . and I found myself in the middle of the field he'd just spread with manure . . .

ISABELLA:

SARAH: No, the hedge - the line of bushes between the road and the fields. Where was I?

ISABELLA:

SARAH: Yes, and I ended up driving through the hedge . . .

ISABELLA:

SARAH: No, the hedge - the line of bushes between the road and the fields. Where was I?

ISABELLA:

SARAH: I'm sorry, could you explain what that means?

ISABELLA:

SARAH: No I was in the car, in the middle of the field. Of course, the car was a write-off.

ISABELLA:

SARAH: Yes, a complete write-off.

---

a Oh, right . . . Did you hit him?
b Write-off . . . Does that mean the car was destroyed, that you couldn't drive it any more?
c Oh, my God, did it really?
d I'm sorry, could you explain what that means?
e Driving through the 'hedge' - is that the correct pronunciation?
f Oh, no (laughing)! You mean, you fell out of the car? Were you hurt?
g The edge? The edge of what?
h 'Manure'?
i Is a 'twit' a kind of tractor?
1. List the relevant expressions from the dialogue in the boxes below. Then add some other expressions for a more formal conversation between two people who don’t know each other well.

<table>
<thead>
<tr>
<th>Ways of asking for help with vocabulary</th>
<th>Ways of giving help with vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>More informal:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVATE**

- With a partner, choose one of the following topics.
  a. a do-it-yourself repair that went wrong
  b. a wedding that went wrong
  c. a concert or circus performance that went wrong

- With the help of a dictionary, list any technical or special words that you need. Then invent another ‘story’ dialogue between an English speaker and someone who doesn’t speak English very well.
UNIT 6 Using words creatively and inventing new words

People who write novels and poems exploit the creative features of language to achieve specific effects in their descriptions or narratives, and to get the reader to react emotionally to the text.

1a Imagine a very cold day in a big city. You are in a street, not in a heated building. List five words or phrases in English that you might use to describe the atmosphere vividly.

b Now imagine a very hot day in the same place, and list five other words or phrases that come to mind.

Compare your lists with those prepared by two other people. Are the lists similar or different?

Discuss the following question with a partner:

If you had to choose between spending time in such a city in very hot weather or in very cold weather, which would you prefer? Why?

3 Read the following description from a detective novel about police work in the imaginary 87th precinct (police district) of a large American city, very similar to New York, where the author of the passage once worked with the police.

July.

Heat.

In the city, they are synonymous, they are identical, they mean one and the same thing. In the 87th Precinct, they strut the streets with a vengeance, these twin bitches who wear their bleached blond hair and their bright red lipstick slashes, who sway on glittering rhinestone slippers, who flaunt their saffron saffron silk. Heat and July, they are identical twins who were born to make you suffer.

The air is tangible. You can reach out and touch it. It is sticky and clinging. You can wrap it around you like a viscous overcoat. The asphalt in the gutters has turned to gum, and your heels clench at it when you try to navigate the streets. The pavements glow with a flat off-white brilliance, contrasting with the running black of the gutter, creating an alternating pattern of shade and light that is dizzying. The sun sits low on a still sky, a sky as pale as faded dungarees. There is only a hint of blue in this sky for it has been washed out by the intensity of the sun, and there is a shimmer over everything, the shimmer of heat ready to explode in rain.

The buildings bear the heat with the solemnity of Orthodox Jews in long, black frock coats. They have known this heat. Some of them have withstood it for close to a century, and so their suffering is a silent one. They face the heat with the intolerant blankness of stoics.

Scrawled onto the pavement in white chalk are the words: JESUS VIENE, PREPARENSE POR NUESTRA REDENCION!

The buildings crowd the sidewalks and prepare neither for their redemption nor their perdition. There is not much sky on this street.

Ed McBain See Them Die

4 In the passage, ‘July’ and ‘Heat’ are depicted as rather frightening and striking women. What are the following depicted as?

- the air
- the surface of the street
- the sky
- the buildings

5 Use a dictionary to find which of the following words:

- refer to colour
- relate to stickiness
- relate to proud, ostentatious behaviour
- have to do with clothing
- describe a kind of light

strut bitch bleached rhinestone slash
flaunt saffron viscous gum dizzying
dungarees shimmer
Choose four phrases from the passage which you consider exemplify good creative use of language. Then compare your selections with a neighbour’s.

Inventing new words, borrowing words from one topic (e.g. computing) and using them for another (e.g. politics), and the other possibilities mentioned below are some of the ways in which writers of literature, journalism and advertising achieve new and fresh effects, often with great success. See also Part A, Unit 4 of Book 1 for more on metaphor.

Here are some things that writers of literature do with language:

1. compare things which are not usually considered similar.
2. describe things using words normally used to describe something quite different.
3. refer to abstract things as if they were concrete objects.
4. use words which are not normally nouns as nouns, or not normally adjectives as adjectives, etc.
5. invent totally new words.
6. use metaphors: describe things by referring to them as something else.


With a partner, match the excerpts below with points 1 to 6 above. Don’t worry if you don’t understand them completely - they are small parts of much longer poems.

a. She was a butterfly
b. The authentic! It rolls
Just out of reach, beyond
Running feet and
Stretching fingers
(Denise Levertov)
c. The heavens are blue
But the sun is murderous
(Grace Nichols)
d. anyone lived in a pretty how town
(with up so floating many bells down)
Spring summer autumn winter
He sang his didn’t he danced his did
(ee cummings)
e. The trees are coming into leaf
Like something almost being said
(Philip Larkin)
f. And as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tolgey wood
And burbled as it came.
One of the fantastic things about human language is that it changes according to the needs of those who use it. As technological and other progress happens, language develops so that we can talk or write about it. In addition, new words come into the language and old ones go out — rather in the same way that fashions in clothing change.

Think of some new words and expressions in your own language. How did they come into use?

Look at these quotations from a dictionary of new words. Identify which word or expression is new, and, with a partner try to work out the meaning of it. Then check the definitions (from the same dictionary) in the key.

Do you think these words and expressions will last? Why/why not?

ACTIVATE

Read a newspaper or magazine this week (in your own language). Try to find at least three words or expressions (not names) which you wouldn't expect to find in any dictionary.

Discuss the following statements with a partner. Which do you disagree with? Why? What other statements would you add?

a There should be an ‘academy’ or similar organization for each language to decide which new words are acceptable and which are not.

b Dictionaries should contain more rules about what is ‘good’ in a language and what is not acceptable.

c People should be free to use what language they want, in the same way as they choose the clothes they wear.

d Children at school should be encouraged to explore the possibilities of language and to be creative with it.
HUMAN BEINGS AND THE WORLD WE LIVE IN
Families

1. Note down answers to the following questions about marriage in your country.

   a. At what age do most women get married? And men?
   b. How do most people meet their future husbands/wives?
      i. through the family
      ii. at parties, discos, clubs, etc.
      iii. at work or college, etc.
   c. Do parents have to approve the choice of partner?
   d. Do parents ever choose the partner for their sons/daughters?
   e. Do people get engaged? If so, how long do engagements last?
   f. How long do weddings last?
   g. Are there any interesting features of marriage in your country?

   Compare your answers with those of a neighbour (if possible, someone from a different culture). Are there many differences between your answers?

2. Read the passage to find out why and how one of the partners was replaced at this wedding. What is the attitude of the writer to this story? How do you know what his attitude is?

   There was a story in the morning newspaper about a drunken bridegroom. He and his friends had been drinking before the ceremony and arrived in an excited condition. The bride’s family were furious, and its senior male representatives went to their counterparts in the bridegroom’s family to protest. The unfortunate bridegroom was sacked on the spot. But both sides needed to save family honour. Fortunately, there were several young single men at the wedding and a likely bachelor on the bridegroom’s side was selected. His income, family background and prospects - and, we can assume, his horoscope, too - were quickly checked by the bride’s family. He fitted the bill and was, moreover, sober. The marriage went ahead with the replacement bridegroom. One can only guess at the feelings of the bride.

   adapted from India File by Trevor Fishlock

3. Find words or phrases in the passage which mean:

   a. a woman who is about to be, is being or has just been married
   b. a man who is about to be, is being or has just been, married
   c. equivalents
   d. dismissed
   e. future expectations
   f. was suitable
How do you think the following people felt?

a the bride
b the original bridegroom (when he became sober)
t the new bridegroom

Discuss your answers with a partner.

Use a dictionary to help you answer the following questions.

a What differences in meaning and use are there between these words?
   i wedding and marriage
   ii bride and wife; bridegroom and husband
   iii to marry, to get married, and to be married
   iv bachelor, single, unmarried and unattached

b What do the words below mean?
   bridesmaid best man reception honeymoon

c Which of the following words can be used with wedding to form a compound noun like wedding ceremony?

  dress church present family guests

Can you explain these headlines from local papers in Britain?

Choose one of the headlines and write a short news report to go with it.
1 Read the following advertisements. What kind of people do you think these are? Who do you find more sympathetic? Why? Do you feel sorry for either of them?

**PERSONAL**

Good-looking and vivacious widow aged 40, wanting companionship and a lasting relationship, wishes to hear from a fun-loving but mature bachelor or widower. He should share an interest in modern art and tennis, and be a considerate non-smoker. Reply Box Z 351.

Unattached male divorcee, 55, with custody of three teenage children, wants friendship with a single woman who has no family responsibilities and a willingness to travel far. Reply Box Z 542.

---

**MEANING**

Some of the words in the following list are from the ads above. Decide which refer to females (F), which to males (M) and which to both (FM). Then complete the sentences below.

<table>
<thead>
<tr>
<th>widow</th>
<th>bachelor</th>
<th>spinster</th>
<th>lover</th>
<th>fiancee</th>
<th>spouse</th>
<th>mistress</th>
<th>fiancé</th>
<th>divorcee</th>
<th>widower</th>
</tr>
</thead>
</table>

a A woman's [**husband**] is the man who is engaged to be married to her.
b [**divorcee**] are people who have been married but have divorced and are now single.
c A [**widow**] is a woman whose husband has died. A man whose wife has died is called a [**widower**].
d A [**fiancee**] is a formal term for 'husband or wife'.
e Someone's [**lover**] is a person other than their wife with whom they have a sexual relationship.
f A [**widower**] is a rather old-fashioned and derogatory word for an unmarried woman over forty.

---

**ACTIVATE**

Imagine that you wish to reply to one of the advertisements in exercise 7. Write a short letter explaining your own (imaginary or real!) situation and suggesting a next step.

OR: Using two of the words from exercise 8, write an advertisement for yourself to attract the type of partner you would like to have. DON'T put your name on it, but do give it a code or box number. Put it on the class noticeboard and wait for replies!
Families

MEANING

RELATED MEANINGS

10 Discuss with a partner where these family relations should be put on the grid opposite. Which do you consider to be close to you, and which more distant? Which are normally older, and which younger? Do you both agree? If not, why not?

WORD FORMATION

PARTS OF SPEECH, PREFIXES AND SUFFIXES

11 Use a dictionary to help you answer these questions if necessary.

QUIZ

1 Which two of these words can be used as a verb?

- father son sister mother uncle

What does each mean?

2 Which three of these words can take the suffix -less to form an adjective meaning 'without'?

- father son mother brother child

3 Which of the following:

a is someone who your parents are looking after as if he were a member of the family?

b is related to you through your own or your sister's marriage?

c is the child of your stepfather or stepmother but not of your natural mother or father?

d is the natural child of one of your own natural parents?

brother-in-law half-brother stepbrother foster brother

4 Which of the word-parts in the box can be used with each of the relations below?

-in-law step- half- foster-

a sister d father g parents i grandchild

b mother e son h children

c cousin f uncle i daughter

5 a Which of these words and expressions means 'a child whose parents have both died'?

- only child orphan unique child lonely child

b What do the others mean?
12 Draw your own family tree. Describe it to a partner.

13 The pictures below are from a children's book called *Where the Wild Things Are*. The artist, Maurice Sendak, has said that he based his characters on his aunts, uncles and other relations, when he was a child.

Ask a partner the following questions:

a Who are your favourite and least favourite relatives?

b Which of your relatives do you find:
   i the most interesting?
   ii the funniest?
   iii the most unpleasant?
   iv the kindest?
   v the meanest, etc.?

c Do you take after any of your relatives? Which?
FOCUS WORDS

aunt  grandson  spinster  stepbrother
bachelor  great uncle  stepchildren  stepmother
best man  great-grandmother  stepsister  stepson
bride  half-brother  stepfather  uncle
bridegroom  half-sister  unmarried  widow
bridesmaid  honeymoon  mistress  widower
brother-in-law  lover  mother-in-law  wife
cousin  marriage  marry/get married
divorcee  necro  marriage
ex-husband  mother-in-law
father-in-law  nephew
fiance  niece
fiancée
foster-
grandchildren
granddaughter
grandfather
grandmother
grandparents

FOCUS PHRASES

only child  take after

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1 Which four family members are missing from the list because they are so well known?

2 How many of the family words can be used to include both male and female members of the family?

3 Choose family members from the list. In pairs have conversations like this:
   A: How many aunts do you have?
   B: Three altogether.
   A: How are they related to you?
   B: One is my mother’s sister, another is the wife of one of my mother’s brothers, and the other is my father’s sister.

4 Write a short paragraph about a real or imaginary wedding. Use as many of the relevant words as possible.
1 a Read the following letters written to an 'agony' column in a British newspaper. Which of the two people do you think has the bigger problem? Has anyone you know ever been in a similar situation . . .

Dear Samantha...

I'm torn in two - I'm 23 with a three-year-old daughter, Hannah, and I live with my boyfriend, Mike, who is Hannah's father. I was very happy until a year ago. But then things seemed to change although I'm fond of Mike and admire him a lot, I have no desire to hug and kiss him, or to make love. Three months ago I met David, and we fell madly in love. Everything is fine - except for the fact that David has lost a new job in Australia. He wants me and Hannah to go out there with him in two months' time. I know David is the right man for me, but my daughter would be thousands of miles away from her father, who absolutely adores her. I don't want to hurt either of them, but I must if I want to follow David. Can you offer me any advice in this tricky situation?

You've got to help me. I'm in a dreadful dilemma. I'm mad about my wife, and we've got two adorable children. But I can't stand my wife's parents. And now that her father has retired because of illness, my wife, who is an only child, feels she must ask them to come to live with us because they can't afford to pay their rent. I hate my mother-in-law because she's always interfering in the way we run the house and bring up the children. Also, she's a racist, and I think she secretly despises me for being black. As for my father-in-law, I really detest him because he used to punish my wife severely when she was a child. I loathe violence, and I'm afraid of what he might do to our children. I've talked to my wife about this, but she can see no alternative. What should we do?

b With a partner, discuss what advice you would give to the writers of these letters if you were Samantha. Are there any questions you would want to ask the writers?
2 How many different words meaning ‘like’ can you find in the first letter?

How many different words for ‘dislike’ can you find in the second letter?

3 Match the beginnings of the numbered sentences below with the endings on the right. Write the complete sentences out using appropriate punctuation.

1 She’s always flirting with other men  a but they’ve never actually hit each other.
2 He adores his wife  b so he asked her out to dinner.
3 They became acquainted  c it’s just infatuation, really.
4 They have terrible rows  d and she’s very fond of him.
5 He was really attracted to her  e but she’s too shy to ask him out.
6 I don’t think his love for her will last very long;  f although they quarrel quite often.
7 I don’t think she’s trying to seduce him;  g when they no longer respect each other.
8 It’s surprising that they go on living together  h it’s just that she’s a very affectionate person.
9 They’re quite close to each other, really  i so he often gets jealous.
10 She really fancies him  j at a mutual friend’s birthday party.

WORD FORMATION

PARTS OF SPEECH

Put the words in italics from exercise 3 into the table. Then, using a dictionary, add as many missing words as possible. An example has been given to help you.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>adore</td>
<td>adoring, adorable</td>
<td>adoration</td>
</tr>
</tbody>
</table>
In the following, put the words in the correct order.

a. Martin and I /and/met at a party /each other /for/immediately
   fell
b. You /that pretty waitress /saw /chatting /on /Friday night /at
   Bilbo's Restaurant /l/up
c. 'get /you /with /how /on /do /Bill'? 'Very well.'
d. 'How's Mary?' 'I don't know. and /up /she/broken/have /
e. Darling, I can't bear you to be angry with me.
   make /can/up /it /we? Can we let bygones be bygones?

Put the following pictures in the right order (the first one is in the right place). Tell the story of Tina and Brad's relationship using words from exercises 1–5.

BRAD: Hi! I haven't seen you here before. Can I get you a drink?
TINA: No, I think I'd rather just dance . . . You dance pretty well . . .

BRAD: Listen, Tina. I'm sorry about the other night. Can we make a fresh?
TINA: Oh, Brad. I've missed you so much . . .
BRAD: I've behaved like a fool. Can we let be bygones?
TINA: Oh, Brad . . .

BRAD: Who was that on the phone?
TINA: Oh, it was only Dave.
BRAD: What, your ______ flame again?
   Can't he take a_______?

TINA: He was just asking if we wanted to . . .
BRAD: I'm sick of this. Why don't you go out with your precious Dave tonight? I'm leaving!
TINA: But Brad . . .!
VICAR: Do you, Tina Leonora Smith, take Bradley Desmond Brown to be your lawful wedded husband, for richer, for poorer, in sickness and in health, from this time forward, till death do you part?

TINA: I do ...

BRAD: How can I leave you? I loved you from the moment I eyes on you.

TINA: Me too. Love at first _____, don't they say?

BRAD: Who's that guy you were talking to? He couldn't _____ his eyes off you.

TINA: Oh that was Dave. Would you believe it, I used to be crazy _____ him!

BRAD: Well, he still seems to fancy you.

TINA: Don't be so jealous, Brad. He's just immature . . . and a bit _____ sick still, maybe.

WORD USE

METAPHOR AND IDIOM

Use a dictionary to complete the expressions in italic in the dialogue. Match the expressions with their definitions below.

a very much in love with
b forget about the past
c felt unhappy because you weren't there
d a previous girlfriend/boyfriend
e from the first time I saw you
Match these words with the definitions below.

<table>
<thead>
<tr>
<th>friend</th>
<th>colleague</th>
<th>partner</th>
<th>ally</th>
<th>companion</th>
</tr>
</thead>
<tbody>
<tr>
<td>comrade</td>
<td>acquaintance</td>
<td>lover</td>
<td>enemy</td>
<td>accomplice</td>
</tr>
</tbody>
</table>

Someone who:

a. is associated with you in business or plays sport with you.
b. helps you in war or confrontation.
c. you know only superficially.
d. you disagree with violently and dislike.
e. keeps you company.
f. you have a sexual relationship with.
g. is a member of the same political or military group as you.
h. you like a lot and have things in common with.
i. works in the same place as you.
j. helps you in illegal or criminal activities.

The words above are nouns referring to people. Other nouns referring to the relationship can be formed from some of them by using the suffix -ship. Which ones?

Read this incomplete poem once and answer the questions.

a. What picture do you have of the people described in it?
b. How old do you think they are?
c. Do they have a close relationship now?
d. What sort of relationship have they had previously?
e. What are their feelings at the moment described here?

One flesh

Lying apart now, each in a separate bed,
He with a book, keeping the light on late,
She like a girl dreaming of childhood,
All men elsewhere - it is as if they wait
Some new event: the book he holds unread,
Her eyes fixed on the shadows overhead,
Tossed up like flotsam from a former passion,
How cool they lie. They hardly ever touch,
Or if they do it is like a confession
Of having little feeling - or too much.
Chastity faces them, a destination
For which their whole lives were a preparation.

Strangely apart, yet strangely close together,
Silence between them like a thread to hold
And not wind in. And time itself's a feather
Touching them gently . . .
11 Use a dictionary (if necessary) to answer these questions.

a Flotsam is a kind of rubbish. Where would you expect to find it tossed up, and where could it come from? Why do you think this couple is compared with flotsam?
b Chastity is considered by many people to be a virtue. For whom is it obligatory to be chaste? Why do you think chastity faces this couple?
c Where would you expect to find thread? Why do you think these two people don't wind in the thread of the silence between them?

12 Here are the last two and a half lines of the poem. Do these lines make you want to change any of your answers from exercise 10?

. . . Do they know they're old,
These two who are my father and my mother
Whose fire from which I came has now grown cold?

Elizabeth Jennings

13 With a partner, decide which of these statements you think best describes the relationship between the two people in the poem.

a They are very fond of each other but don't love each other any more.
b They love each other deeply but feel no need to share physical love.
c They are too preoccupied with growing old to be able to love each other as they used to.
d As they have grown older, they have got so accustomed to each other that they are bored.

If you don't agree with any of these statements, write another that you and your partner do agree with.
The sentences below are the beginnings or ends of paragraphs on the back covers of (imaginary) romantic novels. Choose two of them and complete the paragraph. Then use expressions from exercise 6 to prepare and act out a dramatic scene from the novel.

**ETERNALLY YOURS...**
Susanna was taken completely by surprise when she accidentally opened a letter to her husband that began 'Darling' and ended 'Eternally yours.'

**ESCAPE TO MY ARMS**
... Racing barefoot through the forest with the dogs getting closer and closer, Diana fell straight into the arms of a tall, dark stranger.

**HEART TO HEART**
Roger's illness meant either an early death or an early transplant. Given the choice, he didn't hesitate, but he had never met a heart surgeon quite like April Davies before.

**PASADENA PASSION**
Her heart was racing as she drove the Chevrolet into the motel parking lot.
### Focus Words and Focus Phrases

#### Focus Words
- accomplice
- acquainted
- acquaintance
- admire
- adoration
- adorable
- adore
- affection
- affectionate
- alliance
- ally
- alternative
- colleague
- companion
- companionship
- comrade
- comradeship
- desire
- despise
- dreadful
- enemy
- fancy
- fanciable
- flirt
- flirtation
- flirtatious
- fondness
- friend
- friendship
- hug
- infatuated
- infatuation
- jealous
- jealousy
- kiss
- lover
- make up
- miss (someone)
- mistreat
- partner
- partnership
- quarrel (n)
- quarrel (with) (v)
- quarrelsome
- respect (n)
- respect (v)
- respectful
- row (n)
- row with (v)
- seduce
- seductive
- seduction

#### Focus Phrases
- be close to
- be fond of
- be torn in two
- break up with
- can't/couldn't take (your) eyes off
- chat up
- from the moment (I) set eyes on
- let bygones be bygones
- love at first sight
- live with
- make a fresh start
- make love (with)
- old flame
- take a hint

#### Word Check

1. Look at the adjectives in the list. How many different adjective endings are used?
2. With a partner write a short dialogue between two people in a close relationship. Use at least three of the Focus Phrases.
3. Look at the Focus Words with three or more syllables. How many of them have the stress on the second syllable? Where is the stress in the others?
4. Which six words and phrases from the list do you like best? Why? Which six will be most useful to you? Why?
1 Look at these photographs with a partner. What kind of communication is taking place in each? What ‘messages’ do you think are being sent and received?

In which photographs:

a is the communication two-way?

b is one of the participants in a position of power?

c is language being used?

d is speech being used?

2 Which of the following kinds of communication have you been involved in during the last 24 hours?

a getting or giving information

b asking for something/telling someone to do something

c agreeing or refusing to do something

d apologising

e expressing thanks

f expressing sympathy

g expressing pleasure

h showing affection

i showing anger

j another kind of communication - which?

Did you do any of these: in writing; on the phone; using an automatic machine; or using signs or signals?
Read the following quickly. What kind of relationship does Diane have with her parents, to judge from the communication she has with them in this story?

Diane had argued for a long time with her parents about her hairstyle. She had begged her mother to let her get rid of her straight brown hair. But her mother, who thought it very attractive as it was, insisted that she should wait. A long argument had followed in which Diane had screamed abuse at her mother, and her mother had shouted insults at Diane.

Diane had then tried to persuade her father, who implied that she was too much under the influence of her friends. In the end he had forbidden her to speak about it again. Diane had pointed out that she was over fifteen and mentioned that a friend had offered to do her hair for her. Her father had emphasized the fact that she would not legally be an adult until she was eighteen, and stressed that, until then, she would have to live by his rules. He had then ordered her to apologize to her mother. But Diane had repeated her determination to 'be her own person', and accused her father of being a dictator. She had then stormed out of the house and stayed with a friend for three days.

When Diane phoned home three days later, her mother wept with relief. She pleaded with Diane to come home. That evening, Diane's father apologized, explaining that he was under a lot of pressure at work. Diane then suggested that they should compromise and asked her parents to allow her to do what she wanted with her hair after her sixteenth birthday, which, as it happened was only a fortnight away. Her parents readily agreed.

Diane came out of the hairdressers' into the brilliant sunshine. She felt good; finally she had the hairstyle that she'd wanted for nearly a year. The sides of her head were shaved and the hair in the middle of her head had been cut, dyed black and orange and arranged in an impressive vertical brush. She couldn't wait to get home to show her parents...
4 With a partner, complete the following dialogue using the information in the story above.

DIANE: Dad, why won't you let me have the hairstyle I want? I mean, it won't make any difference to you . . .
FATHER: Your friends have too much influence over you, young lady!
DIANE: That's not true . . . please, Dad . . .
FATHER: (interrupting)

DIANE: I'm over fifteen. And, anyway
FATHER: Until you're eighteen,
Now, go and apologize to your mother!
DIANE: 

Now act out the dialogue which took place after Diane's three days away from home.

5 Complete the table with the verbs of communication (in italics) from Diane's story.

<table>
<thead>
<tr>
<th>Persuasive or weak communication</th>
<th>Angry or forceful communication</th>
<th>Neutral communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>argued</td>
<td>suggested</td>
<td></td>
</tr>
</tbody>
</table>

6 Which of the verbs in exercise 5 can be followed by the following patterns?

a to + infinitive
b that + clause
c both to and that

7 Using a dictionary if necessary, make nouns based on as many as possible of the verbs in exercise 5.
**Communication and language**

ACTIVATE

**MEANING**

**RELATED AND UNRELATED MEANINGS**

9. Look at these pictures of different communications devices. Match them with the words in the box.

<table>
<thead>
<tr>
<th>cordless phone</th>
<th>answering machine</th>
<th>fax machine</th>
<th>cardphone</th>
</tr>
</thead>
<tbody>
<tr>
<td>entryphone</td>
<td>telex machine</td>
<td>mobile phone</td>
<td>satellite TV</td>
</tr>
<tr>
<td>radio-pager</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Complete each sentence with a device from exercise 9 and a verb from the box below.

| make | talk | send | leave | page | watch | phone | receive |

Example:
With ________, ________ the person who has just rung your doorbell without opening the door.

With an entryphone, you can talk to the person who has just rung your doorbell without opening the door.
a With _______ , a phonecall using a special card instead of money.
b With _______ , people who phone you _______ messages for you when you aren't at home.
c With _______ , documents instantaneously through the telephone network.
d With _______ in your pocket, people can _______ you and ask you to contact them soon.
e With _______ , TV programmes that are being transmitted through space from another country.
f With _______ , people from your car, the train, etc.
g With _______ , short messages to someone on the other side of the world instantaneously.
h With _______ , a phonecall at home without moving from where you happen to be: the garden, the bathroom or your comfortable chair.

11 Which of these words are used together? Tick the correct boxes.

<table>
<thead>
<tr>
<th>make</th>
<th>use</th>
<th>contact</th>
<th>phone</th>
<th>get/receive</th>
<th>send</th>
<th>page</th>
<th>leave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 Write a story beginning with the following sentence:

If it hadn't been for his mobile phone, Gerry would never have . . . . In the story, mention as many different means of communication as possible.
Work with a partner to try to guess what the expressions in italics mean. Check your answers in a dictionary if necessary.

a. No, I'm afraid we're talking at cross purposes; I was talking about my boss, not my girlfriend.

b. I'm sorry, we got our wires crossed: I thought I said 8.30, not 8 o'clock.

c. I know I said you were mean, but I take it all back. The present is lovely!

d. Sheila, you've got the wrong end of the stick: I'm not trying to end our relationship at all.

e. What the bank manager said about my overdraft didn't make any sense at all.

f. I said Mary had stopped bothering about her appearance, but I suppose I'll have to eat my words: she looks great.

g. I'm going to give that Dave a piece of my mind when I see him. How dare he say such things about my children!

h. That lecture wasn't very clear, was it? I couldn't make head or tail of it.
### FOCUS WORDS

<table>
<thead>
<tr>
<th>agree</th>
<th>disagree</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreement</td>
<td>disagreement</td>
<td>persuade</td>
</tr>
<tr>
<td>answering machine</td>
<td>entryphone</td>
<td>phonedcard</td>
</tr>
<tr>
<td>apologize</td>
<td>fax machine</td>
<td>phonecall</td>
</tr>
<tr>
<td>apology</td>
<td>forbid</td>
<td>propose</td>
</tr>
<tr>
<td>argue</td>
<td>forgive</td>
<td>proposal</td>
</tr>
<tr>
<td>argument</td>
<td>forgiveness</td>
<td>radio-pager</td>
</tr>
<tr>
<td>beg</td>
<td>imply</td>
<td>receive</td>
</tr>
<tr>
<td>blame (n)</td>
<td>implication</td>
<td>repeat</td>
</tr>
<tr>
<td>blame for (v)</td>
<td>inform</td>
<td>repetition</td>
</tr>
<tr>
<td>cardphone</td>
<td>information</td>
<td>request (n)</td>
</tr>
<tr>
<td>complain</td>
<td>insist</td>
<td>request (v)</td>
</tr>
<tr>
<td>complaint</td>
<td>insistence</td>
<td>satellite TV</td>
</tr>
<tr>
<td>contact</td>
<td>mention (n)</td>
<td>send</td>
</tr>
<tr>
<td>contradict</td>
<td>mention (v)</td>
<td>suggest</td>
</tr>
<tr>
<td>contradiction</td>
<td>message</td>
<td>suggest</td>
</tr>
<tr>
<td>cordless phone</td>
<td>mobile phone</td>
<td>telex</td>
</tr>
<tr>
<td>demand (n)</td>
<td>offer (n)</td>
<td>underline</td>
</tr>
<tr>
<td>demand (v)</td>
<td>offer (v)</td>
<td>warn</td>
</tr>
<tr>
<td>deny</td>
<td>order (n)</td>
<td>warning</td>
</tr>
<tr>
<td>denial</td>
<td>order (v)</td>
<td></td>
</tr>
</tbody>
</table>

### FOCUS PHRASES

- can't make head or tail of
- not make sense
- eat your words
- get your wires crossed
- get the wrong end of the stick
- give someone a piece of your mind
- leave a message
- take it all back

### WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. Look at the words for communications devices. Have you used any of them recently? Where? Which others have you seen being used? Where?
2. Look at the nouns for ways of communicating and compare them with the verbs. How many different noun endings are exemplified? How many of the nouns are the same as the verbs?
3. How many words can you find with this stress pattern: ••?
4. Tell a story about a misunderstanding, using at least two of the Focus Phrases.
UNIT 4 Speaking and writing

1 a In your experience, which of the following do people do in speech, which in writing, and which in both? Tick the boxes.

b Compare your answers with a partner. Then tell him/her about people you know who habitually do one or more of these things when talking or writing.

<table>
<thead>
<tr>
<th>People</th>
<th>Speech</th>
<th>Writing</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>repeat themselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more often choose long words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are careful not to make mistakes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes go off the point</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>don't finish their sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organize their ideas quite carefully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes get quite emotional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>may choose colloquial or slang words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes find it hard to make themselves clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>may get quite emotional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use shortened forms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Read the following text. Is your experience of conversation similar to the writer’s?

CONVERSATION

There is a great deal of ritual in conversation, especially at the beginning and end, and when topics change. For example, people cannot simply leave a conversation at any point, unless they wish to be considered socially inept or ill-mannered. They have to choose their moment (such as the moment when a topic changes) or find a special reason for leaving. Routines for ending a conversation are particularly complex, and co-operation is crucial if it is not to end abruptly or in embarrassed silence. The people involved may prepare for their departure a long way in advance, such as by looking at their watches or by giving a verbal early warning. A widespread convention is for visitors to say they must leave some time before they actually intend to depart, and for the hosts to ignore the remark. The second time leaving is mentioned then permits both parties to act.

The topic of the conversation is also important. In general, it should be one with which everyone feels at ease: ‘safe’ topics between strangers in English situations usually include the weather, pets, children, and the local context (e.g. while waiting in a room or a queue); ‘unsafe’ topics include religious and political beliefs and problems of health. There are some arbitrary divisions: asking what someone does for a living is generally safe; asking how much they earn is not. Cultural variations can cause problems: commenting about the cost of furniture or the taste of a meal may be acceptable in one society but not in another.

adapted from D. Crystal Encyclopedia of Language
6 Complete these sentences about the passage, using your own words as far as possible.

a In Britain, if you leave a conversation without waiting for an appropriate moment, ____________________________________________________________________.
b There may be an embarrassed silence if ____________________________________________________________________.
c If you look at your watch some time before you need to leave, you ____________________________________________________________________.
d When talking to strangers in Britain, you will be unlikely to give offence if ____________________________________________________________________.
e If you ask a British person you don’t know about their religious or political beliefs, he or she may ____________________________________________________________________.

4 In your country, what are the safe and unsafe topics of conversation for people who don’t know each other well? What are the favourite topics of conversation? List some topics that are definitely unsafe!

---

**WORD GRAMMAR**

Choose the correct verbs in the following passage:

The doctor (1 told/said) Mr Martin that he was overweight. She (2 told/said) him to join Weightwatchers or (3 speak/tell) to a dietician. Mr Martin (4 said/told) that, as he didn’t (5 speak/talk) English very well, he would prefer the doctor to (6 say/tell) the dietician about his problems. He (7 said/told) he would go on a diet anyway, and would (8 say/tell) his family that they should eat fewer fatty foods and potatoes. But he was (9 saying/telling) a lie; he liked food too much, and mealtimes were the only times he could (10 talk/speak) about the things that interested him with his family and friends.

0 Complete the following sentences with say, tell, speak or talk.

a __________ can be immediately followed by a personal object.
b __________ can be immediately followed by direct speech, or that.
   (__________) can be immediately followed by the name of a language.
d __________ can be immediately followed by to + the name of a person.
e __________ can be immediately followed by a lie, the truth, a story.
### MEANING

**RELATED MEANINGS**

The words in the box are all descriptions of kinds of communication. Match them with the speakers below.

<table>
<thead>
<tr>
<th>conversation</th>
<th>gossip</th>
<th>lecture</th>
<th>argument</th>
<th>interrogation</th>
<th>debate</th>
<th>chat</th>
<th>heart-to-heart</th>
</tr>
</thead>
</table>

**a** 'Did you hear what happened to Dan Smith last night?'

**b** 'For the last time, will you tell us what you were doing on the evening of the 13 May?'

**c** 'This morning we're going to look at the second law of thermo-dynamics'.

**d** 'We had a lovely time in Wales during our holiday . . .'

**e** 'Now, Mary, why don’t you tell me why you've been feeling so unhappy lately?'

**f** 'I would like to set out the arguments in favour of the resolution before the meeting.'

**g** '... surely you would agree that quality of life is more important than a high salary?'

**h** 'You damaged my car!' 'Oh no, I didn’t.' ‘Oh yes, you did!'
WORD FORMATION

NOUNS AND VERBS

Use verbs relating to the nouns in exercise 7 to describe each picture?

Example:

a. He was gossiping about Dan Smith.

b. 

c. 

d. 

e. 

f. 

g. 

h. 

MEANING

SENSE RELATIONS

Look at these different ways of speaking, and complete the table, using a dictionary if necessary.

<table>
<thead>
<tr>
<th></th>
<th>chatter</th>
<th>whisper</th>
<th>shout</th>
<th>mutter</th>
<th>babble</th>
<th>mumble</th>
<th>moan</th>
</tr>
</thead>
<tbody>
<tr>
<td>loudly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>normally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a low voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with no voice, just breathing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slowly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quickly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>too quickly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheerfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>complaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Which of the verbs above cannot fit into the following sentence?

'I'm very hungry,' she _______.
Choose an appropriate verb to replace said in each of the following.

a. ‘John, come over to this side of the road! I want to talk to you,’ said Jane.
b. As they entered the house later that night, Mike said ‘Shh! I think my parents are asleep.’
c. ‘I’m sorry I’m late,’ said Mary in a low voice. ‘The trains were delayed again.’
d. George was very excited to hear that he had passed his exam. He said ‘I passed, I passed! . . . can’t believe it.’
e. ‘Oh, not fish and chips again! I’m fed up with eating the same food,’ Sarah said.

Using one of the speeches in exercise 7 as a beginning, tell a short story. Use at least four words from exercises 7 to 9.

Each of the following is the beginning of a kind of written communication. How many of them can you name?

1. To: Managing Director
   From: Sales Manager
   Subject: Forecast of Sales for 1992

2. 26, The Avenue
    Harrow
    5 March 1992
    Dear Mr Harris,
    With reference to your advertisement in the Evening Globe, I would like to apply for the post of sales assistant . . .

3. wandered lonely as a cloud,
   That floats on high o’er vales and hills,
   When all at once I saw a crowd,
   A host of golden daffodils . . .

4. Jane, Just gone down to the shop to buy some milk.
   Mark

5. Quantity Description
   1 Cleaning and painting two rooms £750

6. MEETING OF THE ADMINISTRATION
   SUB-COMMITTEE
   Thursday 6 July 11 a.m.
   AGENDA
   1 Matters arising from last meeting
   2 Organization of the offices
   3 Punctuality

7. This is the last will and testament of . . .

8. November
   Friday 12
   A lovely morning went to the top of Cliff Hill with the clog and saw three swans flying south.
### MEANING

<table>
<thead>
<tr>
<th>RELATED WORDS</th>
<th>Purpose</th>
<th>Who writes it?</th>
<th>Who reads it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>novel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>catalogue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>summons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>biography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum vitae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>invoice/bill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>receipt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>love letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>directory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 13 Complete the table for the different kinds of writing

### 14 Complete the following sentences using nouns from exercises 12 and 13 and verbs from the box below. Use each verb and noun only once.

<table>
<thead>
<tr>
<th>look up</th>
<th>write down</th>
<th>pay</th>
<th>scribble</th>
<th>read</th>
<th>prepare</th>
<th>receive</th>
<th>issue</th>
<th>send</th>
<th>consult</th>
<th>reply to</th>
<th>type</th>
<th>write</th>
</tr>
</thead>
</table>

a. As she was ________ the last chapter of the ________ by her favourite writer, Margery fell asleep.

b. The policeman didn't know the number of the fire brigade and had to ________ (it) in the telephone ________.

c. Yesterday David ________ a ________ to appear in Court on a charge of drunken driving.

d. The Finance Department still haven't ________ the ________ they received for the repair work which was done last year.

e. As she was going to be late, Ann ________ a ________ for her husband and put it under the windscreen wiper of his car.

f. I tried to ________ what she was saying but she was talking too fast.

g. 'When I was ________ the ________ for this meeting, I omitted one or two items which I think should be added now,' said the Secretary.
The following dialogue takes place in the office of the Director of a pharmaceutical laboratory. Read it and then prepare a short written account of the conversation from the point of view of each speaker. Write them in two different forms, e.g. a memo from Jane to the Managing Director, and a letter from Jim to his union. Jim Read is a laboratory technician. He has just been off sick for three days. Jane Wilson is Director of the laboratory and his boss.

JIM: Mrs Wilson, can I have a word with you?
JANE: Certainly, Jim. Come into the office. I'm glad to see you back.
JIM: Yes, I'm feeling a bit better today. But I wanted to ask you if anything could be done about smoking.
JANE: Smoking? What do you mean?
JIM: Well, the doctor says I've got a weak chest and may be allergic to tobacco smoke. But the staff common-room is a smoking area. It's always full of smoke, and there's nowhere else to go during the coffee breaks.
JANE: I'm not sure we can do anything about that. As you know, we can't let people smoke inside the laboratories. It's too dangerous.
JIM: Yes, but why should non-smokers like me have to suffer?
JANE: Well, a majority of the staff seem to be smokers. I'm a smoker myself.
JIM: I don't think it's right, that's all. Can't the common-room be divided into two sections?
JANE: I'm sure that would be very expensive. Look, let me have a think about it. I'll talk to the Managing Director and see if anything can be done.

Write the written communication which you would most like to receive from someone. It may be someone you know or someone you don't know.
FOCUS WORDS

agenda  gossip  receive
application  heart-to-heart  remark
argue  interrogate  reply to
argument  interrogation  report
babble  invoice  say
bill  issue  scribble
biography  lecture  shout
catalogue  letter  silence
chat  look up  silent
chatter  love letter  speak
comment  memo  story
consult  minutes  summons
conversation  moan  talk
conversational  mumble  tell
curriculum vitae  mutter  thesis
debate  note  type
diary  novel  whisper
directory  poem  will
day  prepare

WORD CHECK

Refer to Focus Words only.

1 How many different types of written text are mentioned in the list? Which of them do you most enjoy reading? Which do you least enjoy reading? Why?

2 Many of the verbs of speaking have two syllables. Which of them have the stress on the first syllable? Which have the stress on the second?

3 Which of the verbs of speaking and writing cannot also be used as a noun?

4 With a partner, prepare a short dialogue between a manager and an administrator in which at least five forms of communication are mentioned.
1. Read these mini-dialogues. Which speaker do you agree with most?

A

I hate watching TV. It's such a waste of time, and most of the programmes are quite boring.

Really? I love TV. I watch quite a lot for relaxation - and I've learnt a lot from TV too.

David and Sarah

B

I don't buy a newspaper every day, but I like to read one whenever something important has happened: it's better than TV or the radio.

I never buy them. You can't believe half of what you read; a lot of it just reflects the political beliefs of the owners.

Mr Davies and Mrs Clark

C

Do you think Jimmy should be watching that programme at his age? So much violence can't be good for adult viewers, let alone youngsters.

Oh I don't know. Even kids can tell the difference between TV and real life.

Mrs Davies and her daughter-in-law

2. What is your opinion of the media? Put the words from the box in the appropriate place on the lines below. Then compare your opinions with a partner's.

most informative 1  2  3  4  most informative

least informative 1  2  3  4  least informative

most interesting 1  2  3  4  most interesting

least interesting 1  2  3  4  least interesting

most harmful 1  2  3  4  least harmful
These words all have to do with the media. Put them in the appropriate box, using a dictionary if necessary.

<table>
<thead>
<tr>
<th>TV and radio</th>
<th>Newspapers and magazines (The press)</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>publish</td>
<td>broadcast</td>
<td></td>
</tr>
<tr>
<td>article</td>
<td>live (adj)</td>
<td></td>
</tr>
<tr>
<td>record (v)</td>
<td>censor</td>
<td></td>
</tr>
<tr>
<td>programme</td>
<td>headline</td>
<td></td>
</tr>
<tr>
<td>advertise</td>
<td>report (v)</td>
<td></td>
</tr>
<tr>
<td>column</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the right form of the words from exercise 3 in these sentences.

4. a) My friend is a ________. She works for the BBC, which stands for British ________ Corporation. broadcast
b) Many Sunday newspapers these days are just full of ________. advertise
c) The assassination attempt wasn't__________ in the press until two days later. report
d) These days there are very few__________ broadcasts on TV. They usually__________ them and show them much later. live, record
e) There is quite a lot of__________ of the media in some countries, especially during times of conflict. censor
f) The__________ of this student magazine is a friend of ours. edit
g) This__________ in the Chronicle writes very well, doesn't she? I enjoy reading what she has to say every ________. column
Read the following passage. Then use the information in it to number the diagram below and to label it with the words in italics.

As a result of technological progress, many people in the world already have, or will soon have, access to many more TV channels than in the past.

As you can see from the illustrations, there are now three ways in which TV programmes can reach your home, compared with the one way which existed until a few years ago:

1. Most of the TV channels in the world operate in the traditional way: national public or commercial TV stations use transmitters to send UHF (ultra-high frequency) signals round the country. The aerials on our roofs receive these signals and pass them to our TV sets. Simple, and very similar to the way radio broadcasts work.

2. Some international TV channels use satellites in space. Programmes are transmitted up to the satellite, which then re-transmits them to a wide geographical area. If you have a special satellite dish aerial on your roof, you can receive these signals - though usually you have to pay for a signal-decoder. In this way, people can watch TV programmes transmitted on the other side of the hemisphere.

3. In many countries, and especially in the US, there is a third system which transmits programmes from studios or from satellites through a cable system. You pay a subscription for each channel that you receive, and the signals are transmitted to your home through underground fibre-optic cables. The advantage is that there is much less interference, and, if you want to, you can pay to receive many, many channels.

Answer these questions.

a. How many hours per week do you watch TV?

b. If you have a TV at home, how many different channels can you receive?

c. Have you ever watched a satellite TV channel? What did you think of it?

d. What's your favourite TV programme? Why?
1. Tick (✓) any statements that you agree with, and put a cross (X) against any that you disagree with.

If there are more TV channels available:

1. ___ the quality of programmes is likely to improve.
2. ___ there will probably be fewer differences between channels, because they will all imitate the most popular one.
3. ___ it will be good to be able to specialize and watch the sport channel or the news channel.
4. ___ it will be much harder to choose what to watch, and people will keep switching from channel to channel.
5. ___ there will be less money for making educational or special-interest programmes; most money will be spent buying ready-made programmes or serials.
6. ___ there will be more commercials as more TV companies try to make money from advertising.

b. Discuss your opinions with a partner. Do you agree with him/her?

### MEANING

**RELATED MEANINGS**

0. Match these kinds of TV and radio programme with the descriptions. Which kind of programme do you like best?

<table>
<thead>
<tr>
<th>TV Programme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>soap opera</td>
<td>a 30 minutes of topical reporting from around the world.</td>
</tr>
<tr>
<td>quiz game</td>
<td>b More drama and emotion as deserted Julia seeks revenge on her lover...</td>
</tr>
<tr>
<td>documentary</td>
<td>c Your host, Dan Woods, meets actress Meryl Streep, author Chris Hughes, and singer Angelo.</td>
</tr>
<tr>
<td>news</td>
<td>d More questions to test the memory as four semi-finalists chase the Trivia Prize.</td>
</tr>
<tr>
<td>chat show</td>
<td>e Laughs galore as Johnny gets into trouble decorating Jenny's flat.</td>
</tr>
<tr>
<td>sitcom (situation comedy)</td>
<td>f Fascinating programme about the blue whale, which is threatened with extinction.</td>
</tr>
</tbody>
</table>

### WORD USE

**COLLOCATION**

9. What kinds of TV or radio programme are:

a. presented?  d. starred in?
b. read?  e. chaired?
c. hosted?
10 Which words go together? Tick the boxes.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>newspaper</th>
<th>magazine</th>
<th>section</th>
<th>supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>local</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tabloid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11 Complete the table. What are the differences between these items in the list?

<table>
<thead>
<tr>
<th>Item</th>
<th>Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>report</td>
<td>readers</td>
</tr>
<tr>
<td>column</td>
<td></td>
</tr>
<tr>
<td>forecast</td>
<td></td>
</tr>
<tr>
<td>letters page</td>
<td></td>
</tr>
<tr>
<td>editorial</td>
<td>astrologer</td>
</tr>
<tr>
<td>review</td>
<td>compiler</td>
</tr>
<tr>
<td>horoscope</td>
<td></td>
</tr>
<tr>
<td>crossword</td>
<td></td>
</tr>
</tbody>
</table>

12 A journalist is a general term for someone who writes for a newspaper or magazine. Who writes the following items?

13 Which of the items in exercise 11 does each item come from?

OUTLOOK FOR TUESDAY: more rain in the South, sunny in the west.

McKellan's portrayal of Richard III was memorable.

Elections were held in Angola yesterday. A high turnout was reported.

THE GOVERNMENT should think very hard before it raises interest rates again.

I CANNOT agree with the view expressed in your editorial (9 February) that our railway system needs more subsidies from the Government.

Take care that your fiery temper does not lead you to say anything you might regret.
Here are several other items you may find in newspapers or magazines. What would each of them consist of?

| obituaries | small ads | share prices | announcements |
| results | service | strip cartoons | pin-ups | programme listing |

Work with a partner to suggest the contents, layout and design of your ideal newspaper. How many pages would it have, what would it contain, what wouldn't it contain, how much space would be given to what, etc?

What would you do in each of the following dilemmas?

a. You are reporting on a war which your country is involved in. Military censors control your movements and check everything you write in case the information you give is helpful to the enemy. But you believe that people should know what horrific things are going on ...

b. Your editor has told you to get an interview by whatever means with a filmstar whose son was recently killed in a road accident. You unexpectedly recognize her sitting in a church ...

c. You receive a letter from someone who claims to have had an affair with the president, suggesting a meeting - and a payment of $5,000 if a story is published ...

Explain the following headlines. Which reflect problems that exist in your country?

- CHRONICLE PHOTOGRAPHER ACCUSED OF INVASION OF PRIVACY
- MURDERER'S WIFE SELLS STORY TO PAPER FOR £25,000
- Right-wing bias dominates popular press, says PM
- 'My life's in ruins after newspaper allegations' says singer

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FOCUS WORDS

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertise</td>
<td>forecast (n)</td>
<td>reviewer</td>
<td></td>
</tr>
<tr>
<td>advertisement</td>
<td>forecast (v)</td>
<td>satellite</td>
<td></td>
</tr>
<tr>
<td>aerial</td>
<td>forecaster</td>
<td>satellite dish</td>
<td></td>
</tr>
<tr>
<td>article</td>
<td>headline</td>
<td>section</td>
<td></td>
</tr>
<tr>
<td>astrologer</td>
<td>horoscope</td>
<td>share prices</td>
<td></td>
</tr>
<tr>
<td>broadcast (n)</td>
<td>host (n)</td>
<td>signal (n)</td>
<td></td>
</tr>
<tr>
<td>broadcast (v)</td>
<td>host (v)</td>
<td>sitcom</td>
<td></td>
</tr>
<tr>
<td>broadcaster</td>
<td>listing</td>
<td>situation comedy</td>
<td></td>
</tr>
<tr>
<td>censor (n)</td>
<td>live</td>
<td>small ads</td>
<td></td>
</tr>
<tr>
<td>censor (v)</td>
<td>news</td>
<td>soap opera</td>
<td></td>
</tr>
<tr>
<td>censorship</td>
<td>obituary</td>
<td>star (n)</td>
<td></td>
</tr>
<tr>
<td>chair (v)</td>
<td>pin-up</td>
<td>star (v)</td>
<td></td>
</tr>
<tr>
<td>chat show</td>
<td>present</td>
<td>strip cartoon</td>
<td></td>
</tr>
<tr>
<td>columnist</td>
<td>presenter</td>
<td>supplement</td>
<td></td>
</tr>
<tr>
<td>commercial</td>
<td>programme</td>
<td>transmit</td>
<td></td>
</tr>
<tr>
<td>crossword</td>
<td>publish</td>
<td>transmitter</td>
<td></td>
</tr>
<tr>
<td>crossword compiler</td>
<td>quiz game</td>
<td>TV set</td>
<td></td>
</tr>
<tr>
<td>daily</td>
<td>record (v)</td>
<td>TV station</td>
<td></td>
</tr>
<tr>
<td>documentary</td>
<td>report (n)</td>
<td>weekly</td>
<td></td>
</tr>
<tr>
<td>edit</td>
<td>report (v)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>editor</td>
<td>reporter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>editorial</td>
<td>review (n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fibre-optic cable</td>
<td>review (v)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WORD CHECK

Refer to Focus Words only.

1. Which words in the list do you find most similar to the corresponding words in your own language? Which seem to be similar but are in fact different in meaning and/or use?

2. How many different items from the list can be found in newspapers or magazines?

3. Using a dictionary if necessary, try to explain the origin of two of the following words: broadcast crossword documentary pin-up soap opera

4. Several of the words in the list are jobs in the media world. Which of these jobs would you prefer to have? Why?
1 Complete the following questionnaire in groups.

THE POLITICIAN QUESTIONNAIRE

1 Tell the others about a politician (living or dead) who you admire.

2 Think of three adjectives to describe politicians who you admire.
   a: ___________
   b: ___________
   c: ___________

3 Think of three adjectives to describe politicians who you don't admire.
   a: ___________
   b: ___________
   c: ___________

4 Would you like to be a politician? Why? Why not? Discuss your answer with a partner.

5 What are the arguments for and against a political career? Record the arguments in the table below.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Match these words with their dictionary definitions.

a democracy
b totalitarianism
c monarchy
d dictatorship
e oligarchy
f tyranny
g police state

1. government by a small group of people, often for their own interests
2. government by the people or the elected representatives of the people
3. a country in which most activities of the citizens are controlled by (secret) political police
4. a political system in which every citizen is subject to the power of the state, which exercises complete control
5. a system ruled by someone with complete power, especially if that power was gained by force
6. the system of rule by a king or queen
7. the use of power cruelly and/or unjustly to rule a person or country

Can you give examples from history or current affairs of any of these types of government?

MEANING

CONNOTATION

Decide where these words should go in the diagram. The first one has been done for you.

anarchist capitalist communist conservative fascist liberal nationalist socialist social democrat

state control
extremist moderate

Is it difficult to decide where to put the words? Why? Why not?
Where would you put yourself?
WORD FORMATION

PARTS OF SPEECH

4 a Complete the chart with words from exercises 2 and 3 where possible.

<table>
<thead>
<tr>
<th>Noun (concept)</th>
<th>Noun (person)</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
<td>democrat</td>
<td>democratic</td>
</tr>
</tbody>
</table>

b Now use the right form of the words in these sentences.

i We should always fight to maintain our (democracy) ________ institutions.

ii I hate (extremist) ________ in any form. It never solves anything. I am all for (moderate) ________.

iii The spectre of (totalitarianism) ________ rule hangs over this troubled country.

iv For someone who is supposed to be a (radical) ________ you seem to have a very (conservative) ________ way of thinking.

v What we need in this country is (socialist) ________ . We don't need a (monarchy) ________ sitting on a throne telling us what to do.

ACTIVATE

5 a Choose one of the characters on the right and argue in favour of their political point of view. Convince your neighbours.

b Write a political slogan which each person could use on posters telling the people how 'good' they are.

1 Jo Nichol
   Anarchist

2 Gloria II
   Monarch

3 Mark Tango
   Fascist

4 Sal Rodd
   Socialist

5 Paco Pendi
   Dictator
In Britain there are three main types of politician.

<table>
<thead>
<tr>
<th>Councillors</th>
<th>They are elected locally to represent the different areas in the region.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of Parliament</td>
<td>MPs are elected to form the national government. There is one representative from each of the 635 different areas - or constituencies - of the country. The party with the biggest majority forms the government. The other parties are ‘in opposition’; they try to persuade the government to act differently, on many occasions.</td>
</tr>
<tr>
<td>Members of the House of Lords</td>
<td>The House of Lords is an unelected body; the members are either created by the government or inherit their title.</td>
</tr>
</tbody>
</table>
0 Match the verbs with their complements. Tick the boxes.

<table>
<thead>
<tr>
<th>parliament</th>
<th>election</th>
<th>candidate</th>
<th>your local party</th>
<th>a constituency</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand for</td>
<td>stand as</td>
<td>nominated</td>
<td>represent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MEANING**

9 a. Look at the chart on the right and check the meaning of the words in italics.

b. Fill in the blanks in the chart with the following words.

- selected
- nominated
- election
- stand for
- represent
- councillor
- cabinet
- candidate
- opposition

---

**THE GETTING-AHEAD-IN-BRITISH-POLITICS CHART**

1. You are _______ by two members of your local party.

2. You are _______ as a _______ by the local party.

3. There is an _______.

4. local election

5. by-election

6. general election

7. You _______ the council.

8. You stand for _______.

You win!

9. You are a _______.

10. You are a member of _______.

11. You become leader of the council.

12. in opposition

13. in government

14. You become a member of the shadow cabinet.

15. You become a member of the ______.; you are a cabinet minister.

16. You become leader of the _______.

17. You become _______.
Look at the chart again. How is the system in your country different? What similarities are there?

Can you tell the political story of your country or another country you know over the last few years?

Use the phrases in the box to answer the questions.

a. What do you do if you don’t agree with a motion or a bill?
b. What is there if someone wants to bring down the government?
c. What do you do if you don’t want to agree and you don’t want to disagree?
d. What happens if the Yes and No votes are equal?

Which of the words go together? Tick the boxes.
The Downfall of Chairman George

George was very confident. He thought that he had an a) ____ majority on the committee and so he was not worried when Jack resigned. But to his horror Maureen Washington stood for election and, with her radical politics, won a b) ____ victory, completely defeating her main rival. As soon as she arrived on the committee she began to cause trouble; votes on this, votes on that. Whatever George advised them to vote in favour of, she c) _____. And as the weeks went by others began to support her. Finally, some weeks later, at the end of a long discussion, there was a d) ____ vote with half the members voting one way and half voting the other. Of course George saved it by using his e) ____ but it was the beginning of the end. Ten days later Maureen tabled a vote of f) ____ and in the wake of his g) ____ defeat George had no alternative but to resign. He felt bitter and betrayed and went off to live in his luxury villa in Santa Lucia. But the rest of us felt saved.

b) Can you invent a scenario to fit the facts in this story? What was the committee for? Why did the narrator feel relieved when George resigned?

ACTIVATE

15 Explain the stories behind these headlines.

- Police state allegations denied

- GOVERNMENT MAJORITY WINS THE DAY

- ELECTION HUMILIATION FOR DISGRACED MINISTER

- Shadow Minister alleges sell-out by Party Leader

- FROM COUNCILLOR TO CABINET MINISTER IN JUST FIVE YEARS

- COUNCILLOR'S LANDSLIDE VICTORY STUNS RULING GROUP
## Focus Words

<table>
<thead>
<tr>
<th>Noun</th>
<th>Noun</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstain</td>
<td>landslide</td>
<td>sensational</td>
</tr>
<tr>
<td>anarchist</td>
<td>liberal</td>
<td>slim</td>
</tr>
<tr>
<td>cabinet</td>
<td>majority</td>
<td>social democrat</td>
</tr>
<tr>
<td>candidate</td>
<td>Member of Parliament</td>
<td>socialist</td>
</tr>
<tr>
<td>capitalist</td>
<td>moderate</td>
<td>stand as (a candidate)</td>
</tr>
<tr>
<td>casting vote</td>
<td>monarchy</td>
<td>stand for (parliament)</td>
</tr>
<tr>
<td>communist</td>
<td>MP</td>
<td>state (n)</td>
</tr>
<tr>
<td>conservative</td>
<td>nationalist</td>
<td>tied vote</td>
</tr>
<tr>
<td>constituency</td>
<td>nominate</td>
<td>totalitarianism</td>
</tr>
<tr>
<td>councillor</td>
<td>oligarchy</td>
<td>tyranny</td>
</tr>
<tr>
<td>defeat</td>
<td>opposition</td>
<td>tyrant</td>
</tr>
<tr>
<td>democracy</td>
<td>overwhelming</td>
<td>unassailable</td>
</tr>
<tr>
<td>dictatorship</td>
<td>parliament</td>
<td>victory</td>
</tr>
<tr>
<td>election</td>
<td>(political) party</td>
<td>vote (n)</td>
</tr>
<tr>
<td>extremist</td>
<td>police state</td>
<td>vote (v) (in favour of/against)</td>
</tr>
<tr>
<td>fascist</td>
<td>politician</td>
<td></td>
</tr>
<tr>
<td>House of Commons</td>
<td>represent (a constituency)</td>
<td></td>
</tr>
<tr>
<td>House of Lords</td>
<td>resign</td>
<td></td>
</tr>
</tbody>
</table>

## Focus Phrases

- be dictatorial about
- complete anarchy
- conservative estimate
- liberal/conservative/radical in your views

## Word Check

Refer to Focus Words and Focus Phrases only.

1. Find all the nouns which refer to:
   a. people (e.g. anarchist)
   b. political institutions (e.g. The House of Lords)
   c. abstract concepts (e.g. democracy)

2. Choose two or three of the Focus Phrases and use them to describe people or families that you know or know of.

3. How many nouns can you find with this stress pattern: `...?`

4. Is it possible to construct a sentence which includes all the verbs in the Focus Words?
1 Where do they work?
Using a dictionary put the following people in as many places in the table as possible.

<table>
<thead>
<tr>
<th>consulate</th>
<th>embassy</th>
<th>ministry</th>
<th>official residence (e.g. The White House)</th>
<th>Palace</th>
<th>Parliament</th>
<th>United Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambassador</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consul</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>diplomat</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emperor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>foreign minister</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>foreign secretary (Britain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>secretary of state (USA)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>secretary general</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>head of state</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>king</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>president</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prime minister</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>queen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Give an example (either from the past or the present) of each of the following.

<table>
<thead>
<tr>
<th>border</th>
<th>empire</th>
<th>continent</th>
<th>country</th>
<th>state</th>
<th>region</th>
<th>hemisphere</th>
<th>community</th>
<th>province</th>
</tr>
</thead>
</table>

Emeria today recalled its a) ____________ from Darda 'for consultation' after a b) ____________ incident in which Dardan troops crossed into Northern Emeria. Carlo Fredricks, Emeria's c) ____________, on a visit to the United Nations, said that unless Dardan soldiers stopped the incursions into his country's territory the government of d) ____________ Bandrikarta would have to think seriously about retaliation.

e) P. ____________ Sylvia Ngobole of Darda, speaking from the f) ____________ in Fallo, her g) ____________'s capital, blamed members of the Emerian armed forces for the incidents, saying they had provoked the Dardan troops. She warned Emeria that any use of force would be met by equal force from her own soldiers. As tension mounts in the h) ____________ Maria Richardson, Secretary General of the United Nations, has invited both sides to bilateral talks at the UN headquarters.

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WORD FORMATION

AFFIXES

ACTIVATE

4. **Bilateral** means 'two-sided'. What words would you use for the following?

a. a decision you take on your own, whether or not other people agree (e.g. _______ action, _______ disarmament)
b. something done with three groups (e.g. _______ talks, _______ arms agreement)
c. something done with a lot of groups (e.g. _______ disarmament, _______ talks, _______ peace-keeping force)

What other words can you think of which start with the same prefixes?

D. Describe either a country other than your own or an international event from the recent past using as many of the words from exercises 1 to 3 as possible.

Read the two descriptions. Which country would you prefer to live in? Why?

DARDA exports beans and rice and imports just about everything else. There is a serious trade imbalance between it and its partners (including Emeria). Darida has asked for foreign aid to help it deal with the current food shortage.

Amnesty International has detailed widespread abuse of human rights, including imprisonment without trial. There are allegations of torture.

The Emerian government has asked the United Nations to impose economic sanctions on its neighbour because of its human rights record and because of the problems at the border.

EMERIA enjoys good relations with its trading partners, but it has no oil and has to depend on other countries for its supply. Recently it has asked the World Bank for a loan of $250 million to help it rebuild its industrial capacity.

There are many so-called political prisoners in Emeria and the death penalty exists for many crimes (including subversion against the state). But there is no real evidence of torture or imprisonment without trial.

A faction in the country (the Emerian People’s Liberation Army) has recently taken three Western journalists as hostages in their campaign for independence for the northern province of Kasmul.

MEANING

1. Find words or phrases in the text which mean the following.

a. help (often money) from other countries
b. suggestions that people have been physically harmed to get information from them
c. people who are kept prisoner so that they can be exchanged for money or other things
d. people in prison because of what they say or think
e. sells things to other countries
f. the conditions of freedom, safety, etc, which everybody should have
g. the stopping of trade with a country because you don’t like its policies
h. buys things from other countries
i. an unequal level between countries which sell to each other
0 Complete the following sentences with words from exercise 7.

a. We are going to stop ________ oil now that we have discovered that we have our own oil fields.

b. The government's first act was the release of all ________ ________ who had been arrested because they disagreed with the policies of the ex-president.

c. After the invasion the world community imposed ________ ________ on the aggressive nation.

d. We have managed to ________ coal to Darda even though they have coal themselves.

e. They need ________ ________ if they are to survive the cold winter.

f. The ________ record of the last government was appalling. People were regularly imprisoned and tortured.

<table>
<thead>
<tr>
<th>WORDUSE</th>
<th>COLLOCATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a treaty</td>
<td>a cease-fire</td>
</tr>
<tr>
<td>break down</td>
<td></td>
</tr>
<tr>
<td>invade</td>
<td></td>
</tr>
<tr>
<td>declare</td>
<td></td>
</tr>
<tr>
<td>break off</td>
<td></td>
</tr>
<tr>
<td>sign</td>
<td></td>
</tr>
<tr>
<td>restore</td>
<td></td>
</tr>
<tr>
<td>agree to</td>
<td></td>
</tr>
</tbody>
</table>

Which noun phrases go with which verb phrases, either as subjects or objects? Tick the correct boxes.

a. Which one verb can't take an object?

b. Write a paragraph placing the events from the table in a logical order. Begin with this sentence:

Diplomatic relations between the two countries were broken off a year ago.

10 Tell the story behind these newspaper headlines about the conflict between Emeria and Darda.
What is the difference between the following pairs of words? Put them in the correct sentences.

a. the difference between a rebellion and a riot
d. a civil war and a guerrilla war
b. a rebellion and a revolution
e. a revolution and a coup

c. a protest and a demonstration    
l. a battle and a war

g. autonomy and independence

1. __________ means having the right to run your own affairs in your own part of a country; __________ is the status of complete freedom from others' control.

2. A __________ is an uprising against any central authority; a __________ is the successful changing of a government (and the political direction of the country) by force.

3. A __________ is any peaceful act which shows extreme displeasure; a __________ usually involves a large number of people marching with banners to show (peacefully) their support or displeasure.

4. A __________ is an uprising or fight against any central authority: a __________ is an incident when a crowd gets wildly and violently out of control.

5. A __________ is the successful changing of a government (and the political direction of the country) by force; a __________ is the sudden seizing of power from the government by an unelected small (armed) group.

6. A __________ is a fight between the armed forces of two enemies; a __________ is a prolonged period of armed fighting between two countries.

7. A __________ is a war in which two opposing groups from the same country enter into conflict with each other; a __________ is when a (usually) small unofficial group carries out repeated small attacks on the government or the main official force.
Give each of these words a score from 1 to 5, according to whether the speaker feels positive (1 to 2), neutral (3), or negative (4 to 5) about the person they are describing.

- rebel _
- guerrilla _
- revolutionary _
- freedom fighter _
- terrorist _

Read the following information about an attack in Emeria.

IN Emeria two men from the EPLA (Emerian People's Liberation Army) attacked a government army camp. They blew up an ammunition dump. Government troops counter-attacked and a gun battle developed. In the fighting a schoolhouse was set on fire causing the death of the teacher and three of the children. The attackers were killed after twenty-five minutes.

The EPLA want independence for the province of Kasmul. They have launched a full scale rebellion against Prime Minister Brandrikarta, in spite of the fact that Emeria is still involved in a full-scale rebellion against Darda.

In groups rewrite this story in one of the following ways using words from exercises 11 and 12 where appropriate:

- i as an Emerian government report.
- ii as an article from the EPLA paper.
- iii as an article from a foreign newspaper (i.e. not an Emerian newspaper).

Read this text of a speech by Maria Richardson, Secretary General of the United Nations, about the conflict between Emeria and Darda. Complete the sentences below with words from the text.

I believe that unless the two parties sit round a negotiating table there will be no chance of resolving this dispute. I know that tension is high but we have to pray that the cease-fire will hold, at least until peace negotiations can start.

There are problems of disputed territory between Emeria and Darda, and I know that both sides have made statements that they will not surrender anything that they have won, but I have to say that unless there is some sign of compromise there will be many more funerals and much much more grief.

Emeria and Darda need to be at peace. They need to enter into a new relationship with each other, and when they do that I am sure that the trade boycott against the two countries will be lifted.
a I want to_______ this dispute agreeably.
b If the cease-fire_______ we can start preparing for peace _________.
c The_______ territory belongs to us. We will never_______ it.
d I'm sure that sanctions will be_______ now that the government has abandoned its repressive policies.
e If we can stop the fighting there is a chance that our country can_______ into a new relationship with yours.

ACTIVATE

In groups choose either Emeria or Darda (you must not look at the other delegation's information) and then look at the delegation information for your choice below. Using words and phrases from this unit write a short statement which you will make at the beginning of the peace negotiations. It should express your desire for peace and your position on the territorial dispute between your countries.

DARDAN DELEGATION

You want peace because you simply cant afford the war, and it has had a disastrous effect on your bean and rice crops, so now you are not exporting anything. There is a threat of economic sanctions. Anyway the Emerians appear to be winning.

You want to make sure that the Emerians admit their fault in invading your country. They must withdraw their troops right back behind their own borders.

If they do this you will undertake not to provoke any more incidents at the border between your two countries. You might (if they agree to your other demands) agree to improve your human rights behaviour.

EMERIAN DELEGATION
**FOCUS WORDS**

<table>
<thead>
<tr>
<th>agree to</th>
<th>disputed</th>
<th>invade</th>
<th>riot</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambassador</td>
<td>embassy</td>
<td>invasion</td>
<td>sanctions</td>
</tr>
<tr>
<td>autonomy</td>
<td>emperor</td>
<td>king</td>
<td>secretary of</td>
</tr>
<tr>
<td>battle</td>
<td>empire</td>
<td>lift</td>
<td>state (USA)</td>
</tr>
<tr>
<td>bilateral</td>
<td>export (v)</td>
<td>ministry</td>
<td>secretary</td>
</tr>
<tr>
<td>border</td>
<td>foreign aid</td>
<td>multilateral</td>
<td>general</td>
</tr>
<tr>
<td>break down</td>
<td>foreign</td>
<td>official</td>
<td>sign</td>
</tr>
<tr>
<td>break off</td>
<td>minister</td>
<td>residence</td>
<td>state</td>
</tr>
<tr>
<td>cease-fire</td>
<td>foreign</td>
<td>palace</td>
<td>talks</td>
</tr>
<tr>
<td>civil-war</td>
<td>secretary</td>
<td>parliament</td>
<td>territory</td>
</tr>
<tr>
<td>community (GB)</td>
<td>consul</td>
<td>freedom</td>
<td>general</td>
</tr>
<tr>
<td>consul</td>
<td>fighter</td>
<td>president</td>
<td>trade</td>
</tr>
<tr>
<td>Consulate</td>
<td>foreign</td>
<td>prison</td>
<td>torture</td>
</tr>
<tr>
<td>continent</td>
<td>guerrilla</td>
<td>prime minister</td>
<td>imbalance</td>
</tr>
<tr>
<td>country (war)</td>
<td>coup</td>
<td>head of state</td>
<td>treaty</td>
</tr>
<tr>
<td>coup</td>
<td>hemisphere</td>
<td>province</td>
<td>trilateral</td>
</tr>
<tr>
<td>declare (war)</td>
<td>diplomat</td>
<td>hostage</td>
<td>rebellion</td>
</tr>
<tr>
<td>demonstration</td>
<td>diplomatic relations</td>
<td>human rights</td>
<td>rebellion</td>
</tr>
<tr>
<td>diplomat</td>
<td>relations</td>
<td>import (v)</td>
<td>region</td>
</tr>
<tr>
<td>diplomatic relations</td>
<td>dispute (settle)</td>
<td>impose</td>
<td>revolution</td>
</tr>
<tr>
<td>dispute (settle a dispute)</td>
<td>independence</td>
<td>revolutionary</td>
<td></td>
</tr>
</tbody>
</table>

**WORD CHECK**

Refer to Focus Words only.

1. Which of the nouns (about things, not about people) refer to ‘good’ things? Which refer to ‘bad’ things? Which are neutral? Talk to someone else. Do they agree with your categorizations?

2. Construct sentences which include:
   a. one noun (phrase) which describes a person.
   b. one verb (phrase).
   c. one noun (phrase) which describes a place.

3. Which of the words from the list do you find:
   a. easiest to pronounce?
   b. most difficult to pronounce?

4. Which words in the list:
   a. are like words in your language and mean more or less the same thing?
   b. are like words in your language, but mean something different?
1. Guess the answers to these questions on the basis of what you know about crime and what you know or have heard about Britain.

a. What percentage of all crime in Britain is against people?

b. What age group in Britain are the most frequent victims of crime; the very young, the young or the very old?

c. Which of the following countries have the highest crime rates? Put them in order.

- Britain
- Canada
- Finland
- Germany
- Holland
- Northern Ireland
- Switzerland
- United States

d. What percentage of people commit crimes in Britain every year?

2. Read this text about crime in Britain. Does it match your conclusions from exercise 1? What are the differences?

The next twenty-four hours will see police in Britain record two murders, ten rapes, 50 sexual assaults, 50 assaults causing grievous bodily harm, 113 muggings and other robberies, 2,800 burglaries, and 1,200 car thefts. Yet these figures - part of an annual total of about five million recorded crimes - represent only the tip of an iceberg. And that is not all. Each of the three quarters of this year for which figures have already been published showed a rise of about 14 per cent on the same period 12 months before. This is a big disappointment for policymakers, because in the last two years the recorded crime rate actually fell.

The public's understanding of crime is not impressive, however. A recent survey found that two-thirds of the population believe that 50 per cent of crimes are violent offences against the person. The true figure is 6 per cent. Small wonder, perhaps, that a government committee claimed fear of crime to be as great a problem as crime itself.

The elderly, for example, fear crime the most, especially violent crime, although they are the least likely to become victims (The most dangerous age of all is under one year old with 28 homicide victims per million babies. People of 70 are far less likely to be murder victims than any adult group, with only eight victims per million. Only children aged 5-15 are safer.)

According to an international survey published last year, Britain's crime rate is lower than the European average and lower than that of Holland, Germany, Canada and Australia. About 18 per cent of Britons were victims of crime last year. In Canada 28 per cent had experienced a crime, in Holland 26 per cent and in Germany 22 per cent. At the other end of the scale Switzerland (15.6 per cent) and Finland (15.9 per cent) had low overall victim rates. But safest of all was Northern Ireland: there only 15 per cent of the population experienced a crime.

The US appeared to live up to its reputation for lawlessness overall, with 28.8 per cent of the population having been a victim of a crime. America's murder rate makes ours seem infinitesimal. Nearly twice as many murders (1,051) were committed in the city of New York in the first six months of last year as in England and Wales (627).

But nobody in Britain is complacent. A computer study of every person born in a certain month in 1953 revealed that by the age of 30, one in three men had been convicted of a crime. One in 16 had been in prison. One in eight born in 1953 who had been convicted of an offence had committed a crime of violence by the age of 20. For those born in 1963, this proportion had risen to one in five.

3. a. Put these words and phrases from the text in the correct boxes.

<table>
<thead>
<tr>
<th>Crimes against people</th>
<th>Crimes involving things or property</th>
</tr>
</thead>
<tbody>
<tr>
<td>murder, rape, sexual assault, assault causing grievous bodily harm, mugging, robbery, burglary, car theft, homicide</td>
<td></td>
</tr>
</tbody>
</table>
b Add these crimes to the boxes.

<table>
<thead>
<tr>
<th>arson</th>
<th>blackmail</th>
<th>child abuse</th>
<th>embezzlement</th>
<th>kidnap</th>
</tr>
</thead>
<tbody>
<tr>
<td>fraud</td>
<td>pickpocketing</td>
<td>shoplifting</td>
<td>stealing</td>
<td></td>
</tr>
</tbody>
</table>

4 List the crimes in order of which should get the greatest punishment. For example, should all murderers be punished in the same way? What would make a difference to the punishment?

b a Read the sentences and then complete the chart by ticking the objects that go with the verbs.

- He *stole* her briefcase from her car.
- We have a video of the accused *robbing* a bank.
- I was *mugged* in broad daylight.
- The *burglary* took place some time in the night.

<table>
<thead>
<tr>
<th>steal</th>
<th>rob</th>
<th>break into</th>
<th>burglar</th>
<th>mug</th>
</tr>
</thead>
<tbody>
<tr>
<td>the bank</td>
<td>a house</td>
<td>a warehouse</td>
<td>a watch</td>
<td>an old lady</td>
</tr>
</tbody>
</table>

b Which of these words has the connotation of violence?

- Nobody at the company realised that he had been (embezzle) [money until someone noticed some errors in the books.]
- The (rape) [admitted that he had spoken to the woman but denied that he had (rape) [her.]
- It is difficult to protect children from (abuse) [who are members of their own family.]
- The (blackmail) [was caught when someone recognised her handwriting.]
- Armed (robbery) [is increasingly common, with criminals using shotguns and other weapons.]
so
Crime, the law and the police
came up to her in the street and produced
MEANING IN
CONTEXT
BICYCLE COP
SPEAKS OUT
The woman in charge of
investigating bicycle
thefts in the city has
become impatient with
the criminals who make
her life difficult. ’This
kind of petty crime is
really annoying/ says
Constable Merrington. ’It
inconveniences a lot of
people
MAN HELD IN PUB
ROBBERY
The police have arrested a man
in connection with the ’Three
Horseshoes’ pub robbery.
’There were a number of clues
which led us to the suspect,’
said Chief Inspector Locke in
charge of the operation. ’The
man we have arrested is an
habitual offender and we are
confident that he is the man we
were looking for.
DOC STOPPED BY CITY
POLICE
Mary Edwards, a surgeon at the
City’s biggest hospital, was booked
for speeding and then breathalysed,
a police spokesperson said last night.

POLICE BAFFLED IN
HILLSIDE KILLING
The police still have no leads
in their hunt for the killer of
the young hitchhiker whose
body was found three days ago
at the foot of Sunbury Hill.
’We are appealing for
witnesses to come forward,’
said Superintendent Jones.
’this was a particularly brutal
murder and

WORD USE
COLLOCATIONS
0 Match the adjectives in
column A with the nouns in
column B.

A
Vicious
brutal
cold-blooded
common
habitual
petty
B
murder
criminal
offender
crime
9 Choose one of the following sentences and write a newspaper article about it using as many words as possible from exercises 1 to 8.

a. ‘Despite our familiarity with this kind of thing, we were sickened,’ said a police spokesperson.

b. He was banned from driving for two years and fined £1,000.

c. The victim is recovering in hospital.

d. They got away with £50,000 in used notes.

e. The missing paintings were described by the director of the museum as ‘priceless’.

10 Put the words from the box in the blanks.

**METAPHOR AND IDIOM**

<table>
<thead>
<tr>
<th>murder</th>
<th>robbery</th>
<th>stole</th>
</tr>
</thead>
</table>

a. I could ________ a steak.

b. He screamed blue ________ when I told him.

c. Honestly, because he’s so charming he can get away with ________.

d. It was absolute ________ trying to push the car.

e. You must be joking! I’m not going to pay that much for it. It’s daylight ________.

f. She ________ the show. The rest of us were virtually ignored.

What do the phrases in italics mean? Can you think of other contexts where they might be used?

11 a. Look at the chart on this page and check the meaning of the words in italics.

b. Fill in the blanks in the chart with the following words.

<table>
<thead>
<tr>
<th>fined</th>
<th>found</th>
<th>life</th>
<th>lose</th>
<th>probation</th>
<th>plead</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduced</td>
<td>sentence</td>
<td>win</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE JUSTICE CHART**

1 You are accused of (shoplifting).

2 You plead not guilty.

3 You are guilty.

4 You are guilty.

5 You are found not guilty.

6 You are given a suspended sentence.

7 You are put on ________.

8 You are __________ £20,000.

9 You are sentenced to

   a. two years in prison.
   b. ________ imprisonment.
   c. death.

10 You appeal.

11 You ________ your appeal.

12 You ________ your appeal.

13 The ________ is carried out.

14 Your sentence is ________.

15 You are acquitted.
12 Put the right preposition after each verb.

a confessed  

b was accused  

c was charged  

d was convicted  

He  
e was found guilty  

f was sentenced  

g was booked  

h was arrested  

i was suspected  

shoplifting.

---

13 a Look at the picture of a trial in progress. Match the words with the numbers.

judge  
jury  
the accused  
defending counsel  
the witness  
police officer  
witness box

b What differences can you see between this courtroom and one in your country?
ACTIVATE

14. Complete these courtroom sentences with words from exercises 11 to 13.

a) I am ______ you with attempted murder.
b) Call the first ______.
   (Members of the ______; how do you find the accused?
   ______ or not guilty.
d) The ______ of this court is that you are guilty and I therefore
   ______ you to life imprisonment.
e) I want to ______ against my sentence.

15. Read the following information and then role-play the trial according to the details given.

The accused, a 32-year-old single woman, went to a department store where she allegedly took a bottle of perfume without paying. She is charged with shoplifting.

Note: The accused can of course be a man.

Choose one of the roles below and then look at your role card. It is important that you do not look at anyone else’s card.

- the judge (see page 84)
- the defending counsel (see page 84)
- the prosecuting counsel (see page 84)
- the accused (see page 84)
- the store detective (see page 84)
- the character witness (see page 84)
- the jury (12 people): it is your job to listen to the evidence and decide whether the accused is guilty or not.

The procedure at a trial is as follows:
1. The prosecuting counsel makes a speech saying why the accused is guilty.
2. The defence counsel makes a speech saying why the accused is innocent, or at least why the prosecution cannot prove the accused’s guilt.
3. The prosecuting counsel puts his or her witness(es) in the witness stand and gets them to tell the court what they know.
4. The defending counsel tries to find fault with what the witness(es) has said.
5. The procedure is reversed: now the defending counsel puts a witness in the stand.
6. The defending counsel makes a closing speech to the jury saying why they should acquit the accused.
7. The prosecuting attorney makes a speech saying why the jury should find the accused guilty.
8. The jury make their decision.
9. The judge passes sentence or sets the accused free.
Crime, the law and the police

Store detective

Q You saw the accused put a bottle of perfume into her bag. She then paid for some other goods before walking out into the street. When you stopped her outside the store she said “I didn’t realise the store had detectives otherwise I would never have done it.”

The Accused

Q You were shopping in a department store. You bought a number of toilet articles and, without thinking, you put a bottle of perfume into your bag and forgot about it. After leaving the shop you were stopped by the store detective. You said to him, “I didn’t realise that I had put the perfume in my bag. I would never have done it on purpose.”

Barrister: defence counsel

Q It is your job to try and pick holes in the witness’s evidence. You will put your client in the witness box and try to get her to prove her innocence.

Barrister: prosecuting counsel

Q It is your job to get your witness to give evidence that will convince the jury that the accused is guilty. You will also have a chance to pick holes in the evidence of the accused and the character witness. You might try to find out how and where the character witness met the accused.

Character witness

Q You say that you have known the witness for long time and that she is a respected member of the community. You do not want the court to find out that you actually met the accused in a police station where you were being charged with being drunk and disorderly.

Judge

Q It is your job to make sure the trial runs smoothly and fairly. Don’t let things get out of hand. When all the evidence has been heard ask the jury to decide if the accused is guilty or not. If the accused is found guilty (and only if she is found guilty) you can tell the court that she has already been found guilty of three other shoplifting charges. This will help you to decide what kind of sentence to give her.

Write a report of the trial for your local newspaper.
FOCUS WORDS
accuse (v) - confess (v)
the accused - constable
appeal (n) - counsel
appeal (v) - crime
arrest (v) - criminal
arson - death
arsonist - sentence
blackmail - defending
blackmailer - counsel
book (v) - embezzle
break into - embezzlement
break into - embezzlement
breathalyse - fine (v)
brutal - fraud
burglary - guilty
burglar - habitual
charge (v) - homicide
chief inspector - judge
child abuse - jury
common - kidnap

FOCUS PHRASES
be absolute murder
be daylight robbery
cause grievous bodily harm
I could murder a (steak)
get away with murder
scream blue murder
steal the show

WORD CHECK
Refer to Focus Words and Focus Phrases only.
1. In groups, play the 'Crime Chain' where you speak in turns, e.g.
   A: I'm Sandro and I've never robbed a bank.
   B: Sandro's never robbed a bank. My name's Maria. I've never been charged with shoplifting.
   C: Sandro's never robbed a bank. Maria's never been charged with shoplifting. I'm Margherita . . .

   Don't use the same crime more than once in any one round. If someone can't think of a new crime or makes a mistake, they drop out and a new round starts.

2. Write a short paragraph (maximum four sentences) about a criminal trial. Use as many Focus Words as you possibly can!

3. Use at least two Focus Phrases to talk about people that you know or know about.

4. Which ten words on the list are going to be most useful to you, do you think?
1 Read the text and complete the following tasks.

a Put these words in the blanks. Use them once unless otherwise indicated.

as at by in (2) off on out of outside through

b Decide which of these people wrote this passage.

As for the rest, I gradually switched A) _______ Algebra and geometry I did so well B) _______ that my total mark in three exams one year was three per cent. Maths could be made tolerable only C) _______ boring holes in the master’s chalk with the point of a compass, then packing the hole with the heads of matches and filling the end with chalk dust so that the chalk would explode like a firework as he wrote his obscure theorems D) _______ the blackboard. German was memorable only for the odd little master who cycled to work and parked his bike E) _______ the classroom window. During the time it took him to walk along the outside of the building to the entrance and then back along the corridor to the classroom the trick was to haul his bike F) _______ the window, take it to pieces and then lay the bits on his desk. We did it once too often and he stormed G) _______ the classroom to fetch the Dean, but by the time the two masters returned it had been reassembled and put back through the window H) _______ its original parking place. History I could have enjoyed but they never told you any of the interesting stuff: that Napoleon was I) _______ agony the night before Waterloo and got no sleep because he had to lie on his stomach; or that Wellington had a reputation J) _______ a womanizer. Instead it was all: Battle of Austerlitz 1805, Battle of Waterloo 1815, Congress of Aix-la-Chapelle 1818. I picked up my schoolbag at night but it would never be opened until it returned to the classroom the next day.

( Find three things about the writer’s schooldays that were different from your own experience.)
2 Complete these tasks.

a Either explain the trick with the chalk, or the trick with the master’s bike.

b What is Waterloo, when was it and who took part?

3 List three important dates that pupils in your country always learn.

---

**USING DICTIONARIES**

**DEFINITIONS**

3 a Using a dictionary, decide which of the words in the box can go in which sections of the chart. You can put words in more than one column.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>High School</th>
<th>College</th>
<th>Playgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playgroup</td>
<td>College</td>
<td>Pre-school</td>
<td></td>
</tr>
<tr>
<td>Nursery School</td>
<td>Comprehensive</td>
<td>Public School</td>
<td></td>
</tr>
<tr>
<td>Prep. School</td>
<td>Sixth Form</td>
<td>Reception Class</td>
<td></td>
</tr>
<tr>
<td>Evening Classes</td>
<td>Polytechnic</td>
<td>Technical College</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>Mistress</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td>Head Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headmaster</td>
<td>Headmistress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Head</td>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil</td>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnic</td>
<td>Technical College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Some of the words in the box refer to private education in Britain rather than state education. Which are they?

---

4 In Britain there are first degrees (where you are called a Bachelor of . . .), postgraduate degrees (where you are called a Master of . . . or Doctor of Philosophy) and medical degrees. What do you think the following letters mean?

- a BSc
- b BEd
- c MSc
- d MD
- e BA
- f MA
- g MPhil
- h PhD
- i MSc
On the basis of the above information and your own opinions, which square of the chart below would you choose for your child? Why?

<table>
<thead>
<tr>
<th>Private</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-sex</td>
<td></td>
</tr>
<tr>
<td>Co-educational</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVATE

Describe the education of some or all of the following people.

a. yourself  
b. your mother or father  
c. a rock and/or movie star  
d. a famous historical figure from your country

Say what kind of educational establishment(s) you/they went to and how you/they got on there.

MEANING

a. Read the conversation and put the children's names into the correct columns.

HEADTEACHER: How's your class getting on, Miss Keane?
MISS KEANE: Well, how can I put it? Samantha's a very slow learner, Tom's permanently disruptive, Jemma's illiterate, Sarah never pays attention, Jeffrey has numeracy problems, Sasha goes to the special needs teacher because she's too brainy, Dulal's mind keeps wandering, Stella is conscientious but seems to have learning difficulties, Bill's so absent-minded he forgets his own name, Mary's dyslexic, and the Mishram sisters (Penny and Jasmin) seem to have no concept of discipline at all. Otherwise the class is fine!
b Say in your own words what Miss Keane thinks the problem is with each pupil.

---

**WORD USE**

**CONNOTATION AND STYLE**

a Decide where the following words describing clever and not so clever people should go on the grid below.

<table>
<thead>
<tr>
<th>clever</th>
<th>bright</th>
<th>intelligent</th>
<th>brainy</th>
<th>a genius</th>
<th>brilliant</th>
<th>gifted</th>
<th>thick</th>
<th>silly</th>
<th>idiotic</th>
<th>stupid</th>
<th>daft</th>
<th>dim</th>
<th>moronic</th>
<th>absent-minded</th>
</tr>
</thead>
</table>

very clever

x brainy

very unintelligent

---

b Can you make the adjectives into nouns by adding appropriate suffixes?

---

9 Explain the pun in the following cartoon.
ACTIVATE

10 a How would your teachers have described you if they had wanted to be:
   i negative?
   ii positive?

b Describe a fellow pupil from your early school years who had either behaviour or learning problems.

<table>
<thead>
<tr>
<th>WORDUSE</th>
<th>COLLOCATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha</td>
<td>Which verbs go with which nouns? Tick the boxes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cram for</th>
<th>test</th>
<th>exam</th>
<th>degree</th>
<th>distinction</th>
<th>school</th>
<th>university</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get into</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get a place at</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expel from</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exclude from</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>send down from</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b What can you put between the verbs and the nouns? The, a or nothing?

12 Use expressions from exercise 11 to complete these exchanges.

a How well did you do in the test?
   Oh, I'm afraid I ________ it. I'm going to have to do it again.

b You look happy!
   Yes, I've just ________ Cambridge University.

c Why were you ________ university?
   Because I cheated in the final exams.

d Have you got your exam results yet?
   Yes, and I did better than I thought. I ________
WORD FORMATION

What do you call the following?

a) an education at university  
   d) a tie from the school
   a) __________ education  
   the __________ tie

b) the room where the exam is held  
   e) the team from the school
   the __________ room  
   the __________ team

c) a test of a new car  
   f) a situation in which you are tested emotionally
   a) __________ run  
   a) __________ situation

What does this tell you about adjectives and nouns?

ACTIVATE

Which is the worst of these activities, in your opinion?

i) playing truant  
ii) being the teacher's pet  
iii) being bullied

Now discuss the following:

i) What is the best memory you have from your schooldays?  
ii) What is the worst?  
Hi What subjects were you best at?  
iv) What subjects were you worst at?

Is school a good experience or a bad experience according to these two passages? Do you agree with either or both of them.

In school we are taught that valuable learning is the result of attendance; that the value of learning increases with the amount of input; and, finally, that this value can be measured and documented by grades and certificates.

In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.

Ivan Illich Deschooling Society

We don't need no education  
We don't need no thought control  
No dark sarcasm in the classroom  
Teacher leave them kids alone  
Hey teacher leave them kids alone.

Pink Floyd Another Brick in the Wall
### FOCUS WORDS

<table>
<thead>
<tr>
<th>absent-minded</th>
<th>education</th>
<th>difficulties</th>
<th>pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult</td>
<td>evening class</td>
<td>lecture</td>
<td>reception</td>
</tr>
<tr>
<td>education</td>
<td>exam</td>
<td>lecturer</td>
<td>class</td>
</tr>
<tr>
<td>brainy</td>
<td>first degree</td>
<td>lecture theatre</td>
<td>resit</td>
</tr>
<tr>
<td>bright</td>
<td>further</td>
<td>master</td>
<td>school</td>
</tr>
<tr>
<td>brilliant</td>
<td>education</td>
<td>mistress</td>
<td>secondary school</td>
</tr>
<tr>
<td>bully (v)</td>
<td>genius</td>
<td>numeracy</td>
<td>silly</td>
</tr>
<tr>
<td>class</td>
<td>get into</td>
<td>nursery</td>
<td>single-sex school</td>
</tr>
<tr>
<td>classroom</td>
<td>(university)</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>clever</td>
<td>get a place at</td>
<td>pass</td>
<td>sixth form</td>
</tr>
<tr>
<td>co-educational</td>
<td>gifted</td>
<td>pay attention</td>
<td>slow learner</td>
</tr>
<tr>
<td>college</td>
<td>graduate</td>
<td>play truant</td>
<td>special needs</td>
</tr>
<tr>
<td>comprehensive</td>
<td>headmaster</td>
<td>playground</td>
<td>state school</td>
</tr>
<tr>
<td>school</td>
<td>headmistress</td>
<td>playgroup</td>
<td>student</td>
</tr>
<tr>
<td>daft</td>
<td>higher</td>
<td>polytechnic</td>
<td>stupid</td>
</tr>
<tr>
<td>degree</td>
<td>education</td>
<td>preparatory</td>
<td>teacher</td>
</tr>
<tr>
<td>distinction</td>
<td>high school</td>
<td>primary</td>
<td>teacher's pet</td>
</tr>
<tr>
<td>dim</td>
<td>idiotic</td>
<td>college</td>
<td>technical</td>
</tr>
<tr>
<td>discipline</td>
<td>illiterate</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>disruptive</td>
<td>intelligent</td>
<td>private school</td>
<td>test</td>
</tr>
<tr>
<td>doctorate</td>
<td>kindergarten</td>
<td>professor</td>
<td>thick</td>
</tr>
<tr>
<td>dyslexic</td>
<td>learning</td>
<td>tutor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>public school</td>
<td>university</td>
</tr>
</tbody>
</table>

### FOCUS PHRASES

be sent down from university (his) mind keeps wandering
cram for an exam

---

### WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. How many adjectives can you find? Divide them into 'good' adjectives, 'bad' adjectives, and 'neutral' adjectives according to your own opinion. Show your list to someone else. Do they agree with your categorizations?

2. Use at least two of the Focus Phrases to describe an experience in your own education.

3. a. Find all the nouns that refer to people who teach. Find all the nouns that describe where they might teach.

3. b. Have a balloon debate. All of the people who teach are in a balloon which is losing air and can only support the weight of one person. Discuss who should be thrown out of the balloon, and who should survive.

4. How many words can you find with these stress patterns: ❌❌❌❌?
USING DICTIONARIES

a What do the following words mean?

<table>
<thead>
<tr>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>belief</td>
</tr>
<tr>
<td>Christian</td>
</tr>
<tr>
<td>creed</td>
</tr>
<tr>
<td>Hindus</td>
</tr>
<tr>
<td>holy</td>
</tr>
<tr>
<td>Islam</td>
</tr>
<tr>
<td>Muslims</td>
</tr>
<tr>
<td>mosque</td>
</tr>
<tr>
<td>temple</td>
</tr>
</tbody>
</table>

b Use them to fill the blanks in the following passage.

He had always liked this xxxx. It was gracious and the arrangement pleased him. A mosque by winning his approval let loose his imagination. The xxxx of another Hindu, xxxx or Greek, would have bored him and failed to awaken his sense of beauty. Here was xxxx, his own country, more than a faith, more than a battle-cry, more, much more . . . Islam with an attitude towards life both exquisite and durable, where his body and his thoughts found their home.

His seat was the low wall that bounded the courtyard on the left. The ground fell away beneath him towards the city, visible as a blur of trees, and in the stillness he heard many small sounds. On the right, over in the club, the English community contributed an amateur orchestra. Elsewhere some xxxx were drumming and others were bewailing a corpse. There were owls, the Punjab mail . . . and flowers smelt deliciously in the station master's garden. But the mosque - that alone signified, and he returned to it from the complex appeal of the night, and decked it with meanings the builder had never intended. As he did so one of the pillars on the mosque seemed to quiver. It swayed in the gloom and detached itself. xxxx in ghosts ran in his blood, but he sat firm. Another pillar moved, a third, and then an English woman stepped out into the moonlight. Suddenly he was furiously angry and shouted: 'Madam! Madam! Madam!'

'Oh! Oh!' the woman gasped.

'Madam, this is a mosque, you have no right here at all; you should have taken off your shoes; this is a xxxx place for xxxx .'

'I have taken them off.'

'You have?'

'I left them at the entrance.'

'Then I ask your pardon.'

Still startled, the woman moved out. He called after her, 'I am truly sorry for speaking.'

'Yes, I was right, was I not? If I remove my shoes, I am allowed?'

'Of course, but so few ladies take the trouble, especially if thinking no one is there to see.'

'That makes no difference. God is here.'

2 Answer these questions.

a What do you think the woman meant by saying, That makes no difference. God is here?'

b The woman had to take off her shoes to go into the mosque. Are there any other customs to do with dress or physical preparations in your religion?

c What adjectives would you use to describe your feelings when you are in a religious building in your country?
a Can you match the words with the pictures?

<table>
<thead>
<tr>
<th>cathedral</th>
<th>church</th>
<th>shrine</th>
<th>temple</th>
<th>synagogue</th>
<th>chapel</th>
</tr>
</thead>
<tbody>
<tr>
<td>monastery</td>
<td>mosque</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Place: Religion:
2 Place: Religion:
3 Place: Religion:
4 Place: Religion:
5 Place: Religion:
6 Place: Religion:
7 Place: Religion:
8 Place: Religion:

b Which of these religions are practised in the places in the pictures? There may be more than one answer.

Christianity  Hinduism  Islam  Judaism  Buddhism  Shintoism
a Do you know any other religions which are not included in the list on the previous page, or in the extract in exercise 1?
b Do you know which of the religions believes in:
   i reincarnation?
   ii resurrection?
c In which religious could you find these people?

   pope rabbi imam priest monk gurunun

d What are the differences in status between these Christian officials?

   archbishop cardinal vicar minister bishop priest pope

---

**WORD USE**

**COLLOCATIONS**

a Match the verbs in Box A with their complements in Box B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td>a sin</td>
</tr>
<tr>
<td>chant</td>
<td>in prayer</td>
</tr>
<tr>
<td>say</td>
<td>a hymn</td>
</tr>
<tr>
<td>kneel</td>
<td>a prayer</td>
</tr>
<tr>
<td>preach</td>
<td>a sermon</td>
</tr>
<tr>
<td>confess</td>
<td>the holy book</td>
</tr>
<tr>
<td>read from</td>
<td></td>
</tr>
</tbody>
</table>

b Which of the following are likely to perform the actions in A and B?
   i the priest
   ii the choir
   iii the worshippers

---

**ACTIVATE**

0 Describe a religious building that you know or have seen. What happens there? What is the sequence of events in a normal gathering there?
Religion

WORD USE
RELATED MEANINGS

/ Read these children's descriptions of Christianity and then answer the questions which follow.

What is the difference between the following pairs of words?

a heaven and hell
e an angel and a demon
b repentance and forgiveness f a saint and a martyr
c a monk and a nun g secular and religious
d a pilgrim and a prophet h a missionary and a pilgrim

0 Complete these sentences with words from exercise 6. Some words may be used more than once.

a She knew that she must decide whether she had the courage to be a ________ and die for her faith.
b I wouldn't like to be a ________, especially if I had to stay silent with all the other men.
c I watched all the ________ making their way to the shrine. They had been travelling for more than two weeks and they were very tired but very happy.
d If you want my ________ for the terrible things you have done you must realise your mistakes. Unless I can see genuine signs of ________, I will not have you back into this house.
e The problem with ________ societies is that they are only interested in material success, according to one priest.
f She stared at the paintings of ________ with their sharp teeth and cruel eyes. They made her feel frightened.
g If you live a good life you will definitely go to ________ according to a Christian friend of mine. But I fear that if I go anywhere it will be to ________.
Work in pairs. You are writing a book about religions of the world. Interview a representative of a religious faith. Ask the following questions:

a. whether there is an after-life.
b. what happens if you behave well.
c. what happens if you behave badly.
d. what kind of holy people are there.
e. how strong the religion is today.

What is the adjective from each of these nouns? How many different endings are there?

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>heaven</td>
<td>heavenly</td>
</tr>
<tr>
<td>sin</td>
<td></td>
</tr>
<tr>
<td>devil</td>
<td></td>
</tr>
<tr>
<td>angel</td>
<td></td>
</tr>
<tr>
<td>faith</td>
<td></td>
</tr>
<tr>
<td>demon</td>
<td></td>
</tr>
<tr>
<td>saint</td>
<td></td>
</tr>
<tr>
<td>prophet</td>
<td></td>
</tr>
</tbody>
</table>

Which of the adjectives in exercise 10 can go with these words or phrases?

a. ________ thoughts  
b. ________ behaviour  
c. ________ child  
d. ________ day  
e. ________ friend  
f. ________ plot  
g. ________ acts  
h. ________ plan

Make the titles of imaginary books and films by adding the to the collocations in exercise 11; e.g. 'The Angelic Child.' Work in teams. Team A gives Team B a description of a 'book' or 'film'. Team B has to guess what the title is.

Example:
TEAM A: This film is about a lovely little girl, who is always helping people, and spreading happiness.
TEAM B: Is it 'The Angelic Child'?
TEAM A: Yes, it is.
13 Match the phrases in italics in the picture with the meanings below.

a. This may surprise you, but...
b. it suddenly started to rain heavily
c. living as man and wife, without being married
d. That is very surprising.
e. committed adultery
f. doesn't realize what real life involves
g. trying to convince someone who is already convinced
h. without fail, always
i. honestly, believing it was all right
j. the place where I feel I really belong

1. From the moment they married she was unfaithful to him but he never found out.

2. Look, I sold you the car in good faith. It's not my fault if it's fallen apart.

3. They're living in sin, but I suppose that doesn't mean much these days.

4. She does Her exercises religiously every morning.

5. My father is Australian and my mother is Greek. I suppose you could say that Greece is my spiritual home, though I love Australia too, of course!

6. They were about to start the last game when the heavens opened, so that was that!

7. Good heavens!

8. Believe it or not, he has a degree in nuclear physics.

9. He's living in a land of make-believe.

10. Why are you telling me? You're just preaching to the converted!

14 Use at least two of the expressions in a conversation about one of the following:

a. two friends
b. a sporting event
c. an art dealer who sold someone a fake picture

15 Tell a story from your religion or a religion you know about. Use as many words from this unit as possible.
FOCUS WORDS

angel
angelic
archbishop
belief
bishop
Buddhism
cardinal
cathedral
chaple
choir
Christian
Christianity
church
confess
creed
demon
demonic
devil
devilish
faithful
forgiveness
heaven
heavenly
hell
Hinduism
Hindu
holy
hymn
imam
Islam
Judaism
martyr
minister
missionary
monastery
monk
Muslim
mosque
nun
pilgrim
preach
prayer
priest
prophet
prophetic
rabbi
reincarnation
religious
repentance
resurrection
saint
saintly
say (a prayer)
secular
sermon
shaman
Shintoism
shrine
sin
sinful
synagogue
temple
unfaithful (to
someone)
vicar
worshipper

FOCUS PHRASES

believe it or not
do something religiously
Good heavens!
in good faith
land of make-believe
live in sin
preach to the converted
spiritual home
the heavens open(ed)

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1 -ly is an interesting ending! Which words from the list add
-ly:
   a to become adjectives?
   b to become adverbs?
2 Find the nouns which describe people. How many of them
   are used to refer to men and women? How many of them
   are only used to talk about men?
3 Work with a partner to write a short conversation in which
   you use all the Focus Phrases!
4 Which ten words on the list do you think will be most
   useful to you in the future?

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Work and employment

1. What are the most important factors for you in choosing or keeping a job? Put the following factors in order of importance and then compare the order you have chosen with a partner's.

   i. good salary or wages
   n. interesting and varied work, not boring and monotonous
   Hi. work which is useful to society
   iv. good working conditions
   v. Flexible hours
   vi. opportunities to meet people
   vii. friendly and considerate management and colleagues
   viii. opportunities to travel
   ix. long holidays
   x. another factor - what?

2. In your opinion, which jobs or professions fit your criteria? Does the job that you have or that you hope to have fit them?

   a. Look at these people at work. What jobs are they doing? If you're not sure, look at the list of Focus Words on page 108.

   b. Do their jobs fit the criteria that you have selected above? Put them in order on the lines below:

      VERY BORING  
      VERY BADLY-PAID  
      VERY INTERESTING

      VERY WELL-PAID
4. a. What would you call someone who:
   - i. receives and pays out money in a bank?
   - ii. is in charge of a whole company?
   - iii. collects rubbish from houses?
   - iv. checks people's eyesight?
   - v. teaches at a college or university?
   - vi. repairs pipes, taps, etc in homes and buildings?
   - vii. performs tricks for audiences?
   - viii. does physical work involved in building, repairing roads, etc.?
   - ix. cleans the streets?
   - x. flies a plane?
   - xi. shows films at a cinema?
   - xii. checks tickets on a train?
   - xiii. travels round selling things?

   b. Which of these jobs would you most like to do? Which would you least like to do?

b. All of the above are *occupations*. But which of them can be called *professions* and which can be called *jobs*? What is the difference between a *job* and a profession? Put the words from exercise 4 into the appropriate box below.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the difference between the following pairs of words?

a. a career and a profession
b. a *vocation* and a *job*
c. a *certificate* and a *qualification*
d. *skills* and *experience*
# Work and employment

## WORD USE

### COLLOCATION

1. Which of these verbs can be followed by the noun **work**? Which words from exercise 6 can follow each of them?

   - **get**  
   - **find**  
   - **have**  
   - **follow**  
   - **lose**  
   - **look for**

## WORD FORMATION

### NOUNS AND VERBS

8. a Complete the table with the appropriate verbs.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>application</td>
<td>apply for</td>
</tr>
<tr>
<td>dismissal</td>
<td></td>
</tr>
<tr>
<td>increase</td>
<td></td>
</tr>
<tr>
<td>interview</td>
<td></td>
</tr>
<tr>
<td>offer</td>
<td></td>
</tr>
<tr>
<td>promotion</td>
<td></td>
</tr>
<tr>
<td>resignation</td>
<td></td>
</tr>
<tr>
<td>rejection</td>
<td></td>
</tr>
<tr>
<td>reprimand</td>
<td></td>
</tr>
<tr>
<td>rise</td>
<td></td>
</tr>
<tr>
<td>retirement</td>
<td></td>
</tr>
<tr>
<td>shortlist</td>
<td></td>
</tr>
</tbody>
</table>

b. Now use the verbs to fill the blanks in this passage.

Colin was eighteen. He had left school at sixteen and done two years' training in catering. There were quite a few jobs being advertised in the newspaper, and he decided to **get** **three** of them. One of his applications was **lost**, but the two other companies were **interviewed** that he had been **rejected**, along with two other candidates. He was **looked for** by the owner and manager of one of the companies. They asked him some tricky questions and he didn't think he did too well, but he felt that the interview for the other job went well. He was very surprised, then, that he was **followed** **both** jobs. He accepted the one with the higher salary, of course.

Colin got on fine at first. After only three months his salary was **increased** by ten percent, and after six months he was **promoted** to Head Chef. But then things started to go wrong. He didn't get on with the new manager and sometimes didn't accept the menus that she suggested. After a while, she called him into her office and **looked for** him for disobeying her orders. She warned him that if his attitude continued he would be **lost**. In the end Colin felt so unhappy at work that he decided to leave his job. He **resigned** on 30 June and left at the end of July, just in time to take a summer holiday.
9 Look at the charts below and on the next page. Put the nouns from exercise 8 and from the box below in the appropriate places in the stories about Angela, Ben and Sheila.

**part-time job  temporary job  contract  pension**

**job description  job centre  redundancy**

**Curriculum Vitae (CV)  unemployment benefit (dole)**

**MEANING IN CONTEXT**

**ANGELA**

A1 Angela prepared a summary of her qualifications and experience.

A2 She saw an ad in the newspaper and wrote a letter to the Personnel Department.

A3 She received a letter saying that she and a few others had been selected to meet managers on a certain day.

A4 With the letter there was a list of things that the job involved.

A5 Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc.

A6 She received a letter telling her that she had got the job.

A7 There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this.

**BEN**

B1 Ben applied for a job. He got a letter back saying that he hadn't got the job.

B2 After trying several times, he went to an office where they help people to find jobs.

B3 They took all his details. Later they phoned him and offered him a job just for a few weeks.

B4 After this job, he got another, but it only involved working for part of the day.

B5 Ben got to the age of 65, the age when employees stop working.

B6 Now he gets money monthly during his old age from the government and from his employers.
SHEILA

C1 Sheila got on very well in her first job, and after a while she got a higher salary.

C2 She did so well that after a year, she was given a new job with more responsibility.

C3 After a while, the quality of her work was not good enough, and she was often late. She had to see the boss, who told her she was not satisfied.

C4 Sheila's work continued to be unsatisfactory. After another warning she was told that she had to leave.

C5 Sheila got another job, but she didn't like the work and decided that she wanted to leave.

C6 Sheila got a third job, but after a few weeks the company went bankrupt and her job came to an end.

C7 After several weeks without a job, she registered at a government office. They paid her a small amount of money every week.

ACTIVATE

10 Tell the story illustrated below using words from the exercises.

I want to be a newspaper reporter
European Editor after just one year

Back at home . . . and the work keeps pouring in . . .
11 In the following, words from this unit are used with an idiomatic or extended meaning. Explain the meaning of each.

- That video recorder you sold me doesn't work properly.
- It's a good job you didn't marry him.
- The painter didn't make a very good job of the ceiling, did he?
- I can't work out why he wants to resign.
- I'm resigned to working late every day this week.
- Do you think I'll catch the train? You'll have your work cut out - you've only got ten minutes.
- That typewriter's completely redundant. Why don't you get rid of it?
- That's a silly idea!
- I'm going to retire and have an early night.
- Where are you going?
Complete the following passage with words and phrases from the box, using a dictionary if necessary.

*return to work*  *shop steward*  *ballot*
*on strike*  *dispute*  *sacking*  *pickets*
*lay off*

Workers at a Romford car factory went (a) yesterday following the (b) of two men for allegedly punching the foreman. The fight happened after an argument about last Saturday’s football match between Millwall and West Ham. The two workers were immediately disciplined by the company and sent home. When he heard this, Don Bailey, the union (c), called a meeting. The decision to take unofficial action was nearly unanimous, and (d) were placed at the factory gates to discourage people from entering the works. The Managing Director said he had no idea how long the (e) would continue, but that if the men didn’t (f) very soon, the company would be forced to (g) people (h) indefinitely. The union is holding a secret (i) on Thursday to decide whether to take official strike action.

Imagine you are in the following situations. What would you do? What should you do?

a. You are driving a large truck containing robots for a factory. You arrive at the gate, but there is a picket there because the workers are on strike following dismissal of 200 people because of automation.

b. You are the union shop steward at an insurance company. The Personnel Director calls you into the office to ask for your help with a problem: the company is losing money and needs to lay off ten people.
ACTIVATE

14 Write a brief report to go with one of the headlines below, using vocabulary from this unit.

WOMEN SACKED FOR UNOFFICIAL STRIKE ACTION

MAN MANAGING DIRECTOR RESIGNS AS COMPANY CRASHES

WOMAN ACCUSES BOSSES OF DISCRIMINATION AFTER JUNIOR MALE IS PROMOTED

MAN MADE MANAGING DIRECTOR AFTER 12 YEARS ON DOLE

FOCUS WORDS

apply application bank clerk bank teller butcher career certificate checkout clerk conjurer contract (n) curriculum vitae (cv) dismiss dismissal dispute (n) dustman experience (n) factory worker increase (n) increase (v) interview (n) interview (v) job centre job description labourer lay off lecturer managing director offer (v) offer (n) optician part-time job pension pensioner picket (n) pilot (n) plumber profession professional projectionist promote promotion qualification raise receptionist redundant redundancy reject rejection reprimand (n) reprimand (v) resign resignation retire retirement rise (n) roadsweeper sack sacking shop steward shortlist (n) shortlist (v) skill surgeon surveyor temporary job ticket collector traffic warden travelling salesman unemployment benefit vocation work (n) work (v)
FOCUS PHRASES

be/go on strike
be/go on the dole
have your work cut out
It's a good job...
make a good job of
make someone redundant
work out

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. How many different kinds of job are mentioned? Are there any which you would refuse to do?
2. Find at least three ways of stopping or having to give up working.
3. Write a short letter from a shop steward to a union official in which at least three of the Focus Phrases are used.
4. How many of the words with more than two syllables do not have the main stress on the second syllable? Where do they have it?
Leisure Questionnaire

1. How much real leisure time (or spare time) do you have:
   - each working day? ______ hours
   - each weekend or national holiday? ______ hours

2. Put your top four of the following leisure time activities in order of preference
   (1 = favourite, 2 = next favourite, etc).
   - participating in some kind of sport or physical exercise - which? __________
   - watching sport in a stadium or on TV - which sport? __________
   - playing some other game (e.g. cards) - which? __________
   - reading - what? __________
   - some kind of hobby - what? __________
   - listening to music at home or in a concert hall - what kind of music? __________
   - playing a musical instrument - which? __________
   - going to the cinema or watching videos
   - going to the theatre or opera
   - watching TV - which programmes?
   - dancing - where? __________
   - going to cafes, restaurants, etc. with friends
   - visiting new places
   - other - what? __________

Compare your answers with a partner's. What are the main similarities and differences between the ways in which you like to spend your leisure time?
WORD BUILDING

COMPound Words

3 What are these people's hobbies called?

Example: John weaves baskets: basket-weaving

a Mary arranges flowers for display.
b George collects stamps from different countries.
c Beatrice paints with oil paints.
d Susan climbs rocks.
e Dave skis on water.
f Robert makes model planes.

USING DICTIONARIES

DEFINITIONS

4 How are these materials and pieces of equipment used? In what hobbies might you use them?

magnifying glass tripod needle rod easel album
wetsuit loom clay wool glue net
Leisure, sport and entertainment

b What do these people’s hobbies involve? Use a dictionary where necessary.

train-spotter pot-holer angler gambler canoeist

ACTIVATE

0 In your opinion, which of the hobbies in exercises 3, 4 and 5, and which others, are:

a most suitable for old people?
b most suitable for disabled people?
c least suitable for men?
d least suitable for women?
e best for children under ten?
f most satisfying?

7 a Are you artistic? Are any members of your family or any of your friends artistic? In what ways? Use words from the box.

play a musical instrument paint draw sing act dance

b In your experience, do artistic people have a special physical appearance? If so, what do they look like?

0 Put the musical instruments being played by this band in order of loudness (1=loudest, 9=quietest). Which three do you prefer, in what order?
WORD FORMATION

Suffixes

9 Complete the table, using words with the endings -ist, -er, -or, etc. where necessary.

<table>
<thead>
<tr>
<th>A person who:</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays the piano</td>
<td></td>
</tr>
<tr>
<td>plays drums</td>
<td></td>
</tr>
<tr>
<td>plays a violin</td>
<td></td>
</tr>
<tr>
<td>plays a trumpet</td>
<td></td>
</tr>
<tr>
<td>plays football</td>
<td></td>
</tr>
<tr>
<td>plays tennis</td>
<td></td>
</tr>
<tr>
<td>rides a bicycle</td>
<td></td>
</tr>
<tr>
<td>collects stamps</td>
<td></td>
</tr>
<tr>
<td>skis</td>
<td></td>
</tr>
<tr>
<td>jumps from a plane using a parachute</td>
<td></td>
</tr>
<tr>
<td>makes sculptures</td>
<td></td>
</tr>
<tr>
<td>takes photographs</td>
<td></td>
</tr>
<tr>
<td>plays chess</td>
<td></td>
</tr>
</tbody>
</table>

MEANING

10 In which sports do people do the following?

- o wear goggles
- b ride on boards
- c get knocked out
- d strike out
- e do the crawl
- f make pit-stops

11 Which sports are played (and watched) in the following places?

| course | stadium | court | pool | ring | track |

DON: What are you doing this weekend, Sandra? Off to the beach again? You're a keen windsurfer, aren't you?

SANDRA: Yes, I am, but this weekend we're going to the opera in London. My friend George is a real opera-lover.

DON: An opera-lover? I thought you said he was mad about modern jazz.

SANDRA: He's keen on all sorts of music... and quite a gifted pianist too. Are you musical, Don?

DON: I listen to a lot of music at home. I'm a bit of a Mozart-freak, I suppose. I've been collecting records and compact discs of his major works for the last two years. I play the clarinet a bit. But I'm no good at it...
SANDRA: And what about sport? You look quite athletic . . .
DON: I used to be an obsessive tennis player, but I gave it up when I broke my ankle last year.
SANDRA: Oh, I really love tennis . . . George says I’m a natural. Shall we have a game sometime?
DON: Well . . . I’m really rusty. I’ll have to get a bit of practice first . . .
SANDRA: Don’t be silly . . . I’m only a novice. We’ll just have a friendly game.
DON: OK. As long as you promise not to humiliate me . . . I don’t trust people who talk about ‘friendly games’! . . . I’ve got to go now: there’s an exhibition of paintings by Julie Croft, a friend of mine, opening tonight . . .
SANDRA: Is she talented?
DON: I’m no expert, but I think her work is brilliant . . . and she’s only a Sunday-painter. See you on Monday.
SANDRA: OK. Don’t forget to bring your racket. We’ll have a game after work . . .
DON: It might rain . . .

<table>
<thead>
<tr>
<th>Enthusiasm</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVATE

10 Look at the pictures below. What leisure activities and hobbies do you think these famous characters enjoyed?
FOCUS WORDS

act  album  angler  artist  artistic  chess player  clarinet  clay  course  court  cyclist  dance  design  double bass  draw  drawing  drum  drummer  easel  expert  Flower-arranging  flute  footballer  gambler  gifted  glue  goggles  guitar  guitarist  keen  knockout  loom  magnifying glass  model-making  musical  needle  net  novice  obsessive oil-painting  painter  painting  parachutist  photographer  piano  pianist  pitstop  pool  pot-holer  ring  rock-climbing  rod  rusty  saxophone  sculpture  sculptor  sing  sketch  skier  skiing  stadium  stamp-collecting

FOCUS PHRASES

be a natural  be a (Mozart/theatre) freak be a (Mozart/theatre) lover  be good at  be keen on  be knocked out by  be mad about  be no good at  do the crawl/breaststroke

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. Look at the list and identify the hobbies and other leisure activities that involve physical exercise of some kind.
2. Which of the tools and instruments are usually made mainly of wood? Which mainly of metal? What are the others made of?
3. Take the roles of a famous sculptor, a famous painter, a famous musician, and a famous dancer. Hold a balloon debate. All of you are in a balloon which is losing air and can only support the weight of one person. Discuss who should be thrown out of the balloon and who should survive.
4. Talk about someone you know well using at least three of the Focus Phrases.
13 Animals, plants and their habitats

MEANING

1. Choose some of the words from the box to name the animals in the picture.

- donkey
- scorpion
- crocodile
- parrot
- cobra
- peacock
- tiger
- lizard
- monkey
- turtle
- spider
- wolf
- whale
- shark
- hedgehog
- dolphin
- tortoise
- frog
- fox

2. Look at the names of the animals which aren't in the picture. Are these animals similar to any that are in the picture? In what way?

MEANING

CONNOTATION

- Which of the animals in the list is in your opinion:
  - a. the most dangerous?
  - b. the least dangerous?
  - c. the most beautiful?
  - d. the ugliest?
  - e. the most useful?
  - f. the most intelligent?
  - g. the best?
  - h. the worst?

Why?

MEANING

RELATED MEANINGS

- a. Which of the animals in the list has the following?
  - a shell
  - fins
  - a beak
  - prickles
  - a tail
  - teeth

b. Which of them are poisonous?
5 Complete the table with the names of the animals in the list.

<table>
<thead>
<tr>
<th>Reptiles</th>
<th>Mammals</th>
<th>Amphibians</th>
<th>Birds</th>
<th>Fish</th>
<th>Insects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVATE

- a Think of three animals that you like or dislike. They do not have to be from the list above. How would you describe each of them and their behaviour to someone who had never seen or heard of them before?
- b Work in groups. One of you thinks of an animal, and the others try to guess from his/her description which animal he or she is thinking of. They may ask him/her questions, which he or she must answer truthfully if possible.

/ Work with a neighbour. Design a questionnaire to find out who in the class has pets, who had pets as a child, what kind of pets they have or had, what their favourite animal is, etc.

MEANING

Neutral          Female          Male          Young
---              ---               ---           ---

dog              cat              tomcat        tadpole

drake

tadpole

horse

foal

chicken

evixen

dog

cattle (plural)

doe

stag

ewe
### COLLOCATION

<table>
<thead>
<tr>
<th>Animals</th>
<th>Noise</th>
<th>Animals</th>
<th>Way of moving</th>
<th>Animals</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>grunt</td>
<td>horse</td>
<td>gallop</td>
<td>birds, insects</td>
<td>nest</td>
</tr>
<tr>
<td></td>
<td>whinny</td>
<td></td>
<td>crawl</td>
<td></td>
<td>lair</td>
</tr>
<tr>
<td></td>
<td>roar</td>
<td></td>
<td>slither</td>
<td></td>
<td>burrow</td>
</tr>
<tr>
<td></td>
<td>purr</td>
<td></td>
<td>bound</td>
<td></td>
<td>stable</td>
</tr>
<tr>
<td></td>
<td>bark</td>
<td></td>
<td>pounce</td>
<td></td>
<td>kennel</td>
</tr>
<tr>
<td></td>
<td>crow</td>
<td></td>
<td>dart</td>
<td></td>
<td>sty</td>
</tr>
<tr>
<td></td>
<td>sing</td>
<td></td>
<td>hover</td>
<td></td>
<td>den</td>
</tr>
<tr>
<td></td>
<td>howl</td>
<td></td>
<td>strut</td>
<td></td>
<td>hive</td>
</tr>
</tbody>
</table>

### ACTIVATE

10 Ask one another questions like this:

What animal lives in a stable, whinnies, gallops and is a foal when it's young?

11 If you could be reborn as an animal, what animal would you like to be? Discuss the reasons for your choice with a partner.
Many wild animals are threatened by extinction due to over-hunting and changes in the environment caused by man. Which of these statements do you agree with? Which do you disagree with? Discuss your opinion with a partner, and add any other statements that you agree with.

a. More animal reserves should be created and more work should be done to help endangered species to breed in captivity.

b. We can't afford to worry about animals when millions of human beings are starving.

c. We shouldn't be too worried about certain species becoming extinct, there are so many species which remain.

d. We are the main threat to wildlife; there should be much stricter laws to protect the habitats of wild animals.

10 Read the text opposite. How has man damaged the animal and plant life of Mauritius in the writer's view?

Gerald Durrell (left) is a British zoologist. In 1958 he established the Wildlife Preservation Trust on the island of Jersey to help endangered species by breeding them in captivity.

The following extract is taken from his book Golden Bats and Pink Pigeons, and it describes Durrell's first visit to the island of Mauritius in the Indian Ocean.

... There, on this speck of volcanic soil in middle of a vast sea, a complete, unique and peaceful world was created slowly and carefully. It waited there for hundreds of thousands of years for an annihilating invasion of voracious animals for which it was totally unprepared, a cohort of rapacious beasts led by the worst predator in the world, homo sapiens. With man, of course, came all his familiars: the dog, the rat, the pig, and, in this instance probably one of the worst predators next to man, the monkey.

In an incredibly short space of time, a number of unique species had vanished: the dodo; the giant, black flightless parrot; the giant Mauritian tortoise, followed rapidly by the Rodrigues tortoise; and that strange bird, the solitaire. The dugong, which used to throng the reefs, vanished, and all that was left of a unique and harmless fauna was a handful of birds and lizards. These, together with what is left of the native forest, face enormous pressures. Not only is Mauritius one of the most densely populated parts of the globe, but as well as dogs, cats, rats and monkeys a number of other things have been introduced in that dangerous, unthinking way that man has. There are, for example, twenty introduced species of birds ... there is the sleek and deadly mongoose and, less damaging but still out of place, the hedgehog-like tenrec from Madagascar. Then there are the introduced plants and trees, so that the native vegetation is jostled and strangled by Chinese guava, wild raspberries, privet and a host of other things. In the face of all this, the indigenous flora and fauna of Mauritius can he said to he hanging on to its existence by its fingernails.
Using a dictionary if necessary, find the various different words in the text which Durrell has used instead of the following.

| plants | animals | disappeared | world |

b Which words in the text have the following meanings?

i very destructive
ii an animal which kills other animals for food
iii with a very large appetite
iv to crowd around
v a small quantity

15 Complete the following sentences on the basis of the information in the text.

a Before the arrival of man and domesticated animals in Mauritius, the island ________________________________.

b Great pressure is put on the remaining species of birds and lizards because ________________________________.

c imported plants like the Chinese guava also cause difficulty because ________________________________.

d Durrell uses words like 'incredibly', 'enormous' and 'unthinking' in order to ________________________________.

16 Using some of the words and expressions in the text, write a few lines about the way in which man has treated the environment and animal and plant life in your country. What do you feel should be done now? Get a neighbour to read through what you have written.

17 In the text, the mongoose is described as 'sleek and deadly'. Use adjectives from the box and some of your own words to describe other animals in this unit.

talkative clever cunning deadly affectionate stealthy playful huge frightening colourful stubborn timid
15 Match the descriptions with the places shown in the photographs below and on the next page.

a. It's extremely hot and humid, but you are protected from the sun by the thick and luxuriant canopy of branches **overhead**, and the **jungle** resounds with the calls of exotic birds and the noises of animal **life** in the **undergrowth**.

b. The **majestic peaks** rise above the sweet-smelling pine **forest**; the air is invigoratingly pure, and the **streams** run with clear water.

c. The sun beats down relentlessly; except at the rare **oasis**, there is no shade - just undulating dunes as far as the eye can **see**, peopled only by the occasional mirage.

d. The dry grass around the swamp sways in the hot breeze, while **antelope** graze, ever fearful for the predators who may be watching from the shade of the few trees that dot the **bush**.

e. Breakers crash against the **cliffs** that rise above the **shore**, throwing spray into the air, while **gulls** and pelicans circle above the **rocks** looking for **fish** in the grey ocean.

f. The leaves are beginning to turn golden, and the small mammals that inhabit the **woods** and the **fields** are gathering food as they prepare for hibernation; birds swoop over the **hills** in the distance, heading for Africa.
19 a What kind of climate would you expect to find in the places shown?

- temperate
- arid
- subtropical
- tropical
- arctic

b What animals would you expect to find living in each of these environments?

20 Place the words in italics from exercise 18 on the following lines,

<table>
<thead>
<tr>
<th>Land formation</th>
<th>MOST BARREN &lt;—-&gt; LEAST BARREN</th>
</tr>
</thead>
</table>
|                 | FLATTEST <------------------->
|                 | HIGHEST                         |
| Vegetation      | MOST LUXURIANT <-> LEAST LUXURIANT |
| Water           | LARGEST <--------------------->
|                 | SMALLEST                         |
|                 | SAFEST <---------------------->
|                 | MOST DANGEROUS                   |

21 Imagine that you have found yourself in the most beautiful place that you have ever seen. Write a letter to your family describing it.
Refer to Focus Words only.

1. There are many nouns in the list. Which do you feel positive about, which do you feel negative about, and which are neutral in your view? Do other people agree with you?
2. Make up sentences about two different animals from the list.
3. Which five of the new words in the list do you find most interesting? Why?
4. Look at the verbs in the list. How many of them can be followed by a direct object (e.g. sing a song)? What would usually follow the other verbs?
1 Choose five words from the box below. Use a dictionary to help you write a sentence for each word, starting with / or we, showing what each word means.

breathe fogged-up smack groan shrunk snarled
gasp clank-rattle crackle mangled

2 a Which of the words in exercise 1 can describe noise? Which cannot?
b Where would you put the ‘noise’ words on this line?

QUIETEST ← LOUDEST

J Which picture best matches the poem? Why?
The noise of the city in the morning breathes through the gap in the fogged-up window: it is the hydraulic smack of doors and the relentless groan of speeding drivers shrunk behind the glasses of their routine on another freeway into somewhere, snarled in the town tangle of the monster. A rush of the air gasp in the cherry sky and the clank-rattle on the rails heralds happiness and horror with the crackle of people, moving, moving anywhere, giving the mangled concrete a reason in the dawn.

Peter Hedley

4 In groups give the poem a title. Decide on an adjective to describe the poem’s mood.

5 In groups decide on five adjectives to describe living in cities and five adjectives to describe living in the country.

<table>
<thead>
<tr>
<th>Living in cities</th>
<th>Living in the country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Put the following in order of size and importance. What do they all mean?

village country settlement region town county capital metropolis state city hamlet province
1 All of the words in the box refer to an area of a town or city. What do they mean? Do they have a positive, negative or neutral connotation?

 district quarter shanty town ghetto slum

8 Which words from column B can go with which words from column A? Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>A</th>
<th>housing</th>
<th>office</th>
<th>flats</th>
<th>apartment</th>
<th>shopping</th>
<th>building</th>
<th>housing</th>
<th>industrial</th>
<th>residential</th>
<th>commercial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>area</td>
<td>precinct</td>
<td>site</td>
<td>estate</td>
<td>block</td>
<td>site</td>
<td>development</td>
<td>mall</td>
<td>centre</td>
<td></td>
</tr>
</tbody>
</table>

9 Describe the photographs below. Would you like to work in the places shown?
Match the words with their dictionary definitions. Check your answers in a dictionary.

a) rural
b) rustic
c) urban
d) suburb
e) suburban
f) outskirts

1. Complete the following sentences with the most appropriate word from exercise 10.
   a) Shanty towns are frequently found on the __ of big cities.
   b) The decline of the inner cities often produces __ squalor.
   c) Houses in this particular tree-lined __ of London have shot up in price.
   d) Welsh people are fed up with English city dwellers buying their homes because of their __ charm, thus putting the prices beyond the locals' reach.
   e) Picture the typical __ scene; the little squares of grass, the shining cars lovingly polished by their owners on Sundays and the sheer tidiness of it all. Anything would be better than that!
   f) One of the charms of this particular village is its idyllic __ setting deep in the Somerset countryside.

Using as many words as possible from exercises 5 to 10, describe a city, town or village that you either love or hate. Say why you feel this way.
When he dreamed of home he saw the village green, the pub where he used to wait for his father on a summer evening, the village schoolhouse, the cottage where he used to live, the solid church steeple, and in his ear he could still almost hear the creak of the sails on the old windmill. What was that distant conversation in the little shop? He could almost smell the warmth of the community, wrapping him in security, the scent of mown hay on the wind, the stroking of the brittle breeze - and boredom, a kind of dull imprisonment stretching on into the future, burying him in the brown earth, cutting off his escape. That's why he had come to this place of excitement and opportunity. Why then did he feel so like an alien, unwelcome and out of tune?

13 Read the text. Find the words in it to match the numbers in the diagram.

14 Answer these questions.

a Who is 'he'? Where is he? What is this paragraph about?
b Which of the places mentioned in the text could also be found in a town or city. Which could not?
c List five things you would expect to find in a village in your country.
15 What do the phrases in italics mean?

a. It's become a ghost town.

b. You can't speak to her, I'm afraid. She's out of town at the moment.

c. Let's really go to town on this project.

d. Who's for a really good night on the town?

e. Let's go and paint the town red!

f. She's really slumming it at the moment.

g. It's not a huge company, only a cottage industry.

ACTIVATE

ib. Write to a penfriend, inviting her or him to come and stay. Describe the place where you live and work/study. Say where it is and whether you like it or not.

17. Choose one of the pictures in exercise 3 and describe the scene you see there.
### FOCUS WORDS

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>apartment (block)</td>
<td>green</td>
<td>shanty town</td>
</tr>
<tr>
<td>area</td>
<td>hamlet</td>
<td>shopping mall</td>
</tr>
<tr>
<td>block</td>
<td>housing estate</td>
<td>shopping precinct</td>
</tr>
<tr>
<td>block of flats</td>
<td>industrial estate</td>
<td>site</td>
</tr>
<tr>
<td>building site</td>
<td>mall</td>
<td>slum</td>
</tr>
<tr>
<td>capital</td>
<td>metropolis</td>
<td>state</td>
</tr>
<tr>
<td>church</td>
<td>office block</td>
<td>suburb</td>
</tr>
<tr>
<td>city</td>
<td>outskirts</td>
<td>suburban</td>
</tr>
<tr>
<td>commercial</td>
<td>province</td>
<td>town</td>
</tr>
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<td>cottage</td>
<td>pub</td>
<td>urban</td>
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<tr>
<td>country</td>
<td>quarter</td>
<td>village</td>
</tr>
<tr>
<td>county</td>
<td>region</td>
<td>village green</td>
</tr>
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<td>development</td>
<td>residential</td>
<td>village schoolhouse</td>
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<tr>
<td>district</td>
<td>rural</td>
<td>village shop</td>
</tr>
<tr>
<td>estate</td>
<td>rustic</td>
<td>windmill</td>
</tr>
<tr>
<td>ghetto</td>
<td>settlement</td>
<td></td>
</tr>
</tbody>
</table>

### FOCUS PHRASES

- cottage industry
- ghost town
- go to town on (a project)
- night on the town
- out of town
- paint the town red
- slum it

### WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. Find **all** the nouns or noun phrases which refer to a building.
2. Think of at least two situations you have been in and describe them using at least two Focus Phrases.
3. List **all** the two-word noun phrases in the Focus Words. Now look at your list and answer these questions.
   a. How many stressed syllables do they have?
   b. Where does the main stress occur?
4. Which words describe buildings that you frequently visit (but do not live in)? Which words describe places or areas that you frequently visit, but do not live in?
UNIT 15 **Stores, shops and services**

1 Complete this small questionnaire with a partner.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How often do you go shopping?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>2. Where do you do most of your shopping?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>3. What shopping do you like doing least?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>4. What shopping do you like doing best?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
</tbody>
</table>

2 Read the text and answer the questions below.

All good Sundays include a trip to the market, and we were in Coustellet by eight. The space behind the disused station was lined with elderly trucks and vans, each with a trestle table set up in front. A blackboard showed the day's prices for vegetables. The stallholders, already tanned from the fields, were eating bread that was still warm from the bakery across the street. We watched as one old man sliced his loaf lengthways with a wooden-handled pocket knife and spread on fresh goat’s cheese before pouring himself a glass of red wine from the litre bottle that would keep him going until lunchtime.

The Coustellet market is small and not yet fashionable. Customers carry baskets instead of cameras, and only in July and August are you likely to see the occasional haughty woman down from Paris with her Dior track suit and small, nervous dog. For the rest of the season, from spring until autumn, it is just the local inhabitants, and the peasants who bring in what they have taken from the earth or the greenhouse a few hours earlier.

We walked slowly along the rows of tables, admiring the French housewife at work. Unlike us, she is not content merely to look at the produce before buying. She gets to grips with it - squeezing aubergines, sniffing tomatoes, snapping the matchstick-thin green beans between her fingers, tasting cheese and olives - and, if they don’t come up to her private standards, she will glare at the stallholder as if she has been betrayed before taking her custom elsewhere.

At one end of the market, a van from the wine co-operative was surrounded by men rinsing their teeth thoughtfully in the new rose. Next to them a woman was selling free-range eggs and live rabbits, and beyond her the tables were piled high with vegetables.

We bought red peppers to roast and big brown eggs and basil and peaches and goat’s cheese and lettuce and pink-streaked onions. And, when the basket could hold no more, we went across the road to buy half a yard of bread. The bakery was crowded and noisy, and smelt of warm dough and the almonds that had gone into the morning’s cakes. While we waited, we remembered being told that the French spend as much of their income on their stomachs as the English do on their cars and stereo systems, and we could easily believe it.
a. What differences are there between the way you shop and the scene described here?
b. What impression of the scene and the people is the writer trying to convey? Do you like it?
c. Would you like to shop at the same place? Why? Why not?
d. Make lists of words from the text under the following headings: 
   - people who sell things
   - places where things are sold
   - food

Look at the advertisements and notices. Which of the following places might you see them in?

- grocer
- greengrocer
- delicatessen
- butcher
- fishmonger
- baker
- tobacconist
- chemist
- bookshop
- stationer
- newsagent
- florist
- restaurant
- hardware shop
- post office
- toyshop
- boutique
- bank
- hairdresser
- estate agent
- department store
- supermarket
- garage
- library

Organically grown carrots
NO CHEMICALS USED!

Envelopes - special offer

Tell someone you love that you love them;
SEND FLOWERS!

Low Tar Trendies:
The latest in smoking pleasure

Choose any three of the places. Make a list of as many things as possible that you can buy there.

4. We can say grocer (= the person or the shop) or grocer's (= the shop). How many of the words from the box in exercise 3 can be treated the same way?
I) Where do the following people work? Put as many of them as possible in the chart on page 135. Then try to think of other people who work in shops and services to add to the chart.

- a shop assistant
- a manager
- a counter clerk
- a cashier
- a check-out person
- a store detective
- a customer
- a salesperson
- a street trader
- a mechanic
- a (head) waiter
- a security man/woman

ACTIVATE

0 Of all the places mentioned in this unit so far, where would you be happy to work and where would you not like to work? Which jobs would you like/not like? Why?

WORD USE

METAPHOR AND IDIOM

I What is the missing word which will fit into all of the blanks in the phrases in italics?

**I don't know what's the matter with her. She seems to be all over the a)**

- a) giddy
- b) b) **set up** with John, and her husband is going to divorce her.
- c) you'll never be allowed in. It's a closed P**

- d) **around a bit.**

- e) **I want a reduction! This material is clearly soiled.**

- f) **He's such a bore. He's always talking **about anything else.**

**The managers are all in agreement, but I doubt if you'll get a consensus on the f) **

- g) shop floor

**Before deciding on which course to take, why not d) **

- h) **... or, you might as well take a bit.**

**0 Match these meanings with the words and phrases in exercise 7.**

- a) the place where all the manual work takes place; the workers
- b) look at the alternatives before choosing
- c) discussing issues to do with work
- d) looking but not buying
- e) totally disorganized
- f) stealing from shops
- g) started to live with
- h) an organization that is completely exclusive
- i) used for display in the shop, so dirty or damaged
ACTIVATE

WORD USE

RELATED MEANINGS

9 Make a dialogue using at least one expression from exercise 7, one place from exercise 3 and one person from exercises 4 and 5.

10 What is the difference between the following pairs of words? Use them to fill the blanks in the sentences below.

a lend and borrow
b a bargain and a discount
c a loan and hire purchase
d in credit and an overdraft
e to withdraw and to deposit
f a cheque book and a paying-in book
g to save and to pay back
h a credit account and an expense account
i a credit card and a cash card
j to part-exchange and to pawn

1 When you want money you _ some from the bank; when you put your money into the bank you _ it.

2 He pays for all his meals and hotels on the firm's _; he has a _ at Harrods so that he can buy what he wants even if he doesn't have any cash.

3 You _ someone money which is yours and which they will give you back; that person _ the money from you.

4 If you pay in cash they give you a 30% _; if you look around you can often find a ____, especially in markets.

5 The bank gave him a ____ to buy a car and he'll pay it back in five years; she is buying her car in instalments by the _ method.

6 When you keep money for the future you _ it; when you return money that you have borrowed you _.

7 When you give something to a special shop temporarily in exchange for money you _ it, hoping to get it back if you can raise the money; when you give something as part of the payment for something else you _ it.

8 A _ is the one you fill in to put money into the bank; a _ is used for taking money out of the bank or paying bills.

9 When you have a lot of money in the bank your account is ____, when you have spent more than you have in the bank you have an _____.

10 You can often pay for things with a _____; but when you go to a cash machine to get money you need a _____.

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ACTIVATE

MEANING

11 Role-play the following situations.

a You visit your bank to request an overdraft.
b You are in a car showroom to look for a new car.
c You are in a pawnshop because you need to pawn something
d You are in a bank because you want to open an account.

12 a Put these professions in the correct place in the chart.

<table>
<thead>
<tr>
<th>Police force</th>
<th>Health service</th>
<th>Postal service</th>
<th>Social services</th>
<th>Sanitation services</th>
<th>Fire service</th>
<th>Other emergency services</th>
<th>Other services</th>
</tr>
</thead>
<tbody>
<tr>
<td>police officer</td>
<td>doctor</td>
<td>firefighter</td>
<td>medical orderly</td>
<td>social worker</td>
<td>surgeon</td>
<td>constable</td>
<td>specialist</td>
</tr>
<tr>
<td>postal delivery worker</td>
<td>nurse</td>
<td>administrator</td>
<td>sergeant</td>
<td>sister</td>
<td>health visitor</td>
<td>dustman/refuse collector</td>
<td>milkman</td>
</tr>
<tr>
<td>hospital porter</td>
<td>postman</td>
<td>ambulanceman</td>
<td>detective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Can you add any more words?
c Who gets paid most and who gets paid least?

13 Who is being talked about in the following sentences? Choose a word from exercise 12. (You may have to make it plural or change the sex.)

a She went in through the window and got the boy out, even though the place was full of smoke. She didn't even have her breathing apparatus on!
b The boy next door kept getting beaten up by his father, so that's why she came round.
c He uses his bike for his deliveries. It must be pretty miserable in the winter.
d I can hear the bottles clinking as he comes up to the door, every morning at five thirty.
e When she put the handcuffs on me I was humiliated. I mean, I only took a pair of stockings.
f It's really irritating. They never seem to take everything. They always leave boxes and things behind.
g He examined my father for only a few seconds before calling the emergency services.
If they hadn't got him to hospital so quickly he would have died.

The care he received in hospital was fantastic. One of them was especially kind and gentle.

Complete these sentences, using words from exercise 12. You can use the same words more than once.

a ______ fought to save the lives of the victims.
b ______ tackled the blaze.
c ______ ferried people to hospital
d ______ cleared the piles of rubbish.
e ______ arrested the rioters.
f ______ delivered two extra pints.
g ______ held back sightseers.

Bridge Street is the central street of a small town called Barnford. It has banks, flower shops, stationers, etc. and even a small supermarket and a garage.

Decide which shops or other places the following people were in and what they were doing there at approximately 11.30 yesterday morning.

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mabel</td>
<td>(trying to start up her own business)</td>
</tr>
<tr>
<td>Keith</td>
<td>(having trouble with his car)</td>
</tr>
<tr>
<td>Old Mr Tubbs</td>
<td>(needs something for his cough)</td>
</tr>
<tr>
<td>Stephen</td>
<td>(wants to send something to his girlfriend because it's Valentine's Day)</td>
</tr>
<tr>
<td>Tracey</td>
<td>(doing the weekly shop for the family)</td>
</tr>
<tr>
<td>Jack and Katie</td>
<td>(the 12-year-old Towaski twins spending pocket money on pens, paper, etc.)</td>
</tr>
<tr>
<td>Ronald</td>
<td>(wants to cook a fish casserole tonight)</td>
</tr>
<tr>
<td>Anne</td>
<td>(a nicotine addict)</td>
</tr>
</tbody>
</table>

Example:
Mabel was talking to the bank manager. She was asking for an overdraft.
16 At 11.30 a petrol tanker went out of control in Bridge Street and crashed into the supermarket. Look at the pictures opposite. Make statements about what happened in Bridge Street and elsewhere after the accident, using words and expressions from exercises 12 and 14.

Example:
Fire officers from the region tackled the blaze.

12 Use the information in exercises 14 and 15 to write an account of the disaster as one of the following:

a a letter to a friend
b a newspaper article
c a radio news bulletin
Stores, shops and services

FOCUS WORDS

account administrator ambulance man arrest(v) baker bank bargain bookshop borrow boutique building society butcher cash card cashier check-out person chemist cheque book constable counter clerk credit credit account credit card customer
delicatessen department store deposit(v) detective discount doctor dustman expense account fire fighter fire service fishmonger florist garage grocer hairdresser hardware shop health service health visitor (head) waiter hire purchase hospital porter lend
library loan manager mechanic medical orderly milkman newsagent nurse over draft part exchange pawn(v) pay back(v) paying-in book police force police officer postal delivery worker postal service post office postman restaurant salesperson shop floor shop-soiled sister social services social worker specialist stationer store detective street trader supermarket surgeon tobacconist toystore waiter window shopping withdraw(v)
sanitation services save security man/woman sergeant shop shop assistant shoplifting shop-soiled sister social services social worker specialist stationer store detective street trader supermarket surgeon tobacconist toystore waiter window shopping withdraw(v)

FOCUS PHRASES

clear rubbish
closed shop
ferry (people) to
all over the shop
be in credit
grocer
table a blaze

WORD CHECK

Refer to Focus Words and Focus Phrases only.
1 Using words from the list say where you could go if you wanted:
a food b money c other items (not services)
2 Find the names of all the occupations in the list. List them in order from most dangerous to least dangerous.
3 A policewoman has a milkman for a brother. Write one sentence for each of them about an extraordinary day in which they did unusual things. Use as many Focus Phrases as possible.
4 How many words in the list are similar to words in your language? Do they mean the same as the words in your language?
a When you choose a home to rent or buy, which of the following points is or would be more important for you? Write 1, 2 and 3 beside the three most important ones.

1. neighbours, and possibilities for social relations
2. ease of cleaning and maintenance
3. _____ location
4. _____ lack of noise
5. _____ garden and views
6. _____ size and number of rooms
7. _____ age and condition
8. _____ other: what?

b Compare your ideas with a partner's. Do you agree?

Match the pictures with the words on the left.

- a. cottage
- b. semi-detached house
- c. terraced houses
- d. villa
- e. detached house
- f. bungalow
- g. mansion
- h. hut
- i. farmhouse
0 Use the words in the box to label the plan.

- basement flat
- maisonette
- studio flat
- second floor flat
- bedsitter
- penthouse flat
- ground floor flat
- balcony

ACTIVATE

4 Which of the kinds of home in exercises 2 and 3 are most common in your country? Are they similar to or different from similar kinds of home in other countries you know? What are the main differences?

5 Imagine you have decided to go to study in Britain for two or three years. What would you do about accommodation? Which of the following would be the most important two considerations for you? Compare your priorities with a partner's.

- a distance from college
- b cleanliness
- c price
- d noise
- e comfort
- f other

USING A DICTIONARY

DEFINITIONS

0 All of the words below can be used instead of live. Using a dictionary if necessary, match them with their definitions.

- a inhabit
- b occupy
- c settle
- d lodge
- e reside
- f squat
- g stay
- h dwell

1 to start to live in a place (after moving from somewhere else)
2 of large groups of people or animals to live in a country or area
3 to live in a place for a while as a visitor or guest
4 (formal) to have one's home in a place
5 to be in (a house or room)
6 literary or old use to live in a place
7 to stay in someone else's home in exchange for paying rent
8 to live in an unused building without permission and without paying rent
The home and accommodation

1. Use the verbs above to complete the following sentences.
   a. When Clare was a student at university, she lived with two old ladies for a year. The rent was very reasonable.
   b. If you come to Boston for a few days, you can stay with us. We have plenty of space.
   c. The Tuaregs inhabit parts of Northern Africa.
   d. The homeless couple broke into the empty house and squatted there for six months. Then the owner forced them to leave.
   e. After the war, the Van Dongs left Vietnam and eventually settled in Bordeaux.
   f. That house doesn't seem to be occupied. There are no curtains in the windows, and I've never seen anyone go in or out.

2. Complete the following with appropriate words from the box, using a dictionary if necessary.

   let  rent (v)  rent (n)  deposit  evict  landlord  landlady
   owner  tenant  contract/agreement  host  guest
   hospitality  agency

   We spent six months in London in 1988. Finding a home was hard. For the first week, we were a) ______ of the parents of a friend of mine. They were very kind and showed us great b) ______. Our c) ______ also helped us look for a place to live and put us in touch with an d) ______ which specializes in short-term accommodation. On the fourth day we went to visit a two-bedroomed flat in Fulham which was to e) ______ , We liked it a lot, but the f) ______ told us that she had promised to g) ______ it to another couple the day before. They had had trouble with the h) ______ of the flat where they were living: he wanted to increase their i) ______ by 30 percent, and they were refusing to pay, so he was going to j) ______ them. That's why they needed another home. We were very worried when we heard this, and we learnt that it is very important to read your k) ______ or lease carefully before signing it. Then your rights as a l) ______ can be protected.

   Anyway, the next day we heard that the flat in Fulham was available after all, so we hurried back to the agency, checked the m) ______ carefully, and paid a n) ______ of £400, as well as the first m) ______ of £400. Living in London was going to be pretty expensive.
9 Look at the verbs in the following sentences. Then complete them using nouns with these endings:

<table>
<thead>
<tr>
<th>People</th>
<th>-er/-ier</th>
<th>-ent/-ant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places:</td>
<td>-ing</td>
<td>-ence</td>
</tr>
</tbody>
</table>

a. A person who lodges with a family is their __________.

b. The large home which a rich family resides in is their __________.

c. The person who occupies a home, even if only for a short time, is the __________.

d. The place where a person lodges, usually for a short period, is called his or her ________ in formal English, or digs in informal British English.

e. People who squat in empty houses without the owners' permission are called __________.

f. A place where a group or people decide to settle, for example in a jungle or uninhabited area, is called a __________.

g. The people who inhabit a country or city are called its __________.

h. People who went to a newly developed part of a country to settle there were often called __________.

10 a. Fill in the table describing your current home (or a home you know well). Describe its rooms, its atmosphere, its location, any special features or views, etc. and the people who live there. Is it similar to your ideal home? If not, what would your ideal home be like?

<table>
<thead>
<tr>
<th></th>
<th>Present home</th>
<th>Ideal home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who live there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atmosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and special features</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Compare the description of your ideal home with a partner's
11 Read the following advertisements for homes taken from a British estate agent's publicity. Assuming you had the money, which home, if any, would you want to look at and why?

Spacious Victorian terraced house enjoying views across the city. Handy for local shops, buses, schools, etc. Porch, entrance hall, 2 impressive reception rooms, kitchen/breakfast room, bathroom with shower. 3 bedrooms, gas central heating, small but delightful garden.

Southern outskirts of the city: a double-fronted pre-war semi-detached 3-bedroomed house in a quiet tree-lined road. Convenient for local shops and city buses. Period hall, good-sized lounge, dining room, utility room/store room, electric storage heaters, double-glazing, charming mature garden, garage.

A purpose-built upper floor flat located in one of the city's prime residential areas, some 10 minutes' walk from the city centre and railway station. Close to local shops and canal path walks. Commanding superb views over the city and surrounding hills. Gas central heating, hall, 6m x 4m living room, bathroom, 2 double bedrooms with wardrobes, garage.

A very well-proportioned detached bungalow, not far from the city centre, containing a luxury kitchen, an impressive open-plan living room with a fireplace, 4 double bedrooms, and 2 bathrooms. Gas central heating, fair decorative order throughout, large secluded garden, and double garage.

12 The following adjectives are all taken from the advertisements above. Put them in the table according to whether their meanings relate to size, distance, age or quality.

<table>
<thead>
<tr>
<th>MEANING</th>
<th>RELATED MEANINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Spacious, good-sized, prime, superb, mature, well-proportioned, not far, secluded, handy.</td>
</tr>
<tr>
<td>Distance</td>
<td>Handy, close, convenient.</td>
</tr>
<tr>
<td>Age</td>
<td>Pre-war, period, impressive.</td>
</tr>
<tr>
<td>Quality</td>
<td>Charming.</td>
</tr>
</tbody>
</table>
13 Using a dictionary if necessary, find one other compound word beginning with each of the following.

a good-

b open-

c well-

d purpose-

e double-

ACTIVATE

14 Use vocabulary from the advertisements to prepare a new advertisement for a house or flat you know well (or for an imaginary flat/house) to put on the class noticeboard. Remember that you can exaggerate its advantages and understate its disadvantages. Aim to get as many people interested as possible!

WORD USE

15 Can you work out what these expressions mean?

METAPHOR AND IDIOM

a He really ought to put his house in order.

b The different departments sent us all round the houses when we were applying for a grant.

c The joke she made at the end of the speech brought the house down.

d When our son comes to stay with us he eats us out of house and home.

• They offered us drinks on the house.

WORD USE

1D Put the words in the following in the correct order to make famous sayings and lines from songs about home. Are there similar sayings and quotations in your language?

a where is home is the heart

b wish homeward were bound I I

c home keep fires burning the

d no home like there's place

e heart absence the fonder makes grow

f home home sweet
The home and accommodation

FOCUS WORDS

agency, agreement, balcony, basement flat, bedroom, bedsitter, breakfast room, bungalow, central heating, charming, classroom, close, contract, convenient, cottage, delightful, deposit, detached house, digs, dining room, double-fronted, double-glazing, drawing room, dwell, estate agent, evict, fair, farmhouse, floor, good-sized, ground floor, guest, hall, handy, hospitality, host, hut, impressive, inhabit, kitchen, landlady, landlord, let, living room, lodge, lodger, lodging, lounge, luxury, maisonette, mansion, occupant, owner, open-plan, penthouse flat, period (adj), porch, pre-war, prime, purpose-built, rent, residing, resident, residence, secluded, second floor, semi-detached, settle, settlement, spacious, squat, squatter, stay, storeroom, studio flat, study, superb, terraced house, utility room, villa, well-proportioned

FOCUS PHRASES

all round the houses, bring the house down, eat someone out of house and home, on the house, put your house in order

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. Of all the kinds of room mentioned, which do you feel most comfortable in? Why?
2. There are several compound words in the list. Which have the stress on the first part and which have the stress on the second part? Do there seem to be any rules?
3. Make up a short story with someone else in the class in which you use all the Focus Phrases.
4. Which words in the list do you find:
   a. strangest? Why?
   b. hardest to pronounce? Why?
1. Look at the floorplan of the flat. With a partner, decide what furniture you would need to make it comfortable. List the items in the table below.

<table>
<thead>
<tr>
<th>Sitting room</th>
<th>Bedroom</th>
<th>Kitchen</th>
<th>Bathroom</th>
<th>Entrance hall</th>
</tr>
</thead>
</table>

2. Look at this picture of a second-hand furniture shop. Use the words in the box below to label the items in the picture. Then say which room(s) each piece of furniture would normally be used in.

- sideboard
- chest of drawers
- dressing table
- stool
- dresser
- bunk-bed
- hatstand
- divan bed
Using a dictionary if necessary, explain the differences between the following similar items.

a. an armchair and an upright chair
b. a king-size bed, a double bed and a sofa-bed
c. a coffee table, a dining table, a bedside table and a desk
d. a fitted cupboard and a wardrobe
e. a bookcase, a bookshelf and a mantelpiece
f. a refrigerator, a freezer and an icebox
g. a washbasin and a sink
h. a washing machine and a dishwasher
i. a cooker, an oven and a toaster
j. a cushion and a pillow
k. a sheet, a blanket and a duvet

Match the adjectives with the pieces of furniture. Tick the boxes. What does each phrase mean?

<table>
<thead>
<tr>
<th>ACTIVATE</th>
</tr>
</thead>
</table>
| a Mary hung____________________in the wardrobe.
b. On her bedside table, there were___________________.
c. After the party, the sink was full of___________________.
d. Before the meal George took____________________ out of the sideboard.
e. Although the sofa was quite hard, it was comfortable because there were some soft____________________on it.
f. Mary sat at her dressing table in order to___________________.
g. There was a wide mantelpiece above the___________________.
   On it, there were_____________________.
h. David went into the bathroom and washed his hands in the_____________________.

<table>
<thead>
<tr>
<th>WORD USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLOCATION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>double</th>
<th>chair</th>
<th>table</th>
<th>bed</th>
<th>bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>single</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dining</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>folding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVATE

a. Look at these items of furniture. What are they? Would you like to have any of them in your home? Why/why not?

b. With a partner, work out a very ‘fashionable’ design for some other piece(s) of furniture. Draw your design, and produce some notes to describe it. Then put it on the classroom notice board.
Imagine you and a partner have just bought the house in the picture for a very low price. Now you want to improve it. Use the verbs below to plan what needs to be done.

- mend
- repair
- fix
- improve
- replace
- change
- rebuild
- remove
- paint
- clean

bannisters
landing
radiator
worn patterned carpet
Have you ever decorated a house or a room yourself? Would you like to? What are the advantages and disadvantages of Do-it-yourself (DIY)? Work with a partner to fill in the table.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>not so expensive</td>
<td></td>
</tr>
</tbody>
</table>

Using a dictionary if necessary, make pairs of opposites using the words in the box.

- bright gloomy well-maintained out-dated neglected
- ugly modern attractive

10 Use appropriate words from the box to complete the following.

a. The Greens don't like their new house very much. It is ______ because there are so few windows, and it's quite small.

b. Although the car is four years old, it's ______. The owners have serviced and cleaned it regularly.

c. A: These flats that were built in the 1960s look terribly ______ and depressing from the outside, don't they?  
   B: Yes, but when they are redecorated like Marjorie's, they can be very ______ inside.

d. The town looks lovely and ______ in the morning sunshine.

e. She finds her parents' attitudes very ______. In fact, she says they are nineteenth century ______.

ACTIVATE

11 Write a description of the room you are working in now, for example as part of a letter to a friend. What condition is it in and what impression does it make on you? Why? Compare your description with a partner's. Then describe a room that you like very much.
12 Here are some of the things you would probably need if you were decorating a room. Match the words on the left with the appropriate pictures on the right. Then decide whether you would use them for preparation or for decorating, and complete the table.

<table>
<thead>
<tr>
<th>Preparing</th>
<th>Decorating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 paint</td>
<td></td>
</tr>
<tr>
<td>2 paintbrush</td>
<td></td>
</tr>
<tr>
<td>3 roller</td>
<td></td>
</tr>
<tr>
<td>4 scissors</td>
<td></td>
</tr>
<tr>
<td>5 bucket</td>
<td></td>
</tr>
<tr>
<td>6 sponge</td>
<td></td>
</tr>
<tr>
<td>7 wallpaper</td>
<td></td>
</tr>
<tr>
<td>8 step-ladder</td>
<td></td>
</tr>
<tr>
<td>9 sandpaper</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVATE

b Now discuss what needs to be done, and who will do what. Use expressions like these:

The windows need cleaning.
We’ll have to paint the ceiling white.
We must have/get the door fixed.

13 Imagine you are moving into a small unfurnished flat with a partner. There is torn flowery wallpaper in the main room, and dirty orange paint on the woodwork. The paint on the ceiling is peeling. How would you redecorate it? Discuss colours and styles and complete the table.

<table>
<thead>
<tr>
<th>walls</th>
<th>ceiling</th>
<th>floor</th>
<th>windows</th>
<th>lighting</th>
<th>doors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOCUS WORDS

armchair  desk  king-size bed  sheet
banisters  dining  landing  shutters
bedside table  dishwasher  letter box  sideboard
blanket  divan bed  mend  single-sink
blind (n)  double bed  modern  sofa
bookcase  dresser  neglected  sofa-bed
bookshelf  dressing table  old-fashioned  sponge
dressing table  duvet  oven  stairs
bright  fitted  paintbrush  step-ladder
desk  fireplace  pillow  steps
ceiling  cupboard  put on  stool
central heating  fix  rebuild  toaster
chest of drawers  folding  refrigerator  upright chair
drum  freezer  remove  wardrobe
chimney  gate  replace  washbasin
coffee table  hang  roll (of paper)  washing
cooker  hat-stand  roof  machine
cupboard  hedge  rug  sandpaper
curtains  improve  well

cushion  etc

FOCUS PHRASES

armchair socialist/revolutionary etc
be curtains for (someone)
go through the roof
have something

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1 How many items are there in the list which are or were
originally composed of two words? Divide them into the
following categories:

<table>
<thead>
<tr>
<th>Purpose or use</th>
<th>Location</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. teapot</td>
<td>e.g. back door</td>
<td></td>
</tr>
<tr>
<td>(= a pot for tea)</td>
<td>(= a door at the back of the house)</td>
<td></td>
</tr>
</tbody>
</table>

2 In the words you have listed in exercise 1, is the main stress
on the first part or the second part? Are there any rules
about this?

3 With a partner, prepare a conversation involving five of the
Focus Phrases.

4 Which ten new words on the list do you think will be most
useful to you in the future? Why?
1. Read this following ‘job description’ quickly. What are your reactions to it? Do you find it funny? Does it make you think? Does it ring true?

**OCCUPATION:**

**HOUSEWIFE**

**JOB DESCRIPTION:**
You will be expected to ‘live in’ at the place where you work and provide cleaning, cooking, shopping, laundry, nursing, psychotherapy, teaching, entertainment and secretarial services for the others living there.

**HOURS:**
You will be on call 24 hours a day. 365 days a year, but your ‘regular work’ will take between 50 and 100 hours per week, depending on the age, health and number of children or disabled people in the house, the standards of work demanded by the employer and the size and condition of the house.

**PAYMENT**
The employer provides an allowance called ‘housekeeping money’ and the State provides ‘child benefit’. This money is for essential expenses such as cleaning utensils and food. There is no payment for your labour as a housewife.

**HOLIDAYS**
Your duties will be easier if the holiday is taken in a hotel, but you will often be expected simply to do your normal work in strange surroundings while other members of the household enjoy their leisure.

**WORK HAZARDS**
You will be one and a half times more likely to die of cancer than women in paid employment. Insomnia, dizziness, headaches, nightmares and anxiety (‘housewife syndrome’) are much more common among housewives than among women in paid employment.

**JOB SECURITY**
Your job will be continuously and increasingly threatened by divorce. Two out of three marriages today are expected to end in divorce. One year after divorce, the housewife’s standard of living drops by 73%, while that of her ex-employer rises by 42%.

**FRINGE BENEFITS**
Your board and lodging will usually be provided, but you will normally be expected to share a bedroom (and bed) with your employer.

2. The ‘job description’ mentions many of the problems faced by the average housewife in many countries. List at least three of the problems. Are men to blame for them? Which is the most serious?
154 Housework

MEANING IN CONTEXT

Find words or phrases that are similar in meaning to the following words from the text.

Example:

Paragraph 1 -
laundry: washing

Paragraph 2 -
on call: ________

Paragraph 3 -
utensils: ________

Chore is another word for a job which is regular and unpleasant. It is often used for jobs around the house. Each of the speakers below is talking about one of the chores in the box. Which one?

a) Put the dishes in the sink.
b) I'd better turn it inside out first or it may go shiny.
c) I can't really put them outside. It looks like rain.
d) Can you get me a trolley? They're over there, look.
e) I think I'll need that big saucepan. Can you reach it?
f) The bag's full. That's why it isn't picking up all the dirt.
g) You've left finger-marks on the outside and the inside.
h) You've missed part of the mantelpiece. I'll move the ornaments.
i) You can see your face in this table now - not that you'd want to!
j) I usually change the sheets and pillow cases on Wednesdays.

5 a) Which of the chores above do you/would you find most unpleasant? Why?
b) Which of the chores have you done:
very often?________________________
often?____________________________
ocasionally?_______________________
c) Which have you never done?____________
Why not?__________________________
6 a Each noun and each verb in the boxes relates to one or more of the chores in the table below. Group them together by listing the words in the most relevant columns.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Cleaning the floor</th>
<th>Washing up</th>
<th>Washing a sweater</th>
<th>Ironing a blouse</th>
<th>Making dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>sponge, broom, brush</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bucket, ironing board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cloth, detergent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dustpan, chopping board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bowl, tea towel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Using a dictionary if necessary, match each noun with at least one verb to describe part of a chore.

1 Complete the following with words from exercise 6.

a Oh dear, the iron was too hot. Look, I've __________ your blouse. Do you think anyone will notice?
b This floor is very dirty. Can you bring me a fresh __________ of water? I want to rinse the __________ again.
c The collar of this shirt is so dirty I'll have to __________ it in a __________ of hot water for __________, and then __________ it with a brush.
d Thanks for washing the dishes. We haven't got time to __________ them __________. Let's just leave them there to __________.
e Can you __________ the ironing board and put it away? I've finished the ironing now.
f First __________ two eggs in a __________. Then __________ three mushrooms into small pieces and add them, with some milk and salt...
Imagine a child is helping you do the following chores. He/she has never done any of them before. Give him/her exact instructions.

a washing up some knives, forks and spoons
b ironing a T-shirt
t washing a pair of very dirty socks
d boiling an egg
e making a bed
f polishing a wooden table

Look at the shop-window above. All but two of the appliances below are shown in the window. Put the correct number beside each word.

_ cooker _ vacuum cleaner
_ dishwasher _ microwave oven
_ blender _ coffee machine
_ sewing machine _ toaster
_ washing machine _ fridge
_ iron _ freezer
_ beater

Which appliances are used for which chores in exercise 6? What else are they used for?
ACTIVATE

10 With a partner, decide which three appliances (not just those from exercise 9) deserve prizes for being the most useful inventions for the household. Give reasons.

WORD USE
IDIOM AND METAPHOR

11 In the following sentences, phrases borrowed from housework are used to talk about quite different things. What?

a. Ivan is all washed up. I don't think he'll fight again.

b. It's Denise's fault if she is having problems at work. She's made her bed. Now she'll have to lie on it.

c. I managed to iron out my problems with Mary last night.

d. I don't think it's a good idea for you and Dave to wash your dirty linen in public.

e. Julia didn't feel like going to Sally's party so she cooked up some excuse.

f. The company has dusted off that development plan I drew up three years ago.

12 Brenda and Bob Mason have been married for ten years. She has been working as the kind of housewife described in the job description on page 153. She has finally decided to take a full-time job and to try to persuade her husband to share the household chores. At first he is rather surprised . . . With a partner continue the dialogue in which Brenda gradually succeeds in convincing her husband to take help around the house.

BRENDA: Bob, I've been thinking: I'd like to go back to work. The children are at school most of the day and . . .

BOB: Hold on, hold on . . . just a minute. You don't need to go to work. My salary is pretty good and . . .

BRENDA: I've made up my mind. In fact, I'm going for some interviews next week . . .
Refer to Focus Words and Focus Phrases only.

1. Which of the appliances and pieces of equipment in the list of Focus Words are usually made of metal? What are the others usually made of?
2. Find all the chores in the list. Work with a partner to list them in order of unpleasantness (1 = most unpleasant, etc.)
3. Look at all the verbs in the list. Which are irregular in the past simple form? Put the others in one of the following groups, giving your reasons:
   - ED ending pronounced /t/, /d/ or /id /

4. Write a short story using at least four of the Focus Phrases about a man whose wife has to go into hospital for two weeks.
1 a Write a diary of what you have eaten and drunk in the last 24 hours. Be honest!

Example:

Yesterday:

2 P.m. mushroom omelette, bread, water
4 P.m. apple, chocolate, coke, etc.

b Show your diary to other people. What are the main differences and similarities between your diary and theirs?

2 Discuss these questions with a partner.

a What time(s) of day (and night) do you feel hungriest?
b How do you feel physically and emotionally when you are really hungry?
c What activities make you feel particularly hungry or thirsty?
d How many times per day (and night) do you eat and drink?
e How do you feel after eating and drinking?

6 Read the extract on the next page which is taken from Oliver Twist by Charles Dickens, and answer the questions that follow it.

The extract is taken from the beginning of the novel. Oliver, an orphan, is nine years old, and has recently been taken to the workhouse for poor people, where conditions are particularly hard.
Preparing and eating food

The room in which the boys were fed was a large stone hall, with a copper* at one end: out of which the master, dressed in an apron for the purpose, ladled the gruel* at mealtimes. Of this festive composition each boy had one bowl, and no more - except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons until they shone again; and when they had finished this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves meanwhile, in sucking their fingers most assiduously, with a view to catching up any stray splashes of gruel that might have been on them. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months. At last they got so voracious and wild with hunger, that one boy, who was tall for his age, hinted darkly that unless he had another bowl of gruel per day, he was afraid he might some night happen to eat the boy who slept next to him. He had a wild, hungry eye and they implicitly believed him. Lots were cast who should walk up to the master after supper that evening and ask for more. It fell to Oliver Twist . . .

a  Match the words in italics with their meanings below.
   i wanting food very much
   ii served with a large spoon
   iii ate in a very hungry way
   iv putting in the mouth and cleaning with the tongue
   v suggested indirectly
   vi with great care and attention
   vii suffering from lack of food
   viii small amounts of liquid

b  Complete the following using information from the text.
   i The boys were given a little more food when__________.
   ii The boys cleaned their bowls with their spoons because
      __________.
   iii After they had _________ for three months, one of the boys
      threatened to ________.
   iv Oliver was selected to ask for more by ________.
4 Put the words and expressions in the box in order of hungriness or thirstiness.
Not hungry → Not thirsty → very hungry → very thirsty

- ravuous
- full up
- starving
- dying for a drink
- parched
- voracious
- peckish
- dry
- stuffed
- could eat a horse
- off his/her food

5 a Which other words from this list could you use to describe the feelings of the boys in the passage above?

b Which of these words would you use to describe how you feel:
   i on a hot day, after a lot of exercise?
   ii when you wake up in the morning?
   iii in the evening on a day when you missed lunch?

6 Complete the table with the missing words, using a dictionary if necessary.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective to describe food</th>
</tr>
</thead>
<tbody>
<tr>
<td>salt</td>
<td>to salt</td>
<td>salty</td>
</tr>
<tr>
<td>sweets</td>
<td>to taste (of)</td>
<td>filling</td>
</tr>
<tr>
<td>fat</td>
<td>to appeal (to)</td>
<td></td>
</tr>
<tr>
<td>spice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 a Use adjectives from exercise 6 and from the box below to describe dishes that you know.

- sickly
- delicious
- appetising
- tasteless
- revolting
- rich

b Fill in the table with the adjectives from exercises 6 and 7a.

<table>
<thead>
<tr>
<th>Usually positive</th>
<th>Usually negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Which are the dishes people normally associate with your country? What are the main ingredients? How would you describe these dishes?

8 Read the descriptions of different ways of cooking, and fill the blanks with the correct verbs from the box.

a Cook using dry heat (normally in an oven) bread, cakes, biscuits

b Cook meat, coffee beans, nuts

c Cook under direct heat

d Cook in hot oil or fat

e Cook in hot water at 100°C

f Cook for a long period, at just below 100°C

g Cook above water at 100°C

10 Fill the blanks using appropriate forms of the cooking words from exercise 9 and the utensils in the box below.

| kettle | saucepan | frying pan | baking tin | coffee pot | cake-tin | steamer | grill pan | teapot |

a Put the vegetables in a large _______ full of water, add a little salt, and _______ them for ten minutes.

b Bob poured a little oil into a _______ and put it on the gas until it was hot. Then he added some onions and _______ them for a few minutes before adding the mushrooms.

c Sally had prepared the cake very carefully and had put the mixture in a round _______. When the oven was hot, she put the cake in and _______ it for an hour.

d Those are large potatoes. I know they've been cooking for 20 minutes, but I think we should put the _______ back on the cooker and let them _______ for another ten minutes on a low flame.
ACTIVATE

11 Look at the picture opposite. Describe the kitchen and what the three chefs are doing in the picture, and say what you think they will do next. Would you like to eat in their restaurant?

DICTIONARY USE

12 The words in the box all describe ways of preparing food. Using a dictionary if necessary, put them in the right list below and explain what differences there are between the words in each list.

<table>
<thead>
<tr>
<th>carv e  grind  stir  soak</th>
<th>Mix or move round</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat  crush  slice  grate</td>
<td>Cut into pieces</td>
</tr>
<tr>
<td>whisk  dip  marinate  chop</td>
<td>Put into liquid</td>
</tr>
<tr>
<td></td>
<td>Make into powder or small pieces</td>
</tr>
</tbody>
</table>
ACTIVATE

13 The pictures below show a procedure for making a mushroom omelette. Write the procedure out as a normal recipe using words from this unit.

14 Mark each of the following statements about eating A if you agree or D if you disagree. Then compare your responses with a partner's.

_____ Eating is such a waste of time, effort and money. It would be better if we could simply take pills.

_____ You are what you eat.

_____ Eating is one of the greatest pleasures available. In the modern world we tend to eat too quickly and not well enough.

_____ The problem is half the world eats too much, and the other half doesn't have enough to eat.

MEANING IN CONTEXT

15 Read the extract on the next page. What are the names of the people in the picture? How do you know?
As usual, Miles had excelled himself in the kitchen, and the table was spread with an array of Mediterranean dishes that filled the air with a delicious aroma. However, the events of the afternoon had affected the family’s appetites in different ways. Lord Belsize tucked in with his usual vigour, stuffing great chunks of avocado into his mouth and washing them down with gulps of white wine, while Lady Belsize picked daintily at her plate of snails with garlic sauce and nibbled at olives. George gazed dreamily out over the bay, occasionally sipping mineral water, and using his fork as a drumstick. He had obviously lost his appetite completely, and was put off by the appetizing smell of the grilled trout. Meanwhile, Jemima on his left, her pretty face tense with concentration, was resolutely attacking her food, as if she had been fasting for at least two days. She deftly separated flesh from bone and thoroughly chewed each mouthful of the succulent fish, occasionally downing a whole glass of wine. Miles himself, having put so much into the preparation of the meal, was contentedly munching home-made bread as he swallowed spoonfuls of minestrone soup with a slurping sound. Lord Belsize, having by now polished off very large rare steak with mushrooms, drained his glass, licked his lips noisily, belched and said: ‘Well, George, I’m glad to see you’re not overeating tonight. We wouldn’t want you to have indigestion on the eve of your wedding, would we, Jemima? Jemima, looking startled, began to choke and hurried into the villa, coughing. ‘Looks like something went down the wrong way,’ said Miles, and gobbled two artichoke hearts.

<table>
<thead>
<tr>
<th>MEANING</th>
<th>RELATED MEANINGS</th>
<th>With a lot of appetite</th>
<th>Without appetite</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solid food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquid or near-liquid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using a dictionary, add the following words to the table above. Then say which of the words in exercise 16 are closest in meaning.

- guzzle
- bolt
- devour
- gorge
- crunch
- gnaw
- bite
- swallow
Preparing and eating food

ACTIVATE

10 How would you describe the following, using words from exercises 16 and 17?

a a lion eating a large piece of meat
b a bird trying to eat a piece of bread
c a small girl eating a large packet of potato crisps
d a Sumo wrestler eating a huge bowl of noodles
e a horse drinking water after a long gallop
f a fat man eating his third ice cream
g a dog trying to eat a large bone
h a hungry person eating an apple

19 Explain the following phrases:

a I see you're still driving that American gas-guzzler.
b We sheltered in the shop doorway to escape from the biting cold.
c We've been chewing over your proposal, Jack.
e She gulped when she saw the store detective coming towards her.
f I've got this gnawing pain in my left arm.

MEANING

RELATED MEANINGS

20 When in England, Lord and Lady Belsize customarily have the following meals and refreshments. What order do you think they have them in? Number each of them from 1 to 6. Which of them are main meals? Which do you think is the biggest? What kinds of thing do they eat/drink on each occasion?

___ a nightcap ___ breakfast ___ tea
___ luncheon ___ dinner ___ elevenses
21 If you had the choice and the money, which famous person would you like to invite to dinner? Where would you like to have

FOCUS WORDS

appealing
appetising
assiduous
assiduously
attack
bake
baking tin
beat
bite
boil
bake
baking tin
be useful
drain
dry
elevenses
fast
fat
filling
fry
frying pan
full up
gas-guzzler
gnaw
gobble
gorge
grate
grill
grip
grill pan
grind
gruel
guzzle
hint
devour
dip
down
down

FOCUS PHRASES

chew (something) over
hard to swallow
lick your lips

Refer to Focus Words and Focus Phrases only.

1. Which of the different verbs of preparing and cooking food can only be used with liquids or semi-liquids?

2. Find all the names of meals and put them in order of size (1 = the biggest, etc.).

3. With a partner, write a short conversation between children at a party using at least four adjectives describing the taste of food and/or drink.

4. Which of the words do you find hardest to pronounce correctly? Why?
UNIT 20  Private transport

MEANING

1. In groups (and using dictionaries if necessary) check that you understand the meaning of the words in italics in the questionnaire opposite.

2. Complete the questionnaire in pairs.

1. What are the advantages and disadvantages of travelling by the following?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td></td>
</tr>
<tr>
<td>motorcycle</td>
<td></td>
</tr>
<tr>
<td>moped</td>
<td></td>
</tr>
<tr>
<td>bicycle</td>
<td></td>
</tr>
</tbody>
</table>

2. If/when you buy a car what do you look for? Put the following in order of importance for you.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>comfort</td>
<td></td>
</tr>
<tr>
<td>space</td>
<td></td>
</tr>
<tr>
<td>speed</td>
<td></td>
</tr>
<tr>
<td>reliability</td>
<td></td>
</tr>
<tr>
<td>safety/design</td>
<td></td>
</tr>
<tr>
<td>road-holding</td>
<td></td>
</tr>
<tr>
<td>braking</td>
<td></td>
</tr>
<tr>
<td>low maintenance costs</td>
<td></td>
</tr>
<tr>
<td>low fuel consumption</td>
<td></td>
</tr>
<tr>
<td>price</td>
<td></td>
</tr>
<tr>
<td>power</td>
<td></td>
</tr>
<tr>
<td>appearance</td>
<td></td>
</tr>
</tbody>
</table>

3. Which kind of car would you most like to own? Put the following in order.

<table>
<thead>
<tr>
<th>Order</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>van</td>
<td></td>
</tr>
<tr>
<td>jeep</td>
<td></td>
</tr>
<tr>
<td>saloon</td>
<td></td>
</tr>
<tr>
<td>hatchback</td>
<td></td>
</tr>
<tr>
<td>estate car</td>
<td>bir-t-car</td>
</tr>
<tr>
<td>sports car</td>
<td></td>
</tr>
<tr>
<td>soft-top</td>
<td></td>
</tr>
</tbody>
</table>

4. Compare your questionnaire results in groups.
Role-play: Student A is a customer. Student B is a car salesperson. A decides on the kind of vehicle he or she wants to buy and goes to the car showroom to look at one.

B has to try and persuade the customer to choose a different kind of vehicle (because it's company policy or because the company is trying to get rid of a particular kind of vehicle, for example).

Example:
B: Good morning madam.
A: Good morning. I'm interested in buying a hatchback.
B: A hatchback? Why do you want that particular type of vehicle?

5 Match the features shown in the pictures with their names.
ACTIVATE

WORD USE

COLLOCATIONS

0 Design an advertisement for your car (or your friend's/relation's car). Mention features of its appearance, using as many items from exercises 1 and 5 as possible.

1 Read this insurance claim and use it to complete the chart which follows. Which words go with which? Tick the boxes.

The accident was caused, I believe, because the lights on the boy's bicycle were faulty. Thus I did not see him until I had turned across the road. Obviously I had to swerve to try to avoid him and that is why I hit the wall. The boy crashed into the bollards at the side of the road. The bicycle ended up with a buckled front wheel. My car is almost a complete write-off. The headlights are smashed, the bonnet is dented and the front bumper is completely buckled. Of course the windscreen was shattered and there are two big dents in the wing. Luckily neither of us was seriously hurt.

<table>
<thead>
<tr>
<th></th>
<th>wing</th>
<th>bumper</th>
<th>headlight</th>
<th>windscreen</th>
<th>wheel</th>
</tr>
</thead>
<tbody>
<tr>
<td>dented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shattered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buckled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>broken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faulty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smashed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
0 What is the problem with these vehicles? What do you think caused the trouble?

She looked at the map one more time before putting it back in the a) __________. It was ten past nine. She should make it just in time. She checked the b) __________. Yes, she had plenty of petrol for the drive. She released the c) __________, put the car in gear, and pressed down on the d) __________. The car moved smoothly from the kerb.

Half an hour later, when she looked in the e) __________ and saw the police car she suddenly realized that she was going far too fast. The f) __________ registered 95 miles an hour. But she had to get to his house in time or a terrible wrong would be done. She gripped the g) __________, forcing herself to be calm; in a practised routine her left foot depressed the h) __________ while her left hand enveloped the i) __________ as she changed from fourth to third in faultless synchronization. Maybe the police would leave her alone.

The car slowed, but not enough as, just ahead of her, a deer suddenly sprang up in the headlights. Her foot hit the j) __________ at the same moment as she sounded the k) __________. Then suddenly, she was fighting desperately to control the car on the oily surface of the road - and the police were closing fast. It was at that moment that she realized she wasn’t wearing her l) __________. 
MEANING

10 a Complete the table with the following verbs.

| pull over | cycle | accelerate | speed | spin | slow down |
| pull away | pull up | pedal | overtake | speed up | skid |
| drive | swerve | decelerate |

Put (B) or (C) in brackets if the verb can only be used for either bicycles or cars.

| stop |
| start |

move in or on a means of transport

| go fast |
| go faster |
| go slower |

pass

lose control

b What is the difference in meaning between these verbs?

\ pull over and pull up

\ spin, skid and swerve

ACTIVATE

11 In groups decide on the events of a minor accident between two vehicles. Write accident reports like the one in exercise 7 for the two drivers of the vehicle.

USING DICTIONARIES

DEFINITIONS

12 Match these adjectives with their dictionary definitions. What is the opposite of each of the words?

a dangerous 1 not caring about possible bad or dangerous results of an action
b reckless 2 not taking enough care, inattentive
c careless 3 able to or likely to cause danger
13 Which of these words can go together? Tick the boxes.

<table>
<thead>
<tr>
<th></th>
<th>driver</th>
<th>driving</th>
<th>vehicle</th>
<th>disregard</th>
<th>attitude</th>
<th>behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>speeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reckless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>careless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dangerous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drunken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14 Make sentences using any two pairs of words from exercise 13.

ACTIVATE

15 Explain the following newspaper headlines. Choose one and write the accompanying story using words from this unit.

FAMILY ESCAPES INJURY IN MULTIPLE PILE-UP

MAN DENIES HITCHHIKE KILLING

SPEED TRAP SLOWS THEM DOWN

16 Use the facts from one story to hold a court case. What punishment should the wrongdoer(s) receive?
Refer to Focus Words only.

1. Find all the words in the list which refer to parts of a car. List them in these two categories:
   a. the inside of the car
   b. the outside of the car

2. Write a sentence using as many words as you possibly can from the list about
   a. a very short car journey.
   b. a very short bicycle journey.

3. Study the pronunciation of the Focus Words and list the words which are:
   a. stressed on the first syllable.
   b. stressed on the second syllable.

4. Which of these words will be most useful for you in the future, do you think? Which will you probably remember for the longest time?
1. What is your favourite/least favourite form of public transport? Why?

2. What are the following items? What forms of transport do you associate them with?

The following three extracts about three different journeys have lost their conclusions. Can you match the conclusions with their extracts?

He sat on one side of the aisle, holding the baby as the xxxxx bucketed around the sky. Outside it was hideously black. He realized that it was the worst turbulence he had even been in.

Across the aisle his wife sat rigidly, her whole body distended with fear. The American sitting next to her was watching her with a look of dazed preoccupation. He had a long pony tail and a shoulder bag and was either drugged or transfixed with fear. He leaned over to her and said ‘Relax lady, it’s your destiny.’ She looked at him without understanding.

At that moment a bolt of lightning hit the tail and there was a huge crash. Everybody screamed. His baby started crying. Through the window he saw the wings wobbling horribly. Suddenly the American screamed ‘Holy Moses, we’re upside down!’
When the xxxx arrived to pick them up they were relieved. The airline strike had meant that they could not get home by the usual route. They climbed aboard wearily stuffing bags into the luggage rack and collapsing into the high-backed seats.

The first part of the journey was dramatic as they wound their way through the mountain passes and fought the hairpin bends. Gradually the light faded until their way was illuminated only by the beam of the four headlights on the front of the xxxx.

They travelled on through the night, the driver's face illuminated only by the dim dashboard lights. But even in that dim glow you could see him yawning.

They arrived home at ten o'clock the next morning. The door opened with a hiss of compressed air and they staggered onto the pavement bleary and uncomfortable.

It seemed a calm day. The gulls wheeled above them in a clear blue sky and there was only a gentle swell. He walked along the deck from the bow to the stern, smelling a mixture of engine oil and sea spray and feeling the salty wind in his hair. Everyone had told him that the Bay of Biscay was always rough but this seemed quite bearable.

He went into the xxxx's small cinema, thinking that he might as well pass the time there as anywhere else. It was dark and warm and he sank into one of the comfortable armchairs.

As he watched the film enclosed in the hot darkness, he was conscious of the rise and fall of the xxxx. He noticed how disagreeable the cinema smelled to him and how the fragrances of the perfumes

He got out just in time, rushing over to the side where he hung, being violently sick. It was going to be a long time before he travelled that way again.

Which form of transport is involved in each case?

Have you ever been frightened or ill on one of these forms of transport?

4 Put the words from the texts which are in italics in the correct place on this chart.
USING DICTIONARIES

DEFINITIONS

5 Use a dictionary to complete the chart in exercise 4 with words from these three boxes. Note that some words occur in more than one column.

Features
front, back, nose, funnel, bridge, cockpit, cab, cabin, propeller, rudder, fuselage, hull, body, undercarriage, engine, locomotive, carriage, coach

Personnel
pilot, helmsman, crew, cabin crew, copilot, navigator, captain, steward, stewardess, flight attendant, guard, ticket collector, conductor, engineer, check-in clerk, driver

Verbs
take off, land, cast off, moor, move away from, leave, arrive, steer, pilot, fly, drive, skid, swerve, capsize

ACTIVATE

- What do the different 'personnel' actually have to do?
- Which job would you most/least like to have?

WORD FORMATION

PARTS OF SPEECH

Which of the words in the box below can be:

- verbs (but not nouns)?
- nouns (but not verbs)?
- nouns or verbs with the same basic meaning in both cases?
- nouns or verbs, but with different meanings depending which part of speech they are?
- adjectives?

book round trip reserve check in confirm standby first class standing room

0 a. Read the dialogue. Do the blanks require nouns, verbs, adjectives or adverbs?

A: Are you ready for your trip to Madrid?
B: Yes, I've CONFIRM my ticket.
A: Are you just flying one-way?
B: No, I'm doing the ROUND TRIP. I'll be back on Wednesday.
A: Oh, I didn't realize it was such a short visit. I suppose you've RESERVE a seat, then.
B: No, I haven't. Oh this flight you can't reserve your seat until you CONFIRM at the airport. So I won't be travelling in the 'No Smoking' section of course - for the first time ever!
A: Yes, that's fantastic. But you have definitely got a place?
B: Oh yes, My ticket is STANDING room first class. At least it won't be like the last time when I was a standing room only. I only got on at the last moment.
A: But will you reserve a seat on the train down to London?
B: Oh yes. Last time all the seats were standing room only. I'm not going through that again!
b Complete the dialogue with the correct words from exercise 7.

c Which of the expressions in the dialogue means

i single
ii return

d Use the words to complete the expressions.

i A_________ to London please. I'm not coming back.
ii I want a_________ ticket to Amsterdam, coming back in five days.

iii Southampton ________ please. What time does the bus come back?

ACTIVATE

9 You are going to a travel agency to book a holiday or a flight.

a Decide where you are going. Write four questions that you will ask the travel agent.

b Write four questions that the travel agent will ask.

Role-play your visit to the travel agent with a partner. Make sure all the questions are asked and answered.

---

WORD FORMATION

PARTS OF SPEECH

10 a Complete the chart with the infinitive and noun forms of these participle forms.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Participle</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>delay</td>
<td>delayed</td>
<td>delayed</td>
</tr>
<tr>
<td>reserve</td>
<td>reserved</td>
<td>reserved</td>
</tr>
<tr>
<td>confirm</td>
<td>confirmed</td>
<td>confirmed</td>
</tr>
<tr>
<td>cancel</td>
<td>cancelled</td>
<td>cancelled</td>
</tr>
</tbody>
</table>

b What prefix can you use to make the following two expressions even more extreme?

i booked

fi crowded

11 Fill the blanks with words from exercise 10.

a When we get________of your booking we will let you know.

b I'm afraid the bad weather is going to________your flight. But it's better to be safe than sorry.

c Do you have a________? If you don't then I think this seat is mine.
I can't believe it! They've ______ our train. It's the second time there's been a ______ in one week.

Excuse me, what's the ______? Why aren't we taking off?

You can ______ a place now, madam, or you can run the risk that the train will be full and you won't get a seat.

We apologize for the ______ of our flight. Passengers can go to the restaurant at our expense. We hope to announce a replacement flight as soon as possible.

Fill the blanks with the words and phrases from the box. Use them only once unless otherwise stated.

arrivals check-in counter customs hall departure lounge gate 25 immigration (twice) left luggage platform six ticket office

1 When you travel somewhere by plane, first you go to the a) ______, then you go through b) ______ until you get to the c) ______, where you wait until your flight is called. Then you go to d) ______, for example until it is time to board the plane.

2 When you arrive at an airport you first go through a) ______. Then you reclaim your baggage and go through the b) ______, where they may check your luggage. Then it's on to the c) ______ to be met by friends and relatives.

3 When you travel by train you first go to the a) ______ to get your ticket and then to b) ______ to reclaim your baggage (which you deposited there because it was too heavy to carry around). Then it's time to run to c) ______ to catch the train.
ACTIVATE

13 Role-play a conversation in one of the following situations. Ask for directions to some of the places in exercise 12.

a. You arrive late at an unfamiliar airport. Go to the information desk.
b. You finally reach the check-in desk after queueing for hours. Your plane is about to go.
c. Your train is about to go. The employee at the left luggage counter is being very slow in getting your bags.
d. Your plane has arrived late. The immigration officer is taking his time over your passport. But you have a connecting flight in another terminal.

MEANING IN CONTEXT

In which of the following places would you expect to hear these announcements (sometimes more than one answer is possible)?

a. ... is running late and will arrive at 12.15 ...
b. ... regret to announce the late arrival on platform six ...
c. ... has been delayed owing to engine failure ...
d. ... has been cancelled due to instrument malfunction.
e. ... now boarding at gate 27. We apologise for the delay which was caused by the late arrival of the incoming plane.
f. ... this train will stop at Liverpool Street. There will be no underground service between Liverpool Street and Epping. This is due to industrial action by drivers. We apologise for any inconvenience this may cause.

ACTIVATE

15 Make airport or railway or bus station announcements using the expressions in italics from exercise 14.

Example:
Clear Blue Airways regret to announce the cancellation of flight CB376. This is due to the late arrival of the incoming aircraft.
16 Describe a journey you have taken on public transport which was delayed or cancelled. Say:

a where you bought your ticket.
b what kind of ticket it was.
c why you were delayed.
d what you did about it.
e what the transport company/authority did about it.
f how long the journey took altogether.

**FOCUS WORDS**

airport
aisle
arrivals
arrive
back
body
book {v}
booked up
bow
bridge
bus
bus station
cab
cabin
cabin crew
cancel
capsize
captain
carriage
cast off
check in
check-in clerk
check-in counter
counter
coach
cockpit
conductor
confirm {v}
copilot
crew
crowded
customs hall
deck
delay
departure
drive
engine
attendant
flight
flight
front
funnel
fuselage
gate {25}
guard
headlights
helmsman
hull
immigration
land {v}
leave
left luggage
locomotive
luggage rack
moor
move away
from
navigator
nose
overbooked
overcrowded
pilot
plane
platform {six}
propeller
reserve {v}
round trip
rudder
ship
skid
standby
standing
room
station
steer
steward
stewardess
subway
swerve
tail
take
take off
ticket collector
ticket office
train
tube station
tube
undercarriage
wings

**FOCUS PHRASES**

(Flight 837) has been cancelled due to (instrument malfunction).
(The aeroplane) has been delayed owing to (engine failure).
(The train) is running late.
We apologize for any inconvenience this may cause.
We apologize for the delay.
We regret to announce the late arrival of...
Refer to Focus Words and Focus Phrases only.

1. Play the game ‘Consequences’ using as many words from the lists as possible. [You play the game by writing a sentence, then folding over the paper and passing it to the next person, who can’t see what you have written. That person writes the next phrase or sentence and folds the paper and so on. The story always follows the format of the example: ‘Someone met someone somewhere, he said, she said, and the consequence was . . .’]

2. Choose one of the Focus Phrases. Decide where and when it is used and then list all the Focus Words which apply to that situation.

3. The word navigator has a short syllable with the sound /ɔ/, navigator. Choose any ten other words and see how often you can find the same sound.

4. Which ten words on the list do you like best?
The paragraphs in this instruction manual about the safest way to cross roads have become mixed up. Put the numbers 1 to 6 in the boxes to make the correct sequence.

2. Who are the instructions written for? Are they well written?

3. What is the difference between the following?
   a. being run over
   b. being knocked off something
   c. being knocked over
   d. jaywalking

Where are these things likely to take place?

THE GREEN CROSS CODE

1. FIRST FIND A SAFE PLACE TO CROSS, THEN STOP
   It is safer to cross at subways, footbridges, islands, Zebra and Pelican crossings, or where there is a police officer, school crossing patrol or a traffic warden.

   If you can’t find any good crossing places like these, choose a place where you can see clearly along the roads in all directions. Try not to cross between parked cars, always stop at the kerb to give yourself lots of time to have a good look all round.

2. STAND ON THE PAVEMENT NEAR THE KERB
   Don’t stand near the edge of the pavement. If there is no pavement, stand back from the edge of the road but where you can still see traffic coming.

3. LOOK ALL ROUND FOR TRAFFIC AND LISTEN
   Traffic may be coming from any direction, so take care to look along every road, and listen too, because you can sometimes hear traffic before you can see it.

4. IF TRAFFIC IS COMING, LET IT PASS. LOOK ALL ROUND AGAIN
   If there is any traffic near, let it go past. Then look round again and listen to make sure no other traffic is coming.

5. WHEN THERE IS NO TRAFFIC NEAR, WALK STRAIGHT ACROSS THE ROAD
   If there is something in the distance do not cross unless there is plenty of time to reach the other side.

6. KEEP LOOKING AND LISTENING FOR TRAFFIC WHILE YOU CROSS
   Once you are in the road, keep looking and listening in case you did not see some traffic - or in case other traffic suddenly appears.
4 Fill in the table with the words from the box.

<table>
<thead>
<tr>
<th>rood</th>
<th>pavement</th>
<th>kerb</th>
<th>island</th>
<th>traffic lights</th>
</tr>
</thead>
<tbody>
<tr>
<td>pedestrian crossing</td>
<td>crossroads</td>
<td>roundabout</td>
<td>footbridge</td>
<td>flyover</td>
</tr>
</tbody>
</table>

For the use of vehicles only | For the use of pedestrians only | For both vehicles and pedestrians

Draw a picture showing as many of the things above as possible.

5 What's the difference between the following pairs of words? Put them in the correct sentences to find out.

a. a road and a street  
   c. a street and an avenue
b. a road and a path  
   f. a path and an alley
c. a subway and an underpass  
   g. a road and a way
d. a main road and a side-street

1. Both are for pedestrians but a________ can be in the open while an________ goes between houses or trees etc.
2. A________ is for walking under a road; an________ is often a road under another road.
3. A________ is a specific thoroughfare;________ describes the route in general.
4. A________ usually has shops and offices on either side; an________ is often wider and has trees.
5. A________ is the principal thoroughfare; a________ is less important and usually joins it.
6. A________ can be in the town or country and usually leads to another town; a________ is usually in a town and has shops and other buildings.
7. A________ is for vehicles; a________ is for people and animals to walk on.
0) Using the Instructions for The Green Cross Code as a model, write brief instructions for visitors to your country on:

a) how to cross roads.
b) what to do at roundabouts.
c) what to do at road junctions.

i) Match these sentences with what people are saying in the photograph,

1) Don't disagree with me or make my life difficult again.
2) He is fooling you.
3) It should be the kind of thing we like.
4) We have a definite advantage over the other people who do the same kind of thing.
5) We should split up.
6) Why don't we start now?
7) You oppose me and I'll make your job difficult.
8) You should do things on your own - be responsible for your own actions.

a) I think he's leading you up the garden path.
b) We're streets ahead of the competition.
c) We've got no time to lose! Let's get this show on the mad.
d) Don't cross my path again!
e) If you stand in my way I'll ruin your career.
f) The play should be tight up our street.
g) I'm afraid we've come to a parting of the ways.
h) It's time you went your own way.
ACTIVATE
Which of the phrases in italics sound slightly formal when used in speech?

0 Use any two of the expressions from exercise 7 in a quick exchange between any of the following:

a two business people
b a policeman and a motorist
c a reporter and his/her editor
d two opposing politicians
e a radio DJ and a pop star

USING DICTIONARIES
DEFINITIONS

Put the words in the correct blanks in the following radio transcript.

A: ... and we've got some gloomy news for drivers in and around north London.
B: Yes, John, that's right. Owing to an accident there are long delays on the M25 going in an anti-clockwise direction between junctions 23 and 25. Drivers are advised to leave the motorway at exit 25.
A: There has been a serious accident on the southbound (2) of the M11 between Junctions 7 and 8. There is a six-mile (3) and drivers are advised to find alternative routes.
B: On a less serious note (4) are taking place on the A10 at Hoddesdon where the A10 joins the A119. Delays are expected all this week. Drivers should take (5) to their destinations.
A: And finally, because of (6) work on the northbound carriageway of the M11 between Junctions 4 and 5, a (7) system is in operation and traffic is restricted to one lane only in both directions. There are long delays and there are even traffic jams on the (3) junction 5. So why don't you just stay at home! I would!

10 a Point to the problem spots on this map.
b Your partner wants to drive from Harlow to Chigwell and you have just listened to the radio. Decide which roads they should take to their destination.
c Give them directions. Use these expressions:

- turn right/left
- take the (first) right/left
- go straight on (for about . . . )
11 In groups tell each other about:

a how you feel when you get in a traffic jam.
b what you do when you get in a traffic jam.
c when traffic jams take place in your area.
d why traffic jams take place in your area.
e the worst traffic jam you've ever been in.
Using a dictionary choose the best answer a, b or c in the following sentences.

1. Where would you find a crash barrier on a motorway?
   a. on the central reservation
   b. in a motorway service area
   c. in the fast lane

2. What goes round a town?
   a. a bypass
   b. a dual carriageway
   c. a ring road

3. What normally runs along the side of motorways?
   a. a lay by
   b. a grass verge
   c. a hard shoulder

4. What takes boats on water across a road?
   a. an aqueduct
   b. a bridge
   c. a viaduct

5. Which roads are supposed to carry the least traffic?
   a. unclassified roads
   b. B-roads
   c. A-roads

Discuss the advantages and disadvantages of using motorways.
Talk about:
   a. safety  b. convenience  c. time

Read this poem by Adrian Henri.

Song for a petrol pump attendant
I wanted your soft verges
but you gave me your hard shoulder

Can you write a similar two-line poem using words from this unit?
FOCUS WORDS

alley
alternative route
anti-clockwise
aqueduct
avenue
A-road
bridge
B-road
bypass
carriageway
central reservation
clockwise
contraflow

crash barrier
cul-de-sac
dual
carriageway
flyover
footbridge
grass verge
hard shoulder
island
junction
kerb
lane
lay by
main road
motorway
motorway service area
one-way street
path
pavement
pedestrian crossing
pelican crossing
re-surfacing
ring road
road
roadworks
roundabout
route
side street
slip road
street
subway
tailback
traffic lights
unclassified road
underpass
verge
viaduct
way
zebra crossing

FOCUS PHRASES

cross someone's path
get the show on the road
lead someone up the garden path
parting of the ways
right up (your) street
stand in someone's way
streets ahead (of)

WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. Think of a journey from your house to another place you go to frequently. Find words that describe things you see or experience on your journey.

2. Use at least three Focus Phrases in a three sentence story about an argument you have had at some stage of your life.

3. Find all the noun phrases which consist of two or more words. Does the main stress occur on the first word or the last word?

4. Which words or phrases from the list:
   a. were new to you in this unit?
   b. have you found most easy to learn?
   c. will you remember for longest, do you think?
UNIT 23  Science and technology

1 Look at these anagrams. Which areas of scientific study or of technology are in the list? (Remember that many subjects and disciplines end in -ICS or -Y. What do they mean?

T O R C I S O B
M Y N A S O R T O
C O L E T R E N S I
Y O C E L O G

Which one has to do with?

a stars and planets?
b computers, TVs, etc?
c velocity, gravity, etc?
d the environment?
c machines that do the work of people?

Have you studied any of these sciences? Which? Which would you most like to study (more)? Which of them would you find very hard to understand? Which do you think has contributed most to human progress?

2 Each of the following extracts describes a natural or scientific process. Can you work out what the process is?

---

MEANING IN CONTEXT

... air is inhaled and oxygen is transmitted to the bloodstream through capillaries, ...

... having reached the correct altitude at an appropriate trajectory, it is held in orbit by the gravitational pull of the Earth ...

... photosensitive cells in the panel absorb the sunlight and convert it into energy ...

... the sound is converted into waves of a higher frequency which can be received a great distance away and converted back into soundwaves ...

... as pressure is put on the pedal, the fluid in the cylinder is compressed and the discs are squeezed together applying friction to the wheels ...
3 Complete the following tables.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>pressure</td>
<td>inhale</td>
</tr>
<tr>
<td></td>
<td>transmit</td>
</tr>
<tr>
<td></td>
<td>convert</td>
</tr>
<tr>
<td></td>
<td>absorb</td>
</tr>
<tr>
<td></td>
<td>compress</td>
</tr>
<tr>
<td></td>
<td>apply</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequency</td>
<td>gravitational</td>
</tr>
<tr>
<td>cell</td>
<td>high</td>
</tr>
<tr>
<td>fluid</td>
<td></td>
</tr>
</tbody>
</table>

4 Describe briefly two other processes that you know about.

Examples:
- taking a photograph or developing a film
- transplanting a heart or a kidney

5 Look at these inventions and discoveries. Which branch of science does each belong to? Put them in order of their importance for mankind. Give reasons for the order that you have chosen.

Compare your selection with a neighbour's. What are the differences?
6 Hold a ‘balloon debate’: the class divides into pairs or groups. Each pair/group chooses one of the inventors above. They then explain why their invention is so great that their inventor should be the last one left in the falling balloon while the others jump out to save him or her.

7 Which invention(s) from exercise 5 does each of the following words relate to? Write the appropriate letter a to f beside each word. Then explain (if you can) what the relationship is.

- wing
- valve
- test tube
- bit
- radioactivity
- wire
- piston
- key
- radium
- charge
- lift
- bacteria
- cure
- exhaust
- altitude
- receiver
- software
- energy

Use words from these lists and your own knowledge to describe how one of the inventions/discoveries works.

8 What do the following parts of words mean?

<table>
<thead>
<tr>
<th>tele-</th>
<th>aero-</th>
<th>photo-</th>
<th>micro-</th>
<th>mono-</th>
<th>bi-</th>
<th>auto-</th>
<th>hydro-</th>
</tr>
</thead>
</table>

How many words can you think of or find in which they are used? Write a brief report containing five words with different prefixes from the list above.

9 What does the word nuclear mean to you? Write down four words or ideas that you associate with nuclear. Compare your list with other people's.
NUCLEAR FUSION BREAKTHROUGH

PROMISES
CHEAP
SAFE
POWER

By Tom Knight

The science fiction dream of clean, cheap, unlimited power is on its way to becoming reality.

For the first time anywhere in the world, scientists at the joint European Torus (JET) experimental fusion reactor at Culham in Oxfordshire have achieved controlled nuclear fusion - harnessing the reaction which powers the stars.

By contrast, fusion relies on super-heating simpler 'clean' atoms, making them strike each other with such force that they fuse together. The heat has to be around 200 million degrees - 20 times the heat of the sun. With current technology the reaction can only be sustained for several seconds, producing in that time the equivalent of one million watts of electricity.

The fuels needed for fusion are plentiful. Deuterium is extracted from water, while tritium can be made inside the reactor. Just 10 grams of deuterium and 15 grams of tritium would be enough to provide the lifetime electricity needs of an average person in an industrialized country.

A commercial fusion-powered reactor could be commissioned by 2020.
The key difference between nuclear fission and nuclear fusion is that fission involves 1 __________ atoms, while fusion happens after atoms have 2 __________ to an extremely high temperature and have violently 3 __________. Both normal nuclear fission and nuclear fusion 4 __________ of energy, but the problem with conventional nuclear reactors is that 5 __________.

Nuclear fission has another advantage: it isn't difficult to find 6 __________ required for it.

In the recent experiment it was only possible to 7 __________ for a few seconds. This is mainly because there are considerable technological problems in 8 __________ 200 million degrees. However, scientists hope to be able to 3 __________ by the year 2020. If they succeed, the human race will be on the way to 10 __________.
12 Complete the following on the basis of information in the passage.

a. Stars like the sun are _ by nuclear fusion.

b. Because tritium was added to deuterium in the fusion experiment, _.

< Although bombs involving fusion power have been built, there are not yet any _.

d. The main source of deuterium is _, but tritium cannot _.

e. Very small amounts of these chemicals _._

13 Make sure you understand the words in _italics_. Then do the following quiz.

<table>
<thead>
<tr>
<th>SCIENCE DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUIZ</td>
</tr>
</tbody>
</table>

Win a trip to the moon in 2005!

Just answer these simple questions:

1. Which of the following are solids, which are liquids, and which are gases?
   - GOLD  OXYGEN  ICE  SULPHURIC ACID  MERCURY

2. Which of the substances in 1 are 'elements'? Which are 'compounds' of more than one element? Which are metals?

3. Which can be melted? Which can be liquefied?

4. Which is bigger, a molecule or an atom?

5. What is a nucleus? Where would you find one?

6. How many planets are there in the solar system?

7. What is the chemical formula for water? What is CO₂?

8. What is the 'greenhouse effect'?
ACTIVATE

14 Write four quiz questions of your own on science and technology using vocabulary from this unit and other words that you know. You must know the answers to your own questions! Then use them, together with other people's questions, in a classroom quiz.

WORD USE

IDIOM AND METAPHOR

15 Complete the following expressions with words selected from those in italics above.

a. They couldn't understand what was happening: it was as if they were from a different __________.

b. There isn't an __________ of truth in the rumour that she's leaving her husband.

---

There's no set __________ for being successful at public speaking - some people are and some aren't.

d. There's an __________ of truth in what you say about our company's financial difficulties.

e. The research is best done by a small __________ of people working intensively together.
### FOCUS WORDS

<table>
<thead>
<tr>
<th>absorb</th>
<th>absorption</th>
<th>compress</th>
<th>compression</th>
</tr>
</thead>
<tbody>
<tr>
<td>aero-</td>
<td>aeronautics</td>
<td>apply</td>
<td>application</td>
</tr>
<tr>
<td>altitude</td>
<td></td>
<td>current</td>
<td>conversion</td>
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<td>atom</td>
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<td>auto-</td>
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<td>exhaust</td>
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<td>bacteria</td>
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<td>focus</td>
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<td>bit</td>
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<td>hydrofoil</td>
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<td>inhale</td>
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<td></td>
<td>inhalation</td>
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<td>lift</td>
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<td>monorail</td>
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<td>nucleus</td>
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<td>piston</td>
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<td>receiver</td>
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<td>robotics</td>
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<td>software</td>
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<td>solar</td>
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<td></td>
<td>split</td>
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<td>sterilize</td>
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<td>tele-</td>
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<td></td>
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<td>telescope</td>
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<td></td>
<td>test</td>
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<td></td>
<td></td>
<td></td>
<td>valve</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>wing</td>
</tr>
</tbody>
</table>

### FOCUS PHRASES

- achieve a breakthrough
- atom of truth
- become reality
- element of truth
- greenhouse effect
- set formula

### WORD CHECK

Refer to Focus Words and Focus Phrases only.

1. Which words in the list are similar to words in your own language? Do they have the same or different meanings?
2. Look at all the words with three syllables or more. Which have the main stress on the first syllable, and which have it on the second syllable?
3. How many of the words in the list describe objects that you can see?
4. Write a short paragraph using at least four of the Focus Phrases.
UNIT 24 The environment and the future

a Look at the following with a neighbour, and check that you understand the words in italics, using a dictionary if necessary. Discuss what you think the answers to the questions are.

The number of nuclear reactors planned or operating in industrialized countries and Eastern Europe is 586. How many are planned or operating in the whole of the rest of the world? More than 500, between 100 and 500, or less than 100?

The amount of petroleum used on an average day by a Pakistani is 0.136 kilos. How much is used by a Canadian; 0.5 kilos, between 1 and 3 kilos, or more than 10 kilos?

UK taxes allocated to research into nuclear power in 1991-92 were £94.1 million. How much do you think was allocated to solar power research: more than £100 million, less than £5 million, or around £10 million?

What do you think the lowest reckoning of the area of the world's tropical forests felled each working day in 1991 was: over 1,000 square kilometres, between 400-700 sq. kms, or between 200 and 400 sq. kms?

In 1991, how much oil was being discharged into the world's seas each working day by oil tankers: about 100 tonnes, 10,000 tonnes or between 3,000 and 5,000 tonnes?

What percent of the world's water is drinkable (i.e. not salty): over 20%, around 3%, or less than 1%?

How many satellites have been launched into space since 1957: about 3,000, about 12,000, or less than 1,000?

b Look at the real answers on page 204. How many did you get right? Which did you find most surprising? Which is most worrying for you?

c Which other facts would you like to know about the environment and natural resources? Why?
MEANING IN CONTEXT

a Which words in the statements above mean the following?

- dispose of
- budget for
- cut down
- calculation

b solar means ‘relating to the sun’. What words, also ending in -ar mean ‘relating to the moon’ and ‘relating to the stars’?

c drinkable means ‘can be drunk’. Find words ending in -ble which mean: ‘can be eaten’, ‘can’t be eaten’, ‘can’t be touched’, ‘can be disposed of’, and ‘can’t be thought about’.

d Satellites can be launched. Which of the following can also be launched?

- a career
- a boat
- a publicity campaign
- a disaster

MEANING

RELATED MEANINGS

A
create
save
care for
improve
purify

B
damage
neglect
pollute
destroy
waste

WORD FORMATION

PARTS OF SPEECH

4 Complete the following table with nouns and adjectives related to the verbs listed.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>waste</td>
<td>waste</td>
<td></td>
</tr>
<tr>
<td>damage</td>
<td></td>
<td>xxxxxxx</td>
</tr>
<tr>
<td>improve</td>
<td></td>
<td>xxxxxxx</td>
</tr>
<tr>
<td>neglect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>destroy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pollute</td>
<td></td>
<td></td>
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<tr>
<td>create</td>
<td></td>
<td></td>
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<tr>
<td>purify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>congest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which endings have you used to make nouns?
Which endings have you used to make adjectives?
5 Complete the following using the appropriate form of one of the words in italics from the paragraph above, and a verb from the box.

reduce  control  harness  affect  improve  provide  repair

Example:
The recycling of certain kinds of waste is now common practice.
Glass, paper and most metals are now__________ at special plants. But many more such plants need to be__________
Answer: recycled, provided

a Air pollution is a huge problem in most of the world's big cities, and people complain about it constantly. However, what__________ the air most is the exhaust from the vehicles which those same people drive. One solution would be to__________ strictly the amount of driving people can do in cities.
b Cars emit poisonous gases such as carbon monoxide and carbon dioxide. Steps are being taken to__________ these by fitting new cars with ‘catalytic converters’ which make most of the gases harmless.
c Thousands of hectares of the world's rainforests are destroyed every year. This__________ of the rainforests is expected to__________ the global climate, as well as wildlife, in various ways.
d Scientists now believe that the ozone layer is being damaged by the chemicals in certain common products, such as deodorants and hairspray, and the chemicals given off by air-conditioners. The__________ caused to the ozone layer can never be__________
e Everyone knows that nuclear waste can harm the environment. But until it becomes possible to__________ the natural energy of the sun, the wind and the waves, it will be impossible to meet man's energy needs without producing__________ waste of one kind or another.
f As cities become more congested with traffic, local councils tend to widen streets and try to__________ the flow of traffic. Of course, this encourages more people to drive in the city, and the__________ increases again.

ACTIVATE

6 With a partner, write the text for three street posters to be used in environmental campaigns. Then design one of these posters.
Read the following questionnaire and try to answer the questions (see page 204 for answers).

**HOW GREEN ARE YOU?**

There is more to being green than recycling your newspapers and using unleaded fuel. Here is a chance to test your ecological intelligence.

1. Which uses the most energy?
   a. a fridge
   b. a cooker or stove
   c. a washing machine

2. What is the best way to make cars ecologically safer?
   a. buying a car with a catalytic converter
   b. using unleaded petrol
   c. buying a more fuel-efficient car

3. Which of the following does not damage human health?
   a. aspirin
   b. roast beef
   c. excessive intake of vitamin C

4. Which uses the most water in the home?
   a. the toilet
   b. the bath
   c. the washing machine
   d. the dishwasher

5. Which of these statements about 'ozone-friendly' aerosol cans is true?
   a. they contain no ozone-damaging propellants
   b. they are biodegradable
   c. they are recyclable

6. Which is the best way of improving the quality of drinking water?
   a. buying bottled water
   b. collecting rainwater
   c. lobbying for a dual water supply
   d. boiling tap water

7. Which is the best way to dispose of waste?
   a. burning it in incinerators that generate energy
   b. recycling
   c. composting

8. Which is the most environment-friendly form of energy?
   a. nuclear power
   b. coal
   c. gas
   d. oil

0. Explain the adjectives in italics and put them in the two boxes below.

<table>
<thead>
<tr>
<th>MEANING</th>
<th>CONNOTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Bad</td>
</tr>
</tbody>
</table>

adapted from New Internationalist January 1990
9 Match words from column A with words from column B to make phrases related to the environment.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ozone</td>
<td>effect</td>
</tr>
<tr>
<td>global</td>
<td>pollution</td>
</tr>
<tr>
<td>rain</td>
<td>layer</td>
</tr>
<tr>
<td>food</td>
<td>explosion</td>
</tr>
<tr>
<td>air</td>
<td>rain</td>
</tr>
<tr>
<td>greenhouse</td>
<td>shortages</td>
</tr>
<tr>
<td>acid</td>
<td>forests</td>
</tr>
<tr>
<td>population</td>
<td>warming</td>
</tr>
</tbody>
</table>

10 Complete the sentences below by beginning with one of the phrases from exercise 9, and using appropriate forms of verbs from the box.

- a ... life in our cities unhealthy.
- b ... people in several countries in Subsaharan Africa.
- c ... many fish in the lakes of Northern Europe to die.
- d ... from the accumulation of carbon dioxide and other man-made gases in the atmosphere, which absorb and reflect more of the sun's heat than is normal.
- e ... an important role in the climate patterns of the whole world.
- f ... us from the adverse effects of ultra-violet radiation.

11 The words in the box all have similar meanings.

- spoil
- ruin
- harm
- damage
- destroy
- mar

a Use a dictionary if necessary to arrange them in order on the line below.

WEAKEST → STRONGEST

b Which would you be most likely to use to talk about the following?

i a car after a slight accident
ii a day of your holiday when things went badly
iii a building after a bad storm
iv a building after heavy bombing
v people's lungs in a polluted city
vi a meal after too much cooking
vii a view from the top of a hill after the building of a road
viii a businessman or woman who is bankrupt
These nouns all refer to different kinds of waste. Match them with their definitions.

<table>
<thead>
<tr>
<th>garbage</th>
<th>refuse</th>
<th>scrap</th>
<th>fitter</th>
<th>trash</th>
<th>junk</th>
<th>debris</th>
<th>sewage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a something worthless or of low quality</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b waste material to be thrown away</td>
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</tr>
<tr>
<td>c the remains of something broken into pieces or destroyed</td>
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<td>d old useless things</td>
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<td>e small things, usually paper, that have been thrown away</td>
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<td>g liquid waste from people's houses and buildings</td>
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<td>h rubbish collected or thrown away from people's houses</td>
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<td>i waste metal</td>
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</tbody>
</table>

Which two words are mainly used by Americans instead of rubbish?
Which of these nouns can also be used as verbs? What meanings would the verbs have?

ACTIVATE

13 Role-play

You live in a city with a population of 150,000. A new plan for dealing with rubbish is under intense discussion because the Ministry of the Environment has told the city council that the current inadequate facilities must be closed in two years. The main plan under discussion is as follows.

A ten-hectare site, near the railway line but in a residential suburb, will be equipped with facilities for sorting different kinds of waste - glass, paper, metal, etc - for recycling. Once sorted the materials will be taken away by train for recycling. In addition, there will be a large incinerator for non-recyclable waste. The incinerator will be used to generate electricity for the surrounding residential area.
You and others in the class are attending a public meeting on the project to express and listen to the various opinions. The roles are as follows:

**Members of the Planning Committee of the local council**

You commissioned the new plan and want it to go ahead. You are willing to offer the residents compensation for problems caused. Some of this will be in the form of very cheap electricity. The project will also create 50 new jobs in a high-unemployment area.

**Residents of the area**

You don't like the idea at all. Apart from the noise and smoke from the plant itself, there will be additional lorry traffic. You believe the plant should be built outside the city and away from the residential area.

**Members of the local Conservation Society**

You like the idea behind the plan, but sympathize with the residents. On the other hand, you are against the idea of putting the plant outside the city, where it would damage the natural beauty of the countryside and affect the habitat of rare butterflies and wild flowers.

---

**Answers to questions in exercise 1 on page 198:**

The number of nuclear reactors planned or operating in the rest of the world in 1991: 53

The amount of petroleum used on an average day by a Canadian in 1991: 10.42 kg

UK taxes allocated to solar energy research in 1991: £2 million

Lowest reckoning of the area of tropical forests cut down each working day in 1991: 629 square kilometres

Quantity of oil discharged into the seas each working day by oil tankers in 1991: 4,230 tonnes

Percentage of the world's water which is drinkable: 3%

Number of satellites launched into space: about 3,400

---

**Answers to questionnaire on page 201**

1. b) - the cooker/stove is one of the most energy-hungry machines in the house. But gas is more efficient than electricity. Ask about energy consumption when you buy them.

2. a) - all these options are useful but a catalytic converter will cut out 90% of emissions that are harmful to human health. However, a catalytic converter does not tackle carbon-dioxide emissions, which contribute to the greenhouse effect. By far the best course is to use your car less.

3. c) - taking too much vitamin C is unlikely to be harmful. Aspirin - one of the most widely used painkillers - can damage the stomach lining, and more cases of food poisoning were caused by beef during 1984 than by any other single meat.

4. a) - major uses of water in the home

<table>
<thead>
<tr>
<th>Use</th>
<th>Average water used</th>
<th>% of total consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>WC flush</td>
<td>10 litres</td>
<td>32%</td>
</tr>
<tr>
<td>baths and showers</td>
<td>80 litres</td>
<td>17%</td>
</tr>
<tr>
<td>washing machines</td>
<td>30 litres</td>
<td></td>
</tr>
<tr>
<td>dishwashers</td>
<td>100 litres</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>50 litres</td>
<td></td>
</tr>
</tbody>
</table>

5. c) - some non-CFC aerosols still damage the ozone layer. And the manufacture of aerosols consumes considerable resources. Refillable pump-action containers are preferable.

6. c) - relying on bottled water encourages a wasteful trade, and there is no way of checking that bottled water is clean. Rain is often too polluted to drink. Boiling tap water does nothing to remove harmful traces of pesticides. But a dual water supply would mean that less good water would be used for wasteful purposes.

7. b) - incinerators sound like a good option but they release highly toxic gases. Composting is good, but the waste has to be sorted manually into biodegradable and non-biodegradable material. At least recycling saves on raw materials.

8. c) - gas appliances are usually more energy-efficient and cheaper to run, and gas also produces less pollution than oil or coal. There is no totally green energy source. If we want to help the environment, we must be sparing with energy and campaign for greater investment in renewable energy sources, like wind, waves and solar power.
### Focus Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>affect</td>
<td>ecological</td>
<td>lunar</td>
<td>repair</td>
<td></td>
</tr>
<tr>
<td>allocate</td>
<td>ecologically</td>
<td>mar</td>
<td>result</td>
<td></td>
</tr>
<tr>
<td>biodegradable</td>
<td>environment</td>
<td>neglect</td>
<td>ruin</td>
<td></td>
</tr>
<tr>
<td>cause</td>
<td>environmental</td>
<td>non-biodegradable</td>
<td>satellite</td>
<td></td>
</tr>
<tr>
<td>congest</td>
<td>fell</td>
<td>nuclear reactor</td>
<td>scrap</td>
<td></td>
</tr>
<tr>
<td>congestion</td>
<td>garbage</td>
<td>oil tanker</td>
<td>sewage</td>
<td></td>
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<tr>
<td>control</td>
<td>harm</td>
<td>pollute</td>
<td>solar</td>
<td></td>
</tr>
<tr>
<td>create</td>
<td>harmful</td>
<td>provide</td>
<td>sparing</td>
<td></td>
</tr>
<tr>
<td>creation</td>
<td>harness</td>
<td>purified</td>
<td>sparing</td>
<td></td>
</tr>
<tr>
<td>creative</td>
<td>improve</td>
<td>purification</td>
<td>spoil</td>
<td></td>
</tr>
<tr>
<td>damaging</td>
<td>improvement</td>
<td>reckoning</td>
<td>stellar</td>
<td></td>
</tr>
<tr>
<td>debris</td>
<td>industrialized</td>
<td>recycle</td>
<td>trash</td>
<td></td>
</tr>
<tr>
<td>destroy</td>
<td>inedible</td>
<td>reduce</td>
<td>tropical forest</td>
<td></td>
</tr>
<tr>
<td>destruction</td>
<td>junk</td>
<td>refuse (n)</td>
<td>unthinkable</td>
<td></td>
</tr>
<tr>
<td>discharge</td>
<td>launch</td>
<td>recyclable</td>
<td>untouchable</td>
<td></td>
</tr>
<tr>
<td>disposable</td>
<td>litter</td>
<td>reduce</td>
<td>waste</td>
<td></td>
</tr>
<tr>
<td>drinkable</td>
<td></td>
<td>renewable</td>
<td>wasteful</td>
<td></td>
</tr>
</tbody>
</table>

### Focus Phrases

- acid rain
- energy-efficient
- energy-hungry
- energy-intensive
- environment-friendly
- food shortage
- fuel-efficient
- global warming
- greenhouse effect
- ozone-friendly
- ozone layer
- population
- explosion

### Word Check

Refer to Focus Words and Focus Phrases only.

1. How many different endings for nouns are represented in the list?
2. Put all the adjectives in the list under the following headings:
   - Generally positive
   - Generally negative
   - Generally neutral
3. Write advertisements for two imaginary products. Use at least four of the Focus Phrases.
4. Which words do you find hardest to pronounce? Why?
   Which do you find most interesting? Why?
PART A | DEVELOPING YOUR VOCABULARY

UNIT 1 | USING DICTIONARIES: DEFINITIONS

Note: It is desirable to have available in the classroom at least two dictionaries like the Longman Dictionary of Contemporary English.

Ex 1
explanatory 4 furniture 6 admittance 1
sticky 10 pineapple 8 expletive 5
island 7 together 12 explain 3
admitted 2 teaspoon 11 scorpion 9

Ex 2 Open exercise

Ex 3
jumper 5 nestle 9
sportsmanlike 15 sport 13
place 10 jump 7
elemental 1 negative 8
sportsmanship 16 jumping-offplace 6
elementary particle 2 ramp 11
sports car 14 elementary school 3
elements 4 ramrod 12

Ex 4
quiet steer rich read

Ex 5
a drag b warmth c whinge d thongs
e break(up) with f shuffle

Ex 6
a two people: both called Bruce or Bru
b partly open question, but:
rat stomach (pot belly) and slow moving (shuffles)

Ex 7
bright: entry 4 mate: entry 4

Ex 8
a they're all nouns
b i) car, bus, lorry, tank, jeep, van, juggernaut, ambulance . . .
ii) fool, idiot, child, Australian, American...
iii) beers, women, friends, companions...
iv) noisily, lazily, slowly, angrily...

Ex 9
1 a 2 i 3 f 4 d 5 b 6 h 7 g 8 c 9 e
10 f 11 fa

Ex 10 Open exercise

UNIT 2 | USING DICTIONARIES: TECHNICAL INFORMATION

Ex 1
At least two dictionaries like the Longman Dictionary of Contemporary English are necessary for this exercise. Students need to refer to them to play the game.

Ex 2
a 9 b 3 c 4 d 8 e 5 i 6 g 10,6 h 17 (10) i 10 k 9,6 l 19 m 6,9,5 n 1

Ex 3
1 a 2 b 3 d 4 c

Ex 4
a prettiness b responsible t (correct) d foetus
e (correct) f completely g correct (both 'sterilize' and 'sterilise' are possible in British English) h movement

Ex 5
a import b topical c topicality d export
e progress f progression g prohibition h professionalism

Ex 6
a b 2 f 3 e 4 d 5 c 6 a 7 d 8 e

Ex 7
a 'collapse' can't take an object. You need a verb like 'demolish'.
fa When followed by a preposition, 'harmful' is usually followed by 'to'.
c 'information' is uncountable - no s
d In this phrase 'for' comes before the object.
e 'Graduate' takes the preposition 'from'.
f 'Grease' must have an object, like 'suspension'.
g Any noun ending in '-ness' is likely to be uncountable (exception: illnesses)
h 'Different' is usually followed by the preposition 'from' (some people use 'to')
i Like d: 'around' should come before the object.
j 'the key' should come immediately after the verb 'gave'.

Ex 8
(suggested answers)
a She picked up the hammer/picked the hammer up.
fa He was looking after the children/ his elderly uncle
c Look it up in the dictionary/look up 'serendipity' in the dictionary.
d When are you going to give up smoking/give it up?
e She ran away with her best friend's fiance.
f Try this jacket on/on this jacket. I think it'll suit you.
g He really made a fool of himself last night. He'll never live it down.
h I have my reputation for good taste to live up to.
UNIT 3
UNDERSTANDING AND REMEMBERING NEW WORDS

Ex 1
a White ('...we few whites...') and male ('...My wife and I...') - fourth paragraph.
b Firstly he felt it was a miracle that no whites at the funeral were threatened with violence or hurt. Secondly, blacks in South Africa seem less prone to racism than whites.

Ex 2, 3 Open exercises

Ex 4
anger
a (suggested answer) It dramatically portrays the mood of the crowd to contrast it with the 'two miracles'.
b (suggested answer) He is angry and ashamed of the attitude of whites in South Africa at that time.

Ex 5

<table>
<thead>
<tr>
<th>State of mind</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>fear</td>
<td>viciousness</td>
</tr>
<tr>
<td>anger</td>
<td>callousness</td>
</tr>
<tr>
<td>apprehension</td>
<td>cruelty</td>
</tr>
<tr>
<td></td>
<td>exploitation</td>
</tr>
<tr>
<td></td>
<td>murder</td>
</tr>
</tbody>
</table>

Ex 6
a 'whip up' and 'touch off' are phrasal verbs.
b i) a figurative use of 'whip'; compare 'whip up the horses' when they were used to pull coaches.
ii) Yes, different from 'touch'.
iii) Yes, different from 'take'.
iv) No, except that it is hard to literally 'look at' this kind of record unless it is written down.

Ex 7
a believing that one's own race is best, and that racial differences between people are what influences character, abilities etc.
b usually people who are not white, and particularly those whose skin is naturally black.
c Extreme: Ku Klux Klan lynchings in the southern USA earlier this century.
mild; Children making fun of a schoolmate because of skin colour or other racial features (including accent).
d Open question (but this is taking anti-racism to extremes. Even if the origins of 'blackmail' were racial, almost nobody using the word makes a racial association).

Ex 8
a In alphabetical order. You could also group them according to related meanings.
b She has used translations and a definition in English. You could use drawings in the case of 'hammock' and 'hur'.

c She has put in the part of speech (n, adv). You could mention whether the word is countable, what position the adverb comes in, etc.

Ex 9 Open exercise
Note: this is an opportunity for the teacher to mention her/his own preferences - and to point out that different individuals may need different methods of recording things.

UNIT 4
WORD FORMATION AND COMPOUND WORDS

Ex 1
a postwar, stepmother b darkness, c unfriendly, realignment d fishtank, makeshift, laptop

Ex 2

<table>
<thead>
<tr>
<th>Two words</th>
<th>One word</th>
<th>One word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>with a</td>
<td>with a</td>
</tr>
<tr>
<td></td>
<td>prefix</td>
<td>suffix</td>
</tr>
<tr>
<td>rosewood</td>
<td>coalmining</td>
<td>semi-detached</td>
</tr>
<tr>
<td>walking-stick</td>
<td>chambermaid</td>
<td>great-grandmother</td>
</tr>
<tr>
<td>granny flat</td>
<td>landowner</td>
<td>stepbrother</td>
</tr>
<tr>
<td>workshop</td>
<td>saucepan</td>
<td></td>
</tr>
<tr>
<td>bedroom</td>
<td>fourteen-hour</td>
<td>mid-nineties</td>
</tr>
<tr>
<td>tea-pot</td>
<td>faint-hearted</td>
<td>wide-eyed</td>
</tr>
<tr>
<td>second-oldest</td>
<td>hair-raising</td>
<td></td>
</tr>
</tbody>
</table>

Ex 3
a useful, usefully, disuse, useable, useless
b careful, careless, carefully, carelessly, caring, uncaring, cared
c safe, safety, unsafe, safely, unsafely
d touch, touchable, untouchable, touching
e responsible, irresponsible, responsibility, responsibly, irresponsibly, irresponsibility
f reason, reasonable, reasonably, unreasonably

Ex 4
a granny flat, cowshed b second eldest, fourth fastest c walking-stick, knitting needle d coalmining, rice-growing e hair-raising, blood-curdling f chambermaid, shop assistant g fourteen-hour, ten-week h workshop, playroom i wide-eyed, redfaced

Ex 8
a ashtray b housework c blood-test d daydreaming e darkroom f paperback
UNIT 5 BRIDGING VOCABULARY GAPS

Ex 1 (suggested answers)
a a place where you can leave your cat
b a person who collects bees/looks after people's feet
t an instrument for finding your way/tuning other instruments
d A shop where you can buy needles, pins and thread
e A utensil for mixing eggs

Ex 2, 3, 4 Open exercises

Ex5
Sarah: . . . There I was merrily driving along this country lane when suddenly a tractor pulled out in front of me. I swerved, and . . .
Isabella: you what?
Sarah: Swerved . . . you know, I pulled the steering wheel over to one side to avoid this twit . . .
Isabella: Is a ‘twit’ a kind of tractor?
Sarah (laughing): No, of course not - a ‘twit’ is an idiot, a stupid person.
Isabella: Oh right . . . Did you hit him?
Sarah: No. I just missed the back of the spreader...that’s a machine for spreading manure . . .
Isabella: ‘Manure’?
Sarah: . . . natural fertiliser - animal droppings, but I ran into a ditch, which is a sort of channel used for draining. The car somersaulted . . .
Isabella: I’m sorry, could you explain what that means?
Sarah: Sorry . . . the car turned over . . .
Isabella: Oh my God, did it really?
Sarah: Yes, and I ended up driving through the hedge . . .
Isabella: The edge? The edge of what?
Sarah: No, the hedge - the line of bushes between the roads and the fields. Where was I?
Isabella: Driving through the ‘hedge’ - is that the correct pronunciation?
Sarah: Fine . . . and I found myself in the middle of the field he’d just spread with manure.
Isabella: Oh no (laughing) You mean, you fell out of the car? Were you hurt?
Sarah: No I was in the car, in the middle of the field. Of course the car was a write-off.
Isabella: Write-off . . . does that mean the car was destroyed, that you couldn’t drive it any more?
Sarah: Yes, a complete write-off.

UNIT 6 USING WORDS CREATIVELY AND INVENTING NEW WORDS

Ex 1 (suggested answers)
a freezing, icy, chilling, shiver, blue with cold etc
b boiling, humid, sticky, sweating, sunburnt etc

Ex 4
the air - a Viscous overcoaft
the surface of the street - gum
the sky - faded dungarees
the buildings - orthodox Jews

Ex 5
a bleached, saffron, slash b viscous, gum
c strut, flaunt, bitch d rhinestone, dungarees
e dizzying, shimmer

Ex 6
The pictures that form part of the story are: b, d, g, h and i

Ex 7
Ways of asking for help with vocabulary
informal: you what?
'manure'?
The edge? The edge of what?
Is twit a kind of tractor?
You mean you MI out of the car?
more formal: Does that mean the car was destroyed ....
I'm sorry, could you explain what that means
I'm afraid I don't understand what X means
Would you mind explaining what an X is?

Ways of giving help with vocabulary
informal: you know I pulled the steering wheel...
a ‘twit’ is an idiot....
natural fertiliser, animal droppings
No, the hedge
Sorry, the car turned over
more formal: that’s a machine for spreading manure...
which is a sort of channel used for draining
I’m so sorry, X is a word which means....
It’s a bit difficult to explain but it means...

Ex 8 Open exercise

Ex9
a Open exercise
b i) bookfairies = people who buy and sell books at antiquarian or secondhand book sales.
Answer key

mockumentary = a television or radio programme
in the style of a documentary, and purporting
to be factual, but containing
fictional elements.

iii) flip-flopped = to change to an opposite point of view:
to do a U-turn

iv) rurbania = land on the edge of cities, containing a
mixture of town and country

EX 10) Open exercises

HUMAN BEINGS AND
THE WORLD WE LIVE IN

UNIT 1 FAMILIES

Ex 1 Open exercise

Ex 2
(suggested answer) the bridegroom was disastrously drunk
and so he was replaced with a suitably sober bachelor.
The writer's attitude is slightly superior. We know this from
sentences such as "we can assume, his horoscope, too" and
"one can only guess at the feelings of the bride"

Ex 3
a bride b bridegroom c counterparts d sacked
prospects I fitted the bill

Ex 4 Open exercise

Ex 5
i) 'wedding' means the actual ceremony only;
'marriage' can refer to the ceremony, but it also
refers to the (permanent) state of being married.

ii) 'bride' and 'bridegroom' refer to the woman and the
man just before, during and just after the wedding;
'wife' and 'husband' refer to their (permanent)
married roles.

iii) 'to marry' simply describes the action; 'to get
married' describes the event; 'to be married'
describes the (permanent) state.

iv) 'bachelor' means unmarried male, 'single'
means someone (male or female) who is not currently
married, 'unmarried' means someone who has never
got married (e.g. 'unmarried mother'), 'unattached'
means someone who does not have a partner of any
kind.

b 'bridesmaid' means the girl who escorts the bride at the
wedding.
'best man' is the male who escorts the bridegroom at the
wedding.
'reception' means the party given immediately after the
wedding.
'honeymoon' is the holiday the newlyweds go on
immediately after the wedding.

Ex 6 (suggested explanations)
a the priest who was to have been the bridegroom was
embarrassed when his bride did not turn up at the
wedding.
b At the last moment the bride married the best man instead
of the intended bridegroom.
c Tor richer or poorer' are words used in the wedding
ceremony; here they cause comment because the
bridegroom is a millionaire.
d At a wedding a bridesmaid (not the bride) went off with
the bridegroom in the car that had been hired to
transport the bride and bridegroom.
e A newly-married couple on their honeymoon have been
denounced by a man who says he is actually the husband
of the woman involved.
f at the wedding of an undertaker coffins were used as
tables.

Ex 7 Open exercise

Ex 8
a the bride b the bridegroom c the counterparts d sacked
prospects I fitted the bill

Ex 9 Open exercise

Ex 10 Open exercise: note that different people may see these
relations in very different ways.

Ex 11
1 father, mother: the verbs mean to look after someone's
interests and wellbeing like a father or a mother does.
2 fatherless, motherless, childless
3 a brother-in-law can be your wife/husband's brother (or
the man married to your wife/husband's sister). It can
also be the man married to your sister. A half-brother is
someone who shares one parent with you, but not both.
The same is true of step-brother. Foster brother is
someone who has been accepted into the family although
he is not related by blood.
4 a sister-in-law, step-sister, half-sister, foster-sister
b mother-in-law, step-mother
c cousin-in-law
d father-in-law, step-father
e son-in-law, stepson
f uncle-in-law
g step-parent, foster-parents
h step-children, foster children
i daughter-in-law, step-daughter
j step-grandchild
k orphan
UNIT 2 RELATIONSHIPS

Ex 1 Open exercise

Ex 2
like I'm fond of, we fell madly in love, adores.
dislike I can't stand, hate, despises, detest, loathe

Ex 3
1 i 2 d 3 i 4 a 5 b 6 c 7 h 8 g 9 f 10 e

Ex 4

<table>
<thead>
<tr>
<th>verbs</th>
<th>adjectives</th>
<th>nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>to flirt</td>
<td>flirtacious</td>
<td>flirt</td>
</tr>
<tr>
<td>to become acquainted</td>
<td>acquainted</td>
<td>acquaintance</td>
</tr>
<tr>
<td>to row</td>
<td>rowing</td>
<td>row</td>
</tr>
<tr>
<td>to be attracted to</td>
<td>attractive</td>
<td>attraction</td>
</tr>
<tr>
<td>to love</td>
<td>loving/lovable</td>
<td>love</td>
</tr>
<tr>
<td>to seduce</td>
<td>seductive</td>
<td>seduction</td>
</tr>
<tr>
<td>to live together</td>
<td>close</td>
<td>closeness</td>
</tr>
<tr>
<td>to be close to</td>
<td>fanciable</td>
<td>infatuation</td>
</tr>
<tr>
<td>to fancy</td>
<td>infatuated (with)</td>
<td>fondness</td>
</tr>
<tr>
<td>to be infatuated with</td>
<td>shy</td>
<td>shyness</td>
</tr>
<tr>
<td>to be fond of</td>
<td>quarrelsome</td>
<td>quarrel</td>
</tr>
<tr>
<td></td>
<td>respectful</td>
<td>respect</td>
</tr>
<tr>
<td></td>
<td>affectionate</td>
<td>affection</td>
</tr>
<tr>
<td></td>
<td>jealous</td>
<td>jealousy</td>
</tr>
</tbody>
</table>

Ex 5
a Martin and I met at a party and immediately fell for each other.
b I saw you chatting up that pretty waitress at Bilbo’s restaurant on Friday night.
c How do you get on with Bill? Very well.
d How’s Mary? I don’t know. She and I have broken up.
e Darling I can’t bear you to be angry with me. Can we make it up? Why don’t we let bygones be bygones?

Ex 6
The order of pictures is a, f, g, h, c, d, b, e.

Ex 7
From the moment I first set eyes on you (e)
Love at first sight (e)
Crazy about him (a)
Lovesick (a)
Old flame (d)
Make a fresh start (b)
Let bygones be bygones (b)

Ex 8
a partner b ally c acquaintance d enemy e companion f lover g comrade h friend i colleague j accomplice

Ex 9
friendship, companionship, acquaintanceship, partnership, comradeship

UNIT 3 COMMUNICATION AND LANGUAGE

Ex 1
a pictures a, f b a, c, e, h c a, b, c, d, e, f d a, c, f, e

Ex 2 Open exercise

Ex 3
Diane seems to have a fairly stereotypical relationship with her parents: she is determined to lead her own life, but her parents still want her to be an obedient child.

Ex 4
FATHER: (interrupting) I forbid you to speak about it again!
DIANE: I’m over fifteen, and anyway a friend has offered to do it for me,
FATHER: Until you’re eighteen you will have to abide by my rules. Now go and apologize to your mother.
DIANE: I’m going to be my own person. You’re just a dictator!

Ex 5
Good relationship | bad relationship | neutral relationship
apologized | argued | suggested
agreed | screamed | pointed out
shouted insults | insulted | insisted
forbidden | stressed | asked
ordered | explained | persuaded
accused | explained | emphasized
pleaded | persuaded

Ex 6
a to + infinitive persuade, forbid, order, ask, agree
b that + clause insist, imply, argue, scream, stress, suggest, point out, mention, explain
agree
c both to + that ask, agree
Ex 7
argument, suggestion, insistence, scream, persuasion, mention, implication, apology, emphasis, stress, explanation, order, accusation, agreement

Ex 8 Open exercise

Ex 9
cordless phone (c) satellite TV dish (b)
cardphone (g) facsimile (fax) machine (e)
mobile phone [i] telex machine (f)
answering machine (h) radio-pager (a)

telephone (d)

Ex 10
a With a cardphone you can make a phone call using a special card instead of money.
b With an answering machine people who phone you can leave messages for you when you aren't at home.
c With a fax machine you can send/receive documents instantaneously through the telephone network.
d With a radio-pager in your pocket, people can page you and ask you to contact them soon.
e With a satellite TV dish you can receive programmes that are transmitted through space from another country.
f With a mobile phone you can talk to people from your car, the train etc.
g Using a telex machine/fax machine you can send short messages to someone on the other side of the world instantaneously.
h With a cordless phone you can make a phone call without moving from wherever you happen to be: the garden, the bathroom or your comfortable chair.

Ex 11
make a phonecall
use a phonecard, a fax machine
contact a person
phone a person
get/receive a message/phonecall/telex/fax
send a message/telex/fax
page a person
leave a message

Ex 12 Open exercise

Ex 13
a to talk at cross purposes means that two people are talking about different subjects even though they are trying to talk about the same thing!
b to get your wires crossed means to have understood different things - to have misunderstood each other.
c to take it all back means to withdraw what you said.
d to get the wrong end of the stick means to completely misunderstand something.
e didn't make any sense meant that I couldn't understand it at all.
f to eat your words means to (be forced to) withdraw what you said.
g to give someone a piece of your mind means to tell them exactly what you think (usually hostile to the listener).
h to not be able to make head or tail of it means to not understand a thing.

UNIT 4
SPEAKING AND WRITING

Ex 1,2
Open exercises

Ex 3 (suggested answers)
D In Britain, if you leave a conversation without waiting for an appropriate moment, people think you are very rude.
b There may be an embarrassed silence if people don't cooperate to make a conversation finish successfully.
c If you look at your watch sometime before you need to leave, you will help to begin the ending of a conversation.
d When talking to strangers in England, you will be unlikely to give offence if you talk about things like pets, children and the weather.
e If you ask an English person you don't know about their religious or political beliefs, they may think that you are being rather impolite.

Ex 4 Open exercise

Ex 5
1 told 2 told 3 speak 4 said 5 speak 6 tell
7 said 8 tell 9 telling 10 talk

Ex 6
a tell b say c speak d talk « tell

Ex 7
a gossip b interrogation t lecture d chat

Ex 8
b They were interrogating her about her movements on the night of the 13th May.
c Yesterday morning he lectured them on the second law of Thermodynamics.
d He chatted about their holiday in Wales.
e They had a heart-to-heart about Mary's problems.
f They debated the arguments in favour of the resolution.
g They conversed about the difference between a high salary and the quality of life.
h They argued furiously about the damage to his car.

Ex 9

chatter whisper shout mutter babble mumble mean

<table>
<thead>
<tr>
<th>loudly</th>
<th>normally</th>
<th>in a low voice</th>
<th>with no voice</th>
<th>just breathing</th>
<th>slowly / indistinctly</th>
<th>too quickly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in a cheerful way ✓
in a complaining way ✓
while crying ✓

b chatter, babble

Ex 10
a shouted b whispered c muttered d babbled e moaned

Ex 11 Open exercise
Ex 12
a memo 5 invoice
b (business) letter 6 agenda
3 poem 7 will
4 note 8 diary

Ex 13

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Who writes it?</th>
<th>Who needs it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>written to explain aspects of view of tell a story</td>
<td>students, academics, literary people</td>
</tr>
<tr>
<td>diary</td>
<td>record events of anybody the writer's life</td>
<td>the director, later generations in the case of famous diaries</td>
</tr>
<tr>
<td>novel</td>
<td>totally fictional study well</td>
<td>novelist</td>
</tr>
<tr>
<td>catalogue</td>
<td>to tell things that are available</td>
<td>catalogue</td>
</tr>
<tr>
<td>biography</td>
<td>to tell the story</td>
<td>biographer</td>
</tr>
<tr>
<td>curriculum vitae</td>
<td>to list your education and work record</td>
<td>someone applying for a job</td>
</tr>
<tr>
<td>invoice/bill</td>
<td>to ask for payment</td>
<td>invoice clerk</td>
</tr>
<tr>
<td>receipt</td>
<td>to confirm that money has been paid</td>
<td>the person who has been paid</td>
</tr>
<tr>
<td>poem</td>
<td>to top lore and communicate feelings and emotions</td>
<td>poet</td>
</tr>
<tr>
<td>love letter</td>
<td>to tell someone that you love them</td>
<td>someone who loves</td>
</tr>
<tr>
<td>director</td>
<td>to list names and addresses</td>
<td>directory writer</td>
</tr>
</tbody>
</table>

Ex 14
a reading, novel  b look it up, directory
c received, summons  d paid, invoice  e scribbled, note
f write down  g preparing, agenda

Ex 15 (possible answers)

To: Managing director
From: Jane Wilson
Subject: Smoking in the common room

Jim Wilson has been to see me. He claims to suffer ill-health from the others smoking (he has been off sick).
I explained that others enjoyed smoking. He suggests dividing the common-room in half. I

Ex 16 Open exercise
UNIT 5 THE MEDIA
Ex 1, 2 Open exercises
Ex 3
TV & radio Newspapers & magazines both
(The press)

broadcast publish edit
live article record(v)
programme headline censor
newspaper column advertise

Ex 4
a broadcaster, Broadcasting  b advertisements
c reported  d live, record  e censorship  f editor
g columnist

Ex 5
Top diagram = 2
Middle diagram = 1
Bottom diagram = 3

Ex 6, 7 Open exercises
Ex 8
soap opera (b) news (a)
quiz game (d) chat show (c)
documentary (f) sitcom (situation comedy) (e)

Ex 9
would welcome your input on this.

Dear Union organiser,
I am writing to you about smoking in the workplace.
I have recently been off work and I have been advised by my doctor that this is due to the effect of passive smoking. I am myself a non-smoker but many of my colleagues at work smoke, especially in the common room where we all meet.
I have spoken to the Director of the Laboratory, but she has told me that the interests of the smokers are more important than mine. I suggested a compromise of making half the common room a no-smoking area but I don’t think this is likely to be accepted.
I would be grateful for your advice as my union official. I think I have strong rights which are being abused by the company I work for.
I look forward to hearing from you.
Yours sincerely,
Jim Read
Ex 9
a the news, documentaries  b the news
 º chat shows, quiz shows  d soap operas (films)
e discussion programmes

Ex 10

<table>
<thead>
<tr>
<th></th>
<th>newspaper</th>
<th>magazine</th>
<th>section</th>
<th>supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>local</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>business</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tabloid</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex 11

<table>
<thead>
<tr>
<th>Item</th>
<th>Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>report</td>
<td>editorial reporter  editor/leader writer</td>
</tr>
<tr>
<td>column</td>
<td>review columnist reviewer</td>
</tr>
<tr>
<td>forecast</td>
<td>horoscope forecaster astrologer</td>
</tr>
<tr>
<td>letters page</td>
<td>crossword readers compiler</td>
</tr>
</tbody>
</table>

A report is a news story.
A column is a regular feature in which (usually regular) journalists write about issues that concern them.
A forecast tells you what the weather [or the economy] is going to be like.
A letters page publishes letters from readers, usually in reply to something that was in the paper.
An editorial is written by the editor or a special writer (a leader writer) and gives the newspaper’s opinion about current issues.
A review gives the reviewer’s opinion of a play, film, ballet, concert or book.
A horoscope tells you about your future as governed by the stars.
A crossword is a puzzle where you fit words into a special grid.

Ex 12
a forecaster b reviewer e reporter d editor f reader g astrologer

Ex 13
a forecast b review c report d editorial e letters page f horoscope

Ex 14
obituary recount the life of people who have just died
small ads offer things for sale or rent, often in restricted language
share prices give you information about the price of shares on the stock exchange
announcements announce births, deaths, engagements, weddings etc
results service tell you who has won and lost at sporting events
strip cartoons are humorous continuing features with illustrated characters.

Ex 15, 16 Open exercises

A photographer from a newspaper called the Chronicle has forced his way into the private life of somebody (by sneaking into their house, talking to their friends and making public details of their private life which are not ‘in the public interest’).
A paper has agreed to pay £25,000 to the wife of someone who is a convicted murderer.
The Prime Minister thinks that most of the ‘popular’ newspapers are too right-wing.
The editor of the ‘Daily Mirror’ whose newspaper wrote things about an industrialist is being taken to court by the industrialist who wants the paper to pay for telling lies about him or her.
A singer says that what a paper said about him or her (what the newspaper suggests he or she did or is) has completely wrecked his or her life.

UNIT 6 POLITICS

Ex 1 Open exercise
Ex 2
a 2  b 4  c 6  d 5  e 7  f 3

Ex 3
(Suggested answers only)

<table>
<thead>
<tr>
<th>state control</th>
<th>Social democrat</th>
</tr>
</thead>
<tbody>
<tr>
<td>fascist</td>
<td>capitalist</td>
</tr>
<tr>
<td>extremist</td>
<td>moderate</td>
</tr>
<tr>
<td>liberal</td>
<td>anarchist</td>
</tr>
<tr>
<td>conservative</td>
<td>capitalist</td>
</tr>
<tr>
<td>social</td>
<td>socialist</td>
</tr>
</tbody>
</table>

Ex 4

<table>
<thead>
<tr>
<th>Noun (concept)</th>
<th>Noun (person)</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
<td>democrat</td>
<td>democratic</td>
</tr>
<tr>
<td>totalitarian</td>
<td>monarch</td>
<td>totalitarian</td>
</tr>
<tr>
<td>monarchy</td>
<td>dictator</td>
<td>monarchic</td>
</tr>
<tr>
<td>dictatorship</td>
<td>oligarch</td>
<td>oligarchic</td>
</tr>
<tr>
<td>tyranny</td>
<td>tyrant</td>
<td>tyrannical</td>
</tr>
<tr>
<td>anarchy</td>
<td>anarchist</td>
<td>anarchic</td>
</tr>
<tr>
<td>capitalism</td>
<td>capitalist</td>
<td>capitalist</td>
</tr>
<tr>
<td>communism</td>
<td>communist</td>
<td>conservative</td>
</tr>
<tr>
<td>conservatism</td>
<td>conservative</td>
<td>fascist</td>
</tr>
<tr>
<td>liberalism</td>
<td>liberal</td>
<td>liberal</td>
</tr>
<tr>
<td>nationalism</td>
<td>nationalist</td>
<td>nationalist</td>
</tr>
<tr>
<td>socialism</td>
<td>socialist</td>
<td>socialist</td>
</tr>
<tr>
<td>social democracy</td>
<td>social democrat</td>
<td>social democratic</td>
</tr>
</tbody>
</table>
b) Open exercise
Ex 15 (suggested answers)
a) The Government was able to win an important vote because it had a majority in Parliament.
b) A minister who had perhaps had to resign from the Cabinet lost his/her seat at a parliamentary election.
c) A senior member of the opposition with special responsibility tells the media that he/she believes his/her party is sacrificing one of its key policies.
d) The largest party in a local council were surprised by the success of an opposition councillor in a local election.
e) The Government have denied that the country is becoming a police state under their rule.
f) A very successful politician has become a senior minister only five years after entering politics at local level.

Ex 6
a) broad-minded, not strict
b) disorder; everyone does what they please

Ex 7
a) Open exercise
b) i) they may disagree with what their party is doing
ii) they may have made a serious mistake, or they may be blamed for someone else’s (eg the Prime Minister’s) mistake
iii) they may get ill, or into financial or family difficulties
iv) they may be asked to resign by the leader of their party

c) an estimate that is cautious
d) domineering, wanting people to do what she wanted

Ex 8
stand for: parliament, election
stand as: a candidate
nominate by: (parliament), your local party, a constituency
represent: (parliament), your local party, a constituency
resign from: parliament, your local party

Ex 11 Open exercises
Ex 12
a) vote against it
b) a vote of confidence

c) you abstain

d) there’s a tied vote

e) casting vote

Ex 13

<table>
<thead>
<tr>
<th></th>
<th>victory</th>
<th>defeat</th>
<th>majority</th>
</tr>
</thead>
<tbody>
<tr>
<td>sensational</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>landslide</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>crushing</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>humiliating</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>slim</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>unassailable</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>large</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>overwhelming</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Ex 14
a) unassailable
b) crushing, landslide, (on) overwhelming
c) voted against
d) tied vote
e) casting vote
f) no confidence
g) humiliating

Ex 15 (suggested answers)
a) The Government was able to win an important vote because it had a majority in Parliament.
b) A minister who had perhaps had to resign from the Cabinet lost his/her seat at a parliamentary election.
c) A senior member of the opposition with special responsibility tells the media that he/she believes his/her party is sacrificing one of its key policies.
d) The largest party in a local council were surprised by the success of an opposition councillor in a local election.
e) The Government have denied that the country is becoming a police state under their rule.
f) A very successful politician has become a senior minister only five years after entering politics at local level.

UNIT 7

PEACE, WAR, AN INTERNATIONAL RELATIONS

Ex 1
Ambassador: embassy, (official residence), United Nations (UN)
Consul: consulate
Diplomat: consulate, embassy, UN
Emperor: official residence, palace
Foreign minister: ministry, palace, parliament, UN
Foreign secretary: ministry, palace, parliament, UN
Secretary of state: ministry, palace, parliament, UN
Secretaty general: UN
Head of state: official residence, palace, parliament, UN
King: official residence, palace
President: official residence, palace, parliament, UN
Prime minister: official residence, parliament, UN
Queen: official residence, palace

Ex 2
Ambassador: b border (foreign minister
d) Prime Minister e) President f) palace

Ex 3
A) unilateral b) trilateral, three-way (multilateral)

Ex 4
Uniform, unisex; bicycle, binational, bifocal, tricycle, triangle

Ex 5, 6 Open exercises

Ex 7
A) aid b) allegations of torture c) hostages
d) political prisoners e) exports f) human rights
g) economic sanctions h) imports i) trade imbalance

Ex 8
A) importing b) political prisoners (economic sanctions
d) export e) foreign aid f) human rights
**Ex 9**
talks break down
* invade a country
* declare a ceasefire, war
* break off diplomatic relations, talks
* sign a treaty
* restore diplomatic relations
* agree to a ceasefire, talks
a. ‘break down’ can’t take an object
b. Open exercise

**Ex 10** (suggested answers)
a. it is likely that the two countries will begin imposing taxes on imports from the other, or stop exporting important commodities to the other
b. Emeria is saying that the Darda government has tortured people or taken political prisoners etc
c. the Ambassador of Emeria walked out of the UN during a session in protest at what was being said
d. the level of tension is rising because people are anxious about an invasion.
e. a guerilla army wants part of Emeria to be independent.
f. there are no indications that the war is coming to an end.

**Ex 11**
1. autonomy... independence 5. a revolution... a coup
2. a rebellion... a revolution 6. a battle... a war
3. a protest... a demonstration 7. a civil war... a
guerilla war

**Ex 12** (suggested answers)
rebels 4. revolutionary 2. terrorist 5. guerrilla 3. freedom fighter 1.

**Ex 13** Open exercise

**Ex 14**
a resolve b holds... negotiations c disputed... surrender
d. lifted e enter

**Ex 15** Open exercise

---

**UNIT 8**
**CRIME, THE LAW AND THE**
**POLICE**

**Ex 1**
a. 6 per cent
b. the very young
c. USA, Canada, Holland, Germany, Britain, Finland, Switzerland, Northern Ireland

**Ex 2** Open exercise
UNIT 9 EDUCATION

Ex 1

a A. off B. at C. by D. on E. outside F. through G. out of H. in I. in J. as

Ex 2

a Open exercise

b Waterloo was the place in what is now Belgium where the final battle of the Napoleonic Wars took place between the British led by the Duke of Wellington and the French led by The Emperor Napoleon Bonaparte. Napoleon lost and was taken prisoner and exiled to the island of Elba.

c Open exercise

Ex 3

a Pre-school Education: kindergarten, playgroup, nursery school, teacher, playground

Primary Education: preparatory school, reception class, pupil, playground, teacher, head teacher, deputy head, (headmaster, headmistress), classroom

Secondary Education: high school, (college), comprehensive, public school, sixth form, master, mistress, teacher, tutor, head teacher, headmaster, headmistress, deputy head, pupil, playground, classroom.

Further Education: college, evening classes, technical college, lecturer, tutor, student, classroom, lecture theatre

Higher Education: polytechnic, university, lecturer, professor, student, graduate, postgraduate, doctorate, lecture theatre

Adult Education: (same as further education)

fa public school, preparatory school

Ex 4

a Bachelor of Science b Bachelor of Education
c Master of Science d Doctor of Medicine
e Bachelor of Arts f Master of Arts
g Master of Philosophy h Doctor of Philosophy

Ex 5, 6 Open exercises

Ex 7

- Behaviour Problems Learning Problems
  Tom Samantha
  Sarah Jemma
  Dulal Jeffrey
  Bill Sasha
  Penny and Jasmin Stella
  Mary Dulal? (Maybe learning problems are causing behaviour problems)

b (suggested answers)

Samantha: needs a lot of time to learn new concepts and skills
  Tom: interrupts the class a lot because he wants attention
  Jemma: can't read or write yet
  Sarah: is distracted and doesn't concentrate
  Jeffrey: has difficulty with numbers (arithmetic etc)
  Sasha: is unusually intelligent and needs to go faster than the average child
  Dulal: can't concentrate (like Sarah)
  Stella: tries hard to do the work but can't seem to learn
  Bill: finds it hard to remember anything
  Mary: gets confused about the order of letters and sounds, so finds it hard to read and write
  Penny and Jasmin: interrupt the class a lot (like Tom) and don't do what the teacher asks.

Ex 8

(suggested answers)

very clever
  * gifted * intelligent * brilliant * brainy * clever

formal English

very unintelligent
  * idiotic * dim * moronic * thick

informal English

very unintelligent

fa cleverness, brightness, intelligence, braininess, brilliance, (giftedness), (thickness), silliness, idiocy, stupidity, daftness, dimness, (a moron), absent-mindedness

Ex 9

The original meaning of 'gift' is 'a present' offered to someone willingly, eg for birthdays, Christmas etc.

Ex 10 Open exercise

Ex 11

a, b

cram for: a test, an exam
get: a degree, a distinction
get into: a school, a university
get a place at: a school, a university
expel from: a school
exclude from: an exam, a school
send down from: a university
take: a test, an exam, a degree
pass: a test, an exam, a degree
fail: a test, an exam, a degree
resit: a test, an exam

Ex 12
a foiled  b got into  c sent down from  
d passed/got a distinction

Ex 13
a university  b exam  c test  d school  
e school  f testing
Many nouns can be used as adjectives without change in their form.

Ex 14 Open exercise

Ex 15
The first passage doesn’t say whether school is good or bad, but it implies that learning probably happens more easily outside school.
The song says that school and teachers are bad for children.

UNIT 10 RELIGION

Ex 1
a belief: the feeling that something is true
Christian: believing in the teachings of Jesus Christ
creed: a system of beliefs
Hindus: people who believe in Hinduism, the main religion of India
holy: connected with God and religion
Islam: the Muslim religion established by the prophet Mohammed
Muslims: people who believe in Islam
mosque: a Muslim place of worship
temple: a building or place of worship, especially for Hindus and Buddhists.
b mosque - creed - Christian - Islam - Hindus - belief - holy - Muslims

Ex 2
a in a mosque you don’t take off your shoes to please other people who might be there but because it is a holy place
b, c Open exercises

Ex 3
a 1 synagogue  2 monastery  3 chapel  4 mosque
5 temple  6 cathedral  7 church  8 shrine
b Christianity: cathedral, church, shrine, chapel, monastery
Hinduism: temple, shrine
Islam: shrine, mosque
Judaism: temple, synagogue, shrine
Buddhism: shrine, temple, monastery
Shintoism: temple, shrine, monastery

Ex 4
a Some other religions are:
various branches of Christianity: Greek Orthodox, Russian Orthodox, Coptic, Catholic, Protestant, Quaker, Baptist, Methodist etc
branches of Islam: Sunni, Shi'a etc.
Jehovah's Witnesses, Mormon
Sikhism, Bahai
b reincarnation: Hinduism, Buddhism
resurrection: Christianity
c pope: Christian - catholic
rabbi: Judaism
imam: Islam
priest: Buddhism, Christianity
monk: Buddhism, Christianity, Shintoism
guru: Hinduism, Sikhism
nun: Christian
d Most senior to least senior:
pope - cardinal - archbishop - bishop - vicar - minister - priest

Ex 5
a sing a hymn
chant a prayer (a hymn)
say a prayer
kneel in prayer
preach a sermon
confess a sin
read from the holy book
b the priest: all of them
the choir: sing a hymn (chant a prayer)
the worshippers: all except preach a sermon and read from the holy book

Ex 6
Open exercise
a heaven is where you go after living a good Christian life; hell is where you go if you have sinned a lot in your life.
b repentance is feeling sorry for your sins; forgiveness is pardon from God for your sins (if you're sorry for them!)
t a monk is a man who swears to live a life of service to God. A nun is a woman who does the same.
d a pilgrim is someone who travels some distance to reach a shrine. A prophet is someone who believes he (or she) is chosen by God to make known His will.
e an angel is a messenger and servant of God who lives in heaven; a demon is a servant of the devil who lives in hell.
f a saint is a person officially recognised after her/his death as being especially holy; a martyr is someone who is killed because of his/her religious beliefs.
g secular means not to do with religion; religious means related to a religion or the church.
h a missionary is someone who goes to convert people to a given religion, especially if they don't know the religion; a pilgrim is someone who travels a distance to go to a shrine.
UNIT 11 WORK AND EMPLOYMENT

Ex 8
a martyr  b monk  c pilgrims  d forgiveness - repentance  e secular  f demons  g heaven - hell

Ex 9 Open exercise

Ex 10
heavenly sinful devilish angelic faithful, faithless demonic saintly prophetic
4 different endings

Ex 11
sinful thoughts
sinful behaviour, devilish behaviour, angelic behaviour angelic child, devilish child
heavenly day
faithful friend
demonic plot, devilish plot
sinful acts, saintly acts
devilish plan

Ex 12 Open exercise

Ex 13
a 8  b 6  c 3  d 7  e 1  f 9  g 10  h 4  i 2  j 5

Ex 14, 15 Open exercises

Ex 1 Open exercise

Ex 2
a receptionist  b traffic warden  c surgeon  d butcher
t checkout clerk  f surveyor  g TV assembler

Ex 3 Open exercise

Ex 4
a  i) bank clerk, cashier
   ii) managing director (chairman)
   iii) dustman
   iv) optician
   v) lecturer
   vi) plumber
   vii) conjurer
   viii) labourer
   ix) road sweeper
  x) pilot
  xi) projectionist
  xii) ticket collector
  xiii) travelling salesman/salesperson/saleswoman/sales representative
b Open exercise

Ex 5
Jobs: bank clerk, managing director, dustman, plumber,
conjuror, labourer, roadsweeper, projectionist, ticket collector, travelling salesman
Professions: optician, lecturer, pilot

Ex 6
A profession is a job that needs special training/a good education (e.g. doctor, lawyer etc)

Ex 7
get work find work have work look for work

Ex 8

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>application</td>
<td>apply for</td>
</tr>
<tr>
<td>dismissal</td>
<td>dismiss</td>
</tr>
<tr>
<td>rejection</td>
<td>reject</td>
</tr>
<tr>
<td>increase</td>
<td>increase</td>
</tr>
<tr>
<td>reprimand</td>
<td>reprimand</td>
</tr>
<tr>
<td>interview</td>
<td>interview</td>
</tr>
<tr>
<td>promotion</td>
<td>offer</td>
</tr>
<tr>
<td>retirement</td>
<td>retire</td>
</tr>
<tr>
<td>shortlist</td>
<td>promote</td>
</tr>
<tr>
<td>vi) promote</td>
<td>promote</td>
</tr>
<tr>
<td>vii) reprimand</td>
<td>reprimand</td>
</tr>
<tr>
<td>ii) reject</td>
<td>reject</td>
</tr>
<tr>
<td>iii) shortlist</td>
<td>shortlist</td>
</tr>
<tr>
<td>iv) interview</td>
<td>interview</td>
</tr>
<tr>
<td>v) increase</td>
<td>rise</td>
</tr>
<tr>
<td>viii) dismiss</td>
<td>dismiss</td>
</tr>
<tr>
<td>ix) resign</td>
<td>resign</td>
</tr>
</tbody>
</table>

Ex 9
A1 Curriculum
Vita (CV)

A2 application
A3 shortlist
A4 job description
A5 interview
A6 offer
A7 contract

B1 rejection
B2 job centre
B3 temporary job
B4 part-time job
B5 retirement
B6 pension

C1 rise
C2 promotion
C3 reprimand
C4 dismissal
C5 resignation
C6 redundancy
C7 unemployment

benefit (dole)

Ex 10 (possible answer)
Sally applied for a job as a newspaper reporter. She sent in a letter of application and her CV. She was shortlisted for the job and invited for an interview. The interview was a success and she was offered a temporary one-year contract. Sally was a success and soon got promoted to foreign editor. But after a terrible argument with her boss she resigned and now she is a freelance editor.
Ex 11
a It is a good thing that...
b Something is wrong with it; it doesn't function
c I can't understand/discover...
d didn't complete the task successfully
e It will be very difficult.
I have accepted the fact (though unhappily)
g Don't be so critical.
h Useless
I go up to my bedroom/go to bed

Ex 12
a on strike b sacking c shop steward d pickets
e dispute I return to work g lay off h ballot

UNIT 12
LEISURE, SPORT AND ENTERTAINMENT

Ex 1, 2 Open exercises

Ex 3
a flower-arranging b stamp-collecting c oil-painting
d rock-climbing e water-skiing f model-plane making

Ex 4
A magnifying glass is a lens which makes things bigger when you look at them through it. It can be used in stamp-collecting.
A tripod is a 3-legged platform to put cameras etc on and therefore make them stable. It can be used in photography.
A needle is a sharp-pointed pin which has thread attached to it. It is used for dress-making and other types of sewing.
A rod is a long stick which has a line attached to it. It is used for fishing.
An easel is the frame you put your canvas on when you want to do a painting.
An album is a book where you stick collections of stamps/photos/photographs etc
A wetsuit is a garment which covers the whole body and is used by surfers, water-skiers etc to keep them warm in cold water.
A loom is a wooden machine used for weaving.
Clay is the earthy substance used in pottery to make plates, cups etc
Wool is the coat taken from sheep. It is used in knitting.
Glue is the sticky substance used to bind two things together. It is used in model-making.
A net is a criss-cross of material used for catching things like butterflies, fish etc

ExS
A train-spotter watches different kinds of trains and writes down the numbers of the ones that are seen.
A pot-holer explores caves etc under the ground.
A gambler bets money on cards/horses etc.
A canoeist is someone who spends time in a boat (a canoe). They use a paddle to make it go through the water.

UNIT 13 ANIMALS, PLANTS AND THEIR HABITATS

Ex 6, 7 Open exercises

Ex 8
(Difficult to judge, but a possible order might be:)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>violin</td>
<td>5</td>
</tr>
<tr>
<td>flute</td>
<td>9</td>
</tr>
<tr>
<td>guitar</td>
<td>6</td>
</tr>
<tr>
<td>clarinet</td>
<td>8</td>
</tr>
<tr>
<td>double bass</td>
<td>7</td>
</tr>
<tr>
<td>drum</td>
<td>1</td>
</tr>
<tr>
<td>trombone</td>
<td>2</td>
</tr>
<tr>
<td>piano</td>
<td>4</td>
</tr>
<tr>
<td>saxophone</td>
<td>3</td>
</tr>
</tbody>
</table>

Ex 9

<table>
<thead>
<tr>
<th>Activity</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>play the piano</td>
<td>pianist</td>
</tr>
<tr>
<td>play the drums</td>
<td>drummer</td>
</tr>
<tr>
<td>play a violin</td>
<td>violinist</td>
</tr>
<tr>
<td>play a trumpet</td>
<td>trumpeter</td>
</tr>
<tr>
<td>play football</td>
<td>footballer</td>
</tr>
<tr>
<td>play tennis</td>
<td>tennis-player</td>
</tr>
<tr>
<td>ride a bicycle</td>
<td>cyclist</td>
</tr>
<tr>
<td>collect stamps</td>
<td>stamp-collector</td>
</tr>
<tr>
<td>ski</td>
<td>skier</td>
</tr>
<tr>
<td>jump from a plane</td>
<td>parachutist</td>
</tr>
<tr>
<td>use a parachute</td>
<td>sculptor</td>
</tr>
<tr>
<td>make sculptures</td>
<td>photographer</td>
</tr>
<tr>
<td>take photographs</td>
<td>chess-player</td>
</tr>
</tbody>
</table>

Ex 10

<table>
<thead>
<tr>
<th>Activity</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim</td>
<td>swimmer</td>
</tr>
<tr>
<td>surf</td>
<td>surfer</td>
</tr>
<tr>
<td>box</td>
<td>boxer</td>
</tr>
<tr>
<td>play football</td>
<td>footballer</td>
</tr>
<tr>
<td>play tennis</td>
<td>tennis-player</td>
</tr>
<tr>
<td>ride a bicycle</td>
<td>cyclist</td>
</tr>
<tr>
<td>collect stamps</td>
<td>stamp-collector</td>
</tr>
<tr>
<td>ski</td>
<td>skier</td>
</tr>
<tr>
<td>jump from a plane</td>
<td>parachutist</td>
</tr>
<tr>
<td>make sculptures</td>
<td>sculptor</td>
</tr>
<tr>
<td>take photographs</td>
<td>photographer</td>
</tr>
<tr>
<td>play chess</td>
<td>chess-player</td>
</tr>
</tbody>
</table>

Ex 12

<table>
<thead>
<tr>
<th>Enthusiasm</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>keen</td>
<td>gifted</td>
</tr>
<tr>
<td>lover</td>
<td>musical</td>
</tr>
<tr>
<td>mad about</td>
<td>no good at it</td>
</tr>
<tr>
<td>freak</td>
<td>a natural(?)</td>
</tr>
<tr>
<td>obsessive(?)</td>
<td>rusty</td>
</tr>
<tr>
<td>novice</td>
<td>talented</td>
</tr>
<tr>
<td>expert</td>
<td></td>
</tr>
</tbody>
</table>

Ex 13 Open exercise

UNIT 13 ANIMALS, PLANTS AND THEIR HABITATS

Ex 1
a cobra (d) fox (c) hedgehog (j) lizard (i) monkey (a)
b parrot (h) scorpion (b) shark (f) tiger (k) tortoise (e)
c whale (g)
Ex 3
Open exercise

Ex 4
a shell: turtle, tortoise
fins: whale, shark, dolphin
a beak: parrot, peacock,
prickles: hedgehog
a tail: donkey, scorpion, crocodile, parrot, peacock,
tiger, lizard, monkey, wolf, whale, shark,
dolphin, fox
teeth: donkey, crocodile, tiger, monkey, turtle, wolf,
whale, shark, hedgehog, fox, dolphin, hedgehog

b The poisonous animals are: scorpion, cobra, spider,

Ex 5
Reptiles mammals amphibians birds fish insects
crocodile donkey turtle parrot shark scorpion
lizard tiger crocodile peacock
monkey turtle peacock
wolf hedgehog

Ex 6, 7 Open exercises

Ex 8
Neutral Female Male Young
dog bitch dog puppy
cat cat tomcat
frog frog bullfrog
duck duck drake
duck duck
duck duck
duck duck
horse mare stallion
cow cow
deer doe stag
sheep ewe ram

Ex 9
Animal Noise
pig grunt bark
horse cock
lion vixen

Animal Way of moving
horse tiger/cat
tiger scorpion
turtle fish
eagle vulture

Ex 10, 11, 12 Open exercises

Ex 13
According to the writer, man has damaged Mauritius by bringing onto it animals (such as dogs, rats, pigs etc) and plants (such as Chinese guava, wild raspberries and privet) which have attacked the local animals and plants.

Ex 14
a plants: vegetation, flora
animals: beasts, predator, familiars, species, fauna
disappeared: vanished
world: globe
b i) annihilating
ii) predator
iii) voracious
iv) throng
v) a handful of

Ex 15 (suggested answers)
a Before the arrival of man and domesticated animals in Mauritius, the island had a great variety of animal and plant species.
b Great pressure is put on the remaining species of birds and lizards because man has introduced so many domestic animals and birds.
(Imported plants like Chinese Guava also cause difficulty because they strangle native flora and fauna.)
d Durrell uses words like ‘incredibly’, ‘enormous, and ‘unthinking’ in order to show his own feelings and also to make a powerful impression on the reader.

Ex 16, 17 Open exercises

Ex 18
a 1 b 2 (4 d 6 e 3 f 5

Ex 19
a 1 tropical 2 temperate 3 temperate 4 arid
5 temperate 6 arid
b Open exercise

Ex 20
Land formation
MOST BARREN ➔ LEAST BARREN

Vegetation
FLATTEST ➔ HIGHEST

Water
LARGEST ➔ SMALLEST

Ex 21 Open exercise
UNIT 14
TOWNS AND CITIES

Ex 1
(suggested answers)
If we stop breathing for long enough, we die.
I can't bear driving with a fogged-up windscreen when it's raining. I like to be able to see clearly.
I never smacked my children when they were young. I hate the idea of violence.
I groaned when I heard the train had been cancelled, and I heard a lot of other people groan as well.
I was annoyed when I found my new sweater had shrunk and was too small for me to wear.
We were driving into the city, but suddenly we got snarled up in a traffic jam and spent half an hour hardly moving.
The pollution was so bad in the centre of town I was gasping for air.
I like the clank-rattle of the train as it goes over the bridge near my house.
The phone rang and I picked it up, but I couldn't hear what the person was saying because there was a loud crackle on the line.
I left my bicycle outside the shop. When I came back, I found a lorry had run over it: it was really mangled.

Ex 2
a breathe, smack, groan, snarled, gasp, clank-rattle, crackle
b QUIETEST — LOUDEST
breath gasp crackle groan snarl smack rattle clank

Ex 3, 4 Open exercises
Ex 5 suggested answers
Living in cities
noisy exciting unhealthy convenient dirty polluted etc
Living in the country
peaceful boring healthy inconvenient pure unpolluted etc

Ex 6
SMALLEST/LEAST IMPORTANT
settlement - a small, usually remote group of houses
hamlet - a small village
village - a group of houses, with a place of worship, shops etc
town - a large area with houses and other buildings where people live and work
city - a very large town
county - a large area including several towns and villages
metropolis - a large city covering a very large area
capital - the place in a country where the seat of government is; usually a large city
province - a main subdivision of a country of state

region - an area of a country which may contain more than one county or province
state - a partly independent political unit within a country or federation
country - an independent nation
LARGEST/MOST IMPORTANT

Ex 7
district - geographical area
quarter - an area with a distinctive identity
shanty town - a poor area without properly built houses
ghetto - an area where one racial or religious group live together
slum - an area with very poor quality and dirty housing

Ex 8
housing: precinct, estate, development
office: block, development
block: block of flats
apartment: block
shopping: precinct, mall, centre
building: site, development
housing: development
industrial: area, estate, site, development
residential: area, site, estate, block, development
commercial: area, site, development, centre

Ex 9 Open exercise
Ex 10
a of or like the countryside...
b typical of the country...
c (of a town or city
d an outer area of a town...
e of, for or in the suburbs...
f outer areas or limits

Ex 11
a outskirts b urban c suburb
d rustic e suburban f rural

Ex 12 Open exercise
Ex 13
1 village green 2 cottage 3 windmill 4 church steeple 5 pub 6 schoolhouse 7 shop

Ex 14
a probably the writer, or the hero of the story
b probably in a city a long way from his home
it's about homesickness
b pub, church, shop, school
t open exercise

Ex 15
a empty of people and activity
b visiting another place
c make a big effort involving a lot of resources
d evening out e.g. in a restaurant or club, for example to mark some occasion
e celebrate, probably with alcoholic drink, dancing etc
living in very unsatisfactory circumstances

a small company with only a few workers and no heavy machinery

UNIT 15 STORES, SHOPS AND SERVICES

Ex 1 Open exercise
Ex 2
d people who sell things: stallholders
d places where things are sold: market, bakery
d food: vegetables, bread, loaf, goat's cheese, aubergines, tomatoes, beans, olives, eggs, rabbits, red peppers, basil, peaches, lettuce, onions, almonds, cake

Ex 3
1 supermarket, delicatessen
2 newsagent
3 hairdresser
4 building society
5 post office
6 greengrocer, supermarket
7 stationer, department store
8 hardware shop
9 florist
10 tobacconist

Ex 4
greengrocer, butcher, fishmonger, baker, tobacconist, chemist, stationer, newsagent, florist, hairdresser

Ex 8
e shop floor
d window shopping
e all over the shop
f shoplifting
9 set up shop with
i shop soiled

Ex 10
a lend = give temporarily, borrow = take temporarily with permission
fa bargain = something that is cheaper than it ought to be discount = a reduction to the original price
c a loan = an amount of money borrowed, usually with interest
hire purchase = a way of paying for goods over a period of time in regular amounts, eg every month
d in credit = with money in the bank
overdraft = money owed to the bank because more has been spent than is in the account
e withdraw = take money out (eg of the bank)
deposit = put money in (eg the bank)
l a cheque book = a book or cheques that can be made out to pay for things with
a paying in book = a book of forms to use when depositing money
g save = keep money in the bank, adding more and more pay back = return money owed to someone else, eg the bank

Ex 11 Open exercise
Ex 12
a Health service: medical orderly, doctor, surgeon, specialist, nurse, sister, health visitor, hospital porter, administrator
Postal service: postal delivery worker, postman
Social services: social worker, administrator
Sanitation services: dustman, administrator
Police force: police officer, constable, sergeant, detective
Fire service: firefighter
Other emergency services: ambulanceman
Other services: milkman
b Open exercise
< (in the UK) a surgeon or medical specialist probably gets paid the most, and a social worker, dustman or medical orderly the least
UNIT 16 THE HOME AND ACCOMMODATION

Ex 13
a firefighter  b social worker  c postman  d milkman  e police officer  f dustmen/refuse collectors  g doctor  h ambulance men  i nurses

Ex 14
a surgeons  b firefighter  c ambulance men  d dustmen  e police officers  f me milkman  g the police

Ex 15
Mabel: at the bank, seeing the bank manager and asking for an overdraft.
Keith: at the garage, talking to a mechanic
Mr Tubbs: at the chemist, buying some cough medicine
Stephen: at the post office, buying some stamps
Tracey: at the supermarket, buying food
Ronald: at the fishmonger’s, buying some fish
Anne: at the tobacconist, buying some cigarettes

Ex 16 (suggested answer)
Police officers held back the crowd of sightseers. Ambulancemen ferried the injured to hospital, where surgeons fought to save their lives. Nurses tended to the less seriously injured, most of whom were well enough to receive visitors, or be allowed home. Health visitors later made sure that they had made a complete recovery.
After the blaze, Police officers arrested several people who were stealing from the damaged building.

Ex 12 Open exercise

UNIT 17 FURNISHING AND DECORATING THE HOME

Ex 1 Open exercise

Ex 2
sideboard f (dining room)  dresser a (kitchen)
chest of drawers e (bedroom)  bunk-bed b (bedroom)
dressing table c (bedroom)  hat-stand d (hall)
stool g (kitchen, playroom)  divan bed h (sitting room)

Ex 3
a an armchair is made of soft material and has arms; an upright chair has a straight back, sometimes has arms, and is usually made of wood.
b a king-size bed is the biggest kind of double bed; a double bed sleeps two people; a sofa-bed can fold up to become an ordinary sofa.
c a coffee table is low and placed near sofas, chairs etc for putting cups on; a dining table is where main meals are eaten; a bedside table is put next to the bed for books, lights etc; a desk is where people work/write letters.
d a fitted cupboard is a wardrobe that has been built into the wall; a wardrobe is a cupboard for hanging clothes.
a bookcase is a piece of furniture with more than one shelf designed to take books; a bookshelf is one plank/level for storing books; a mantelpiece is the level surface above a fire.

a refrigerator keeps things (like butter and milk) cool; a freezer freezes foods for long-term storage; an icebox is an airtight container to take bottles and food on journeys, picnics etc.

a washbasin is for washing hands, brushing teeth etc in the bathroom; a sink is for washing plates etc, often in the kitchen.

a cooker is a unit with an oven, rings and a grill; an oven is the enclosed space for cooking; a toaster is for toasting bread.

a cushion is a piece of filled material for extra comfort on sofas, chairs etc; a pillow is to put your head on in bed.

a sheet is the cotton, linen or silk material which covers the mattress and the sleeper on a bed; a blanket goes on top of the sheet and is designed for warmth; a duvet is a quilt which can be used (with a cover) instead of sheets and blankets.

Ex4

<table>
<thead>
<tr>
<th>chair</th>
<th>table</th>
<th>bed</th>
<th>bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>double</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>single</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>folding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex5 (possible answers)
a Mary hung her dress in the wardrobe.
b On her bedside table there were three books, her spectacles and a glass of water.
c After the party the sink was full of dirty dishes and glasses.
d Before the meal George took the silver knives and forks out of the sideboard.
e Although the sofa was hard it was quite comfortable because there were some soft cushions on it.
f Mary sat at her dressing table in order to put on her make-up and brush her hair.
g There was a wide mantelpiece above the fire. On it there were some small porcelain statues.
h David went into the bathroom and washed his hands in the sink.

Ex6

a The items are: a sofa, a telephone, a table, a table lamp.
b Open exercise.

Ex 7 Open exercise.

Ex8 (suggested answers)

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>not so expensive</td>
<td>takes a lot of time</td>
</tr>
<tr>
<td>don't have to rely on other people</td>
<td>easy to get it wrong</td>
</tr>
<tr>
<td>fun</td>
<td>dangerous</td>
</tr>
<tr>
<td>sense of achievement</td>
<td>no one to complain to</td>
</tr>
</tbody>
</table>

Ex9

bright/gloomy well-maintained/neglected
out-dated/modern ugly/attractive

Ex10

a gloomy b well-maintained c neglected, attractive
d bright e out-dated

Ex11 Open exercise

Ex12
1 e 2 d 3 b 4 i 5 h 6 g 7 c 8 a 9 f

Preparations: decorating
bucket step-ladder
sponge roller
step-ladder paint
scissors paintbrush
sandpaper wallpaper

Ex 13 a, b Open exercise

UNIT 18 HOUSEWORK

Ex1 Open exercise

Ex2

Some of the problems mentioned are: have to live in & provide services; on call 24 hrs a day; regularly work for 50-100 hrs a week; no payment; often expected to work on holiday; likely to die of cancer; insomnia, dizziness, headaches, nightmares are very common; lack of job security through divorce; obliged to share a bed with your employer.

Ex3

Paragraph 2 On call - instantly available
Paragraph 3 utensils - devices
Paragraph 4 household - the people who live in the house
Paragraph 5 nightmares - bad dreams
anxiety - nervousness about the present and future

Ex4

a washing up b ironing c washing d shopping
$ cooking f vacuum cleaning g window cleaning
h dusting l polishing j bed-making

Ex 5 Open exercise
UNIT 19 PREPARING AND EATING FOOD

Ex 6

<table>
<thead>
<tr>
<th>Nouns</th>
<th>verbs</th>
<th>adjectives to describe food</th>
</tr>
</thead>
<tbody>
<tr>
<td>salt</td>
<td>to salt</td>
<td>salty</td>
</tr>
<tr>
<td>sweets</td>
<td>to sweeten</td>
<td>sweet</td>
</tr>
<tr>
<td>fat</td>
<td>to fatten</td>
<td>fatty</td>
</tr>
<tr>
<td>taste</td>
<td>to taste</td>
<td>tasty</td>
</tr>
<tr>
<td>filling</td>
<td>to fill</td>
<td>filling</td>
</tr>
<tr>
<td>appeal</td>
<td>to appeal (to)</td>
<td>appealing</td>
</tr>
<tr>
<td>spice</td>
<td>to spice</td>
<td>spicy</td>
</tr>
</tbody>
</table>

Ex 7
a) voracious ravenous starving b) delicious appetising salty c) sweet tasty d) sickly tasteless e) appealing revolting spicy

Ex 8 Open exercise

Ex 9
a) bake b) roast c) grill d) fry e) boil f) simmer g) steam

Ex 10
a) saucepan, boil b) frying pan, fried c) baking tin, baked d) saucepan, simmer e) roast f) steam, steamer g) boiled, kettle

Ex 11
The chefs are: cooking a fish in a large pan, boiling some pasta in a large saucepan and putting some pies in the oven. They're going to: pour more butter over the fish, pour the boiling water out of the saucepan and put butter on the hot pasta and leave the pies in the oven until they are done.

Ex 12
mix or move around stir, beat, whisk cut into pieces carve, slice, chop. Put in liquid soak, marinate, dip Make into powder or small pieces grind, crush, grate
Answer key

Ex 13 (suggest answer)

For a mushroom omelette you will need eggs, mushrooms, salt and pepper, oil and milk. First, slice the mushrooms thinly. Break the eggs into a bowl, add a little milk and beat. Add oil to a saucepan and put in the egg mixture. Cook for a few minutes until set. Add the mushrooms. When thoroughly cooked turn onto a plate and tuck in!

Ex 14 Open exercise

Ex 15

Miles (d) Lord Belsize (e) Lady Belsize (a)
George (b) Jemima (c)

Ex 16, 17

<table>
<thead>
<tr>
<th>with a lot of appetite</th>
<th>without appetite</th>
<th>neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>solid food</td>
<td>tucked in</td>
<td>nibbled</td>
</tr>
<tr>
<td></td>
<td>polishing off</td>
<td>chewing</td>
</tr>
<tr>
<td></td>
<td>overeating</td>
<td>crunch</td>
</tr>
<tr>
<td></td>
<td>bolt</td>
<td>bite</td>
</tr>
<tr>
<td></td>
<td>devour</td>
<td>swallow</td>
</tr>
<tr>
<td></td>
<td>gorging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gnawing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquid or near-liquid</td>
<td>sipping</td>
<td>swallow</td>
</tr>
<tr>
<td></td>
<td>guzzling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>drained his glass gulp</td>
<td></td>
</tr>
</tbody>
</table>

Ex 18 (suggested answers)

a) devour, gorging, gnawing
b) pick at

c) guzzled

d) slurp

e) slurping, guzzling

Ex 19

a gas-guzzler is a car which uses a lot of petrol
b) biting cold means cold that really gets under your skin and pushes you through over means considering
c) hard to swallow means difficult to accept/agree with
d) gulped means to breathe in and swallow because of nervousness or excitement
f) gnawing means the kind of pain that goes on and on being irritating

Ex 20

(1) breakfast

toast, cornflakes, orange juice, coffee, tea, etc

(2) elevenses

(main meal) meat & a pudding, juice, beer or wine [note: 'luncheon' is a formal way of saying lunch]

(3) luncheon

(4) tea

tea & biscuits/cake

(5) dinner

(main meal) soup; meat, fish or poultry, pudding, cheese, wine, port/brandy

(6) a nightcap

brandy/winey etc or a hot drink

Ex 21 Open exercise

UNIT 20
PRIVATE TRANSPORT

Ex 1, 2, 3, 4 Open exercises

Ex 5

Cars a9 b7 e6 d15 e8 f2 g4 b3
i1 1 j10 k5 l13 m14 n12 o11
Bicycles a5 b4 c10 d11 e3 f2 g1
b12 i6 j9 k8

Ex 6 Open exercise

Ex 7

<table>
<thead>
<tr>
<th>wing</th>
<th>bumper</th>
<th>headlight</th>
<th>windscreen</th>
<th>wheel</th>
</tr>
</thead>
<tbody>
<tr>
<td>dented</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>shattered</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>buckled</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>broken</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>faulty</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>smashed</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
</tbody>
</table>

Ex 8

1 The bicycle has a broken chain and a buckled wheel.
2 The windscreen on the van has been smashed, broken, shattered.
3 The cable on the bicycle has broken and the mudguard is twisted.
4 Someone has broken/smashed the back light and dented the boot and the bumper.

Ex 9

a glove compartment b petrol gauge c handbrake
d accelerator e mirror f speedometer g steering wheel
h clutch i gear shift j brake k horn l seat belt

Ex 10

a stop - pull up (C), pull over (C)
start - draw away
move - cycle (B), drive (C), pedal (B)
go fast - speed
go faster - speed up, accelerate
go slower - slow down, decelerate
pass - overtake
lose control - spin (C), skid, swerve

b) Open exercise

i) pull over means to go to the side of the road and stop.

pull over means to stop anywhere.

ii) spin means to turn round out of control

skid means that the wheels slide, usually on a wet surface or on ice;

swerve means to change direction violently, usually to avoid something in front of you.
### Answer key

**Ex 11 Open exercise**

**Ex 12**

a 3 b 1 c 2

**Ex 13**

<table>
<thead>
<tr>
<th>speeding</th>
<th>reckless</th>
<th>careless</th>
<th>dangerous</th>
<th>drunken</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Ex 14 Open exercise**

**Ex 15**

a a driver who drove his car through a shop window said he/she had lost control of the car.
b there was a crash involving several vehicles, but no-one in a family riding in one of the cars was hurt.
c a man arrested for killing a hitchhiker (or killing a driver he was hitchhiking with) said it wasn’t him.
d because police are trying to catch drivers who are speeding in a certain area, drivers are driving more slowly.
• an attractive woman was arrested for driving while under the influence of alcohol.

**Ex 16 Open exercise**

**UNIT 21**

RAIL, AIR AND SEA TRAVEL

**Ex 1 Open exercise**

**Ex 2**

a stairs on a bus  b a lifebelt - sea travel
c headset - aeroplane  d tunnel - underground, metro, rail  e ticket punch - train  f boarding card - air

**Ex 3**

a steering and controlling: driver, captain, pilot, helmsman, navigator
checking tickets: check-in clerk, conductor, ticket collector, guard
serving passengers: steward, stewardess, cabin crew, flight attendant
team (including the above): crew

b Open exercise
UNIT 22 STREETS, ROADS
AND TRAFFIC

Ex 1
a being hit hard and injured (or killed) by a moving vehicle, especially a car, lorry etc, when you are walking across or in a road.
b being hit by something when riding a bicycle or motorcycle (or horse etc)
{ being hit by something or someone while you are walking, so that you fall down (but you may not be hurt).
d walking in the part of the road normally reserved for traffic.

Ex 2
1 First find a safe place. 4 If traffic is coming...
2 Stand on the pavement... 5 When there is no traffic...
3 Look all round for traffic... 6 Keep looking and listening...

Ex 3
The instructions are for children or young people. They are quite well written because they are simple and clear.

Ex 4

<table>
<thead>
<tr>
<th>For the use of vehicles only</th>
<th>For the use of pedestrians only</th>
<th>For both vehicles and pedestrians</th>
</tr>
</thead>
<tbody>
<tr>
<td>crossroads</td>
<td>pavement</td>
<td>road</td>
</tr>
<tr>
<td>roundabout</td>
<td>kerb</td>
<td>traffic lights</td>
</tr>
<tr>
<td>flyover</td>
<td>island</td>
<td>one-way street</td>
</tr>
<tr>
<td>junction</td>
<td>pedestrian crossing</td>
<td>cul-de-sac</td>
</tr>
</tbody>
</table>

Ex 5
1 a path... an alley 2 a subway... an underpass
3 a road... a way 4 a street... an avenue
5 a main road... a side street 6 a road... a street
7 a road... a path

Ex 6 Open exercise

Ex 7
1 d 2 a 3 f 4 b 5 g 6 c 7 e 8 h
slightly formal: g, h

Ex 8 Open exercise

Ex 9 Open exercise

Ex 10
a (train) station fa station c station, airport
d'airport e airport f tube station

Ex 11
Ex 12
1 a check-in counter b immigration (departure lounge
d gate 25
2 a immigration b customs hall c arrivals
3 a ticket office b left luggage c platform six

Ex 13 Open exercise

Ex 14

Ex 15, 16 Open exercises

UNIT 22 STREETS, ROADS
AND TRAFFIC

Ex 7
a confirm, take b round trip, standing room, first class
c check in, standby d book, reserve e standby, first class

Ex 8
a 1 verb 2 noun 3 verb 4 verb 5 adverb fr noun
7 adjective 8 adjective 9 noun
b 1 booked 2 round trip 3 reserved 4 check in
5 first class 6 confirmed 7 standby 8 taken
9 standing room
c i) one-way ii) round trip
d i) single ii) round trip iii) return

Ex 9 Open exercise

Ex 10

<table>
<thead>
<tr>
<th>9</th>
<th>infinitive</th>
<th>past participle</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>delay</td>
<td>delayed</td>
<td>delay</td>
<td></td>
</tr>
<tr>
<td>reserve</td>
<td>reserved</td>
<td>reservation</td>
<td></td>
</tr>
<tr>
<td>confirm</td>
<td>confirmed</td>
<td>confirmation</td>
<td></td>
</tr>
<tr>
<td>cancel</td>
<td>cancelled</td>
<td>cancellation</td>
<td></td>
</tr>
</tbody>
</table>

b over-

Ex 11
Ex 12
1 a check-in counter b immigration (departure lounge
d gate 25
2 a immigration b customs hall c arrivals
3 a ticket office b left luggage c platform six

Ex 13 Open exercise

Ex 14

Ex 15, 16 Open exercises

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UNIT 23
SCIENCE AND TECHNOLOGY

Ex 1
a astronomy b electronics c physics d ecology
e robotics

Ex 2
a solar energy b breathing c launching satellites
d VHF radio e brakes on a car (or truck)

Ex 3
<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>inhalation</td>
<td>inhale</td>
<td>gravity</td>
<td>gravitational</td>
</tr>
<tr>
<td>transmission</td>
<td>transmit</td>
<td>frequency</td>
<td>frequent</td>
</tr>
<tr>
<td>conversion</td>
<td>convert</td>
<td>cell</td>
<td>cellular</td>
</tr>
<tr>
<td>absorption</td>
<td>absorb</td>
<td>fluid</td>
<td>fluid</td>
</tr>
<tr>
<td>pressure</td>
<td>pressure</td>
<td>height</td>
<td>high</td>
</tr>
<tr>
<td>compression</td>
<td>compress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>application</td>
<td>apply</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex 4 Open exercise

Ex 5
a aviation b communication c physics d chemistry
e electronics f mechanical engineering

Ex 6 Open exercise

Ex 7
wing (a) valve (f) test tube (d) screen (e)
radio-activity (c) wire (b) piston (f) channel (e)
radium (c) charge (e) lift (a) bacteria (d) cure (c, d)
exhaust (f) altitude (a) receiver (b) transistor (e)
energy (c, f)

Ex 8
tele-; at or over a long distance (telephone, telescope etc)
aero-; concerning the air or aircraft (aeroplane, aerodynamics etc)
photo-; concerning light and/or photography (photosensitive, photograph etc)
micro-; very small (microcomputer, microlight aircraft etc)
mono; one, single (monoplane, monolingual, monoped etc)
br-; two of something (biplane, bilingual, biped etc)
auto-; by oneself, itself (autobiography, automatic etc)
hydro-; concerning or using water (hydroelectric, hydrocarbon etc)

Ex 9 Open exercise

Ex 10
The collocations are:
to split the atom to achieve a breakthrough
to fuse atoms to extract a mineral
to extract/generate energy to become reality

Ex 11
a Open exercise
b science fiction (imaginary stories about the future)
harnessing (controlling, making use of)
research (investigation)
conventional (normal, traditional)
unstable (volatile, not safe)
fuse together (melt/join together)
commissioned (ordered and put into action)

(c) suggested answer
The Key difference between nuclear fission and nuclear fusion is that fission involves splitting atoms apart, while fusion happens after atoms have been heated to an extremely high temperature and have violently struck each other and come together - or fused. Both nuclear fission and nuclear fusion create enormous amounts of energy, but the problem with conventional nuclear reactors is that they use unstable atoms, creating dangerous elements and enormous heat. Nuclear fusion has another advantage. It isn't difficult to find the elements required for it.

In the recent experiment it was only possible to create energy for a few seconds. This is mainly because there are considerable technological problems in producing heat of 200 million degrees. However, scientists hope to be able to commission the first fusion reactor by the year 2020. If they succeed, the human race will be on the way to having unlimited cheap power.

Ex 12 (suggested answers)
a Stars like the sun are powered by nuclear fusion
b Because tritium was added to deuterium in the fusion experiment a major breakthrough was achieved and more energy was generated.
c Although bombs involving fusion power have been built, there are no yet any fusion reactors
d The main source of deuterium is water, but tritium has to be made in a reactor.
e Very small amounts of these chemicals can provide an individual's energy needs for life,

Ex 13
1 Solids; gold, ice
2 Liquids; sulphuric acid, mercury
3 Gases; oxygen
4 Elements; gold, oxygen, mercury
5 Compounds; sulphuric acid, ice (water)
6 Metals; gold
7 Melted; ice
8 Liquefied; gold, oxygen
9 A molecule
10 A nucleus is the central part of an atom (and of almost all living cells)
11 There are 9 planets in the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune & Pluto
12 H₂O; Carbon dioxide
13 The heating of the atmosphere because of a rise in carbon dioxide and other emissions

Ex 14 Open exercise
UNIT 24
THE ENVIRONMENT AND THE FUTURE

Ex 1 Open exercises

Ex 2
a dispose of: discharged (used) cut down: felled
b budgeted for: allocated calculation: reckoning
relating to the moon: lunar relating to the stars: stellar
can be eaten: edible
can't be touched: untouchable
can't be thought about: unthinkable
can't be eaten: inedible
can be disposed of: disposable
d a boat, a publicity campaign

Ex 3
create - destroy save - waste care for - neglect
improve - damage purify - pollute

Ex 4
Verb Noun Adjective
waste waste wasteful
damage damage damaging
improve improvement xxxxx
neglect neglect neglectful
destroy destruction destructive
pollute pollution xxxxx
create creation creative
purify purification purifying
congest congestion congested

Nouns: -ment and -ion Adjectives: -ing, -ful, -ive, -ed

Ex 5
a pollutes, reduce b reduce, emissions
c destruction, affect d damage, repaired
e harness, harmful f improve, congestion

Ex 6 Open exercise

Ex 7 (see page 204)

Ex 8
ecologically safer: something which doesn't harm the environment as much as other things
fuel-efficient: something which uses less fuel than something which uses a lot - where the design has made low fuel consumption a priority
ozone-friendly: something which does not damage the ozone layer (the shield in the ionosphere which protects the earth from ultra-violet radiation)

Ex 9
ozone layer air pollution
global warming greenhouse effect
rain forests acid rain
food shortages population explosion

Ex 10
a Air pollution makes life in our cities unhealthy
b Food shortages affect people in several countries in Subsaharan Africa
c Acid rain causes many fish in the lakes of northern Europe to die
d Global warming results from the accumulation of carbon dioxide and other man-made gases in the atmosphere, which absorb and reflect more of the sun's heat than is normal.
e The rain forests play an important role in the climate patterns of the whole world
f The ozone layer protects us from the adverse effects of ultra-violet radiation

Ex 11
WEAKEST STRONGEST
mar harm damage spoil ruin destroy
i) damage ii) mar iii) damage iv) destroy
v) harm vi) spoil vii) ruin viii) ruin

Ex 12
a trash b refuse (debris) d junk e litter
f garbage a sewage b garbage i scrap
The two words used in American English are garbage and trash

Ex 13 Open exercise