

# AMERICAN CUTTING EDGE

LEVEL 4

مرجع زبان ایرانیان



with minidictionary



longman.com

www.irLanguage.com

STUDENTS' BOOK



# AMERICAN CUTTING EDGE

LEVEL 4



این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



STUDENTS' BOOK

sarah cunningham peter moor



## Part A Language

### Module Language focus

### Vocabulary

### Speaking

#### Module 1 About you page 6

- 1) Questions and answers (auxiliary verbs)  
*Pronunciation: stressed and weak forms in questions and answers*
- 2) Present Simple and Continuous

People around you  
(*best friend, acquaintance, classmate, etc.*)

Wordspot: *have*

**Minitask:** find five things you have in common with a partner

Talk about the changing state of the family

#### Module 2 Memories page 17

- 1) Past Simple and Continuous  
*Pronunciation: -ed forms / weak forms of was, were*
- 2) Comparing past and present  
(*used to, still, not ... any longer/ anymore*)

Remembering and forgetting  
(*remember, learn, remind, forget, recognize, lose*)

Wordspot: *time*

Talk about ways of remembering

**Minitask:** describe an important meeting in your life

#### Module 3 Around the world page 26

- 1) Comparatives and superlatives  
(*slightly higher than, one of the biggest ... in the world, etc.*)
- 2) Comparing things in different ways  
(*not as ... as, fewer / less than, similar to, etc.*)  
*Pronunciation: /ə/ in comparative phrases*

Wordspot: *place*

Describing towns and cities

Take a geography quiz

**Minitask:** describe similarities and differences between two countries

#### Module 4 Life stories page 36

- 1) Present Perfect Simple (and Past Simple)  
*Pronunciation: strong and weak forms of have*
- 2) *for, since, and ago* (and Present Perfect Continuous)  
*Pronunciation: weak form of been /bɪn/*

Life experiences  
(*leave home, start work, move, etc.*)

Wordspot: *get*

**Minitask:** find three things that you have done that other students have not

### Consolidation Modules 1-4 (pages 46-47)

#### Module 5 Making plans page 48

- 1) Future plans and intentions  
(Present Continuous, *will, going to, intend to, due to, etc.*)  
*Pronunciation: future forms and phrases*
- 2) Future clauses with *if, when, etc.*

Wordspot: *work*

Training and work  
(*well paid, challenging, stressful, etc.*)

Discuss how organized you / and people you know are

**Minitask:** talk about the plans and ambitions of friends / family

#### Module 6 News and media page 59

- 1) *-ing / -ed* adjectives
- 2) Passive forms  
*Pronunciation: was /wəz/ and were /wə/ in passive sentences*

Television  
(*advertisements, sports coverage, thrillers, etc.*)

Wordspot: *by*

**Minitask:** talk about stories in the news



## Part B Task

### Reading / Listening

**Reading:** *A quiet revolution?*  
(the changing state of the family)

### Task

**Preparation for task:** listen to people meeting for the first time

**Task:** interview another student using a pie chart (extended speaking)

### After the task

**Task link:** how you spend your time  
(*I absolutely love ..., I'm not very good at ..., etc.*)

**Real life:** writing an informal letter

Do you remember?

**Reading:** *All in the memory*

**Preparation for task:** listen to two descriptions of childhood memories

**Task:** describe a childhood memory (extended speaking and writing)

**Task link:** short questions

**Pronunciation:** using intonation to show interest

Do you remember?

**Listening:** *How good is your geography?*  
(quiz)

**Reading:** *Amazing cities!*

**Preparation for task:** listen to recommendations for a tour of Ireland

**Task:** plan a tour of your country or region (extended speaking and writing)

**Task link:** recommending and advising

**Pronunciation:** intonation for giving recommendations

Do you remember?

**Reading:** *Twin lives*

**Preparation for task:** discuss / read about famous people

**Task:** design a set of stamps of famous people (extended speaking and writing)

**Task link:** describing people  
(*He's the sort of person who ..., She's always ..., etc.*)

**Real life:** filling out an application form

**Reading:** *How organized are you?*  
(quiz)

**Listening:** working in something different (people talking about their jobs)

**Preparation for task:** listen to a conversation describing a job vacancy

**Task:** select the best candidate for a job (extended speaking)

**Real life 1:** writing a cover letter

**Real life 2:** making a formal telephone call

**Pronunciation:** connected speech

Do you remember?

**Listening:** television (people talking about types of television programs)

**Reading:** newspaper articles

**Preparation for task:** listen to radio extracts

**Task:** prepare a review or entertainment guide (extended speaking and writing)

**Task link:** "extreme" adjectives  
(*fantastic, tragic, furious, etc.*)

Do you remember?



## Part A Language

| Module   | Language focus   | Vocabulary  | Speaking   |
|--|--|---|--|
| <b>Module 7</b><br>Social matters<br>page 68           | 1) Polite requests<br><i>Pronunciation:</i> polite intonation in requests<br><br>2) <i>will</i> (instant decisions and responses)  | Social occasions<br>( <i>bow, wave, bring flowers</i> , etc.)<br><br><b>Wordspot:</b> <i>go</i>   | Talk about young people's social habits in your country<br><br><b>Minitask:</b> talk about common requests                                       |
| <b>Module 8</b><br>Things of importance<br>page 79     | 1) Defining relative clauses<br><br>2) Quantifiers ( <i>a few, a lot of</i> , etc.)  | Machines<br>( <i>press, plug in, switch on</i> , etc.)<br><i>Pronunciation:</i> stress in compound nouns<br><br><b>Wordspot:</b> <i>something</i> | <b>Minitask:</b> guess what objects your partner has in his / her bag, pocket, desk  |
| <b>Consolidation Modules 5–8</b> (pages 88–89)         |  |   |  |
| <b>Module 9</b><br>Society and the future<br>page 90   | 1) Making predictions<br>(modal verbs and other phrases: <i>likely to, may well, probably won't</i> , etc.)<br><br>2) Real and hypothetical possibilities with <i>if</i><br><i>Pronunciation:</i> <i>I'll / I'd</i>  | Society and change<br>( <i>get worse, decrease, go up</i> , etc.)<br><br><b>Wordspot:</b> <i>make</i>   | Talk about changes that are happening in society<br><br><b>Minitask:</b> talk about how you would behave in difficult situations                 |
| <b>Module 10</b><br>Another story<br>page 101          | 1) Past Perfect and Past Simple<br><br>2) Reported speech and reported questions   | <b>Wordspot:</b> <i>say</i> and <i>tell</i>   | <b>Minitask:</b> discuss phone conversations you have had  |
| <b>Module 11</b><br>Rules and freedom<br>page 110      | 1) Obligation and permission<br>( <i>have to, should, are allowed to</i> , etc.)<br><i>Pronunciation:</i> weak forms and contractions of modal verbs<br><br>2) Obligation and permission in the past<br>( <i>had to, couldn't, were allowed to</i> , etc.) | Rules and behavior<br>( <i>let, punish, tell off</i> , etc.)<br><br><b>Wordspot:</b> <i>do</i>  | <b>Minitask:</b> discuss rules and regulations in different places / situations<br><br>Discuss parents' attitudes to rules / children's behavior |
| <b>Module 12</b><br>Dilemmas and decisions<br>page 120 | 1) <i>could have, should have, would have</i><br><i>Pronunciation:</i> /əv/ in <i>could have, should have, would have</i><br><br>2) Past sentences with <i>if</i><br>( <i>If I'd been in her position, I would have ..., etc.</i> )                        | Problems and solutions<br>( <i>sort out, do something about it, change your mind</i> , etc.)<br><br><b>Wordspot:</b> <i>think</i>                 | <b>Minitask:</b> talk about important life decisions   |

**Consolidation Modules 9–12** (pages 130–131)

**Communication activities** (pages 132–139)



## Part B Task

### Reading / Listening

Reading: *Going out around the world*

### Task

**Preparation for task:** listen to a description of social customs in Thailand

**Task:** draw up a list of tips for visitors to your country (extended speaking and writing)

### After the task

**Task link:** making generalizations (*Quite a lot of people ... / It is quite common for ... / People tend to ..., etc.*)

**Real life:** making a social arrangement

Do you remember?

Reading: *How to be a successful inventor*

**Preparation for task:** listen to people describing a personal or ideal possession

**Task:** describe a personal or ideal possession (extended speaking and writing)

**Task link:** describing objects (*it's round, made of leather, makes a noise, etc.*)

**Real life:** writing thank-you letters

Reading: *The Lucky Generation* (life in the year 2050)

**Preparation for task:** listen to appeals for lottery money

**Task:** decide how to spend lottery money (extended speaking)

**Task link:** ways of saying numbers

**Real life:** dealing with money

Do you remember?

Reading and listening: *The Knightsbridge safe-deposit robbery*

**Preparation for task:** find objects in pictures telling a story (speaking)

**Task:** invent a story using pictures (extended speaking and listening)

**Task link:** adverbs for telling stories (*eventually, surprisingly, strangely, etc.*)

Do you remember?

Listening: school rules

**Preparation for task:** read article about controversial laws around the world

**Task:** discuss the advantages and disadvantages of different laws (extended speaking)

**Task link:** linking words (*also, although, besides, etc.*)

**Real life:** agreeing and disagreeing

Do you remember?

**Preparation for task:** read letters to a problem page

**Task:** find solutions to problems (extended speaking)

**Task link:** verbs to describe behavior and reactions (*deny, threaten, admit, persuade, etc.*)

**Creative writing:** a letter / a story / a soap opera script



# module 1

## About you

### Part A Language

Questions and answers  
Present Simple and Continuous  
Vocabulary: people around you  
Speaking and reading: *A quiet revolution?*  
Wordspot: *have*

### Language focus 1

#### Questions and answers


#### Minitask

Work with a partner. Find five things you have in common. Ask about:

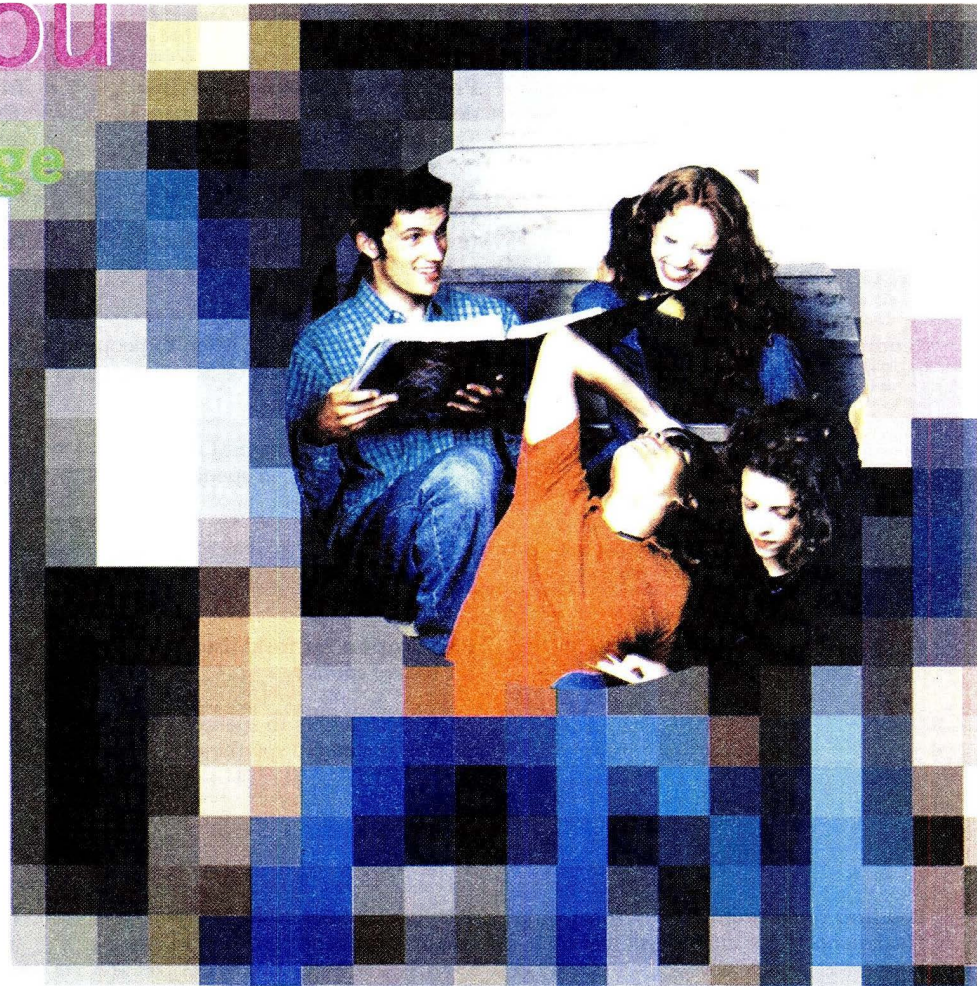
- your home / family.
- your job / studies.
- your likes / dislikes.

Then tell the rest of the class about what you discovered.

Neither of us / Both of us  
like jazz music.

 [1.1] You will hear ten questions that people might ask you when you first meet. Listen and write answers for yourself. Write notes, not full sentences.

- a .....
- b .....
- c .....
- d .....
- e .....
- f .....
- g .....
- h .....
- i .....
- j .....



### Analysis

#### 1 Auxiliary verbs in questions

- a To form questions in English we normally need an auxiliary verb. Use one of the auxiliary verbs below to reconstruct the questions on the cassette. Then listen again and check your answers.

are is do does have has was were did

- b Ask and answer the questions with a partner.

#### 2 Auxiliary verbs in answers

The long answers below are not very natural. How can we shorten them using auxiliaries?


- a Do you live near here?  
*Yes, I live near here.*
- b Do the rest of your family speak English?  
*My brother speaks English, but my parents don't speak English.*

Now read Language summary A on page 140.





## Pronunciation

1  [1.2] Listen to the following questions and answers, and underline the stressed (strong) words.

- a Do you live near here?  
Yes, actually, I do.
- b Did you do anything special last night?  
No, I didn't.
- c Do you come from Spain?  
No, I don't – I come from Argentina.
- d Do all your family live here?  
My parents and grandparents do, but my sister doesn't anymore.

What kind of words are stressed?

2 What happens to the pronunciation of *Do you ...?* and *Did you ...?* at the beginning of the questions? Listen again and repeat, paying attention to the stressed and weak words.

## Practice

- 1 Make questions from the following words.  
Use the pronoun *you* in each case.

For example:

Where exactly / live?

*Where exactly do you live?*

- a How / get here from your house?
- b have / any special reason for learning English?
- c How long / be / in this class?
- d Whose class / in / last year (semester, month)?
- e do / anything special last night?
- f What sort of music / like?
- g all your family / live in the same town as you?

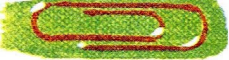
2 Choose one question from above or think of another question of your own to ask each student in the class. Walk around the class and ask each student a different question. Then tell the rest of the class what you discovered.


- 3 a) Discuss in pairs what questions you would ask in the following situations.

For example:

You don't know what "eyebrow" means.

*What does "eyebrow" mean?*

- 1 You want to know the English word for 
- 2 You don't know how to pronounce a word.
- 3 You don't know how to spell "eyebrow."
- 4 You don't know which page the teacher is looking at.
- 5 You want to know what tonight's homework is.
- 6 You didn't hear what the teacher said properly.
- 7 You would like your teacher to write "paper clip" on the board.

b)  [1.3] Now listen to the questions and check your answers.

4 Think of some other questions you often need to ask in class. Make a poster for the wall to remind you how to ask these questions.



## Vocabulary

### People around you

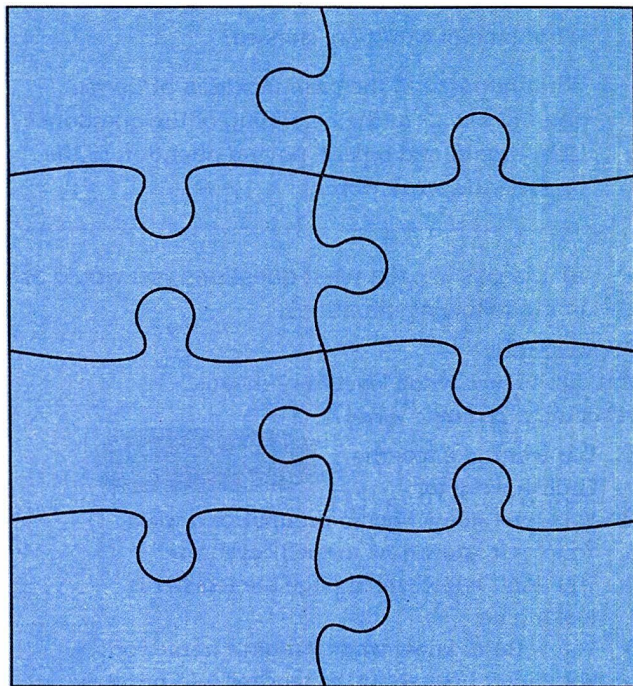
1 a) Check the meaning and pronunciation of the words in the box in your *Minidictionary* or with your teacher. Then write the words in the correct column below.

|              |           |               |            |
|--------------|-----------|---------------|------------|
| best friend  | cousin    | classmate     | stranger   |
| acquaintance | colleague | ex-boyfriend  | roommate   |
| principal    | niece     | mother-in-law | neighbor   |
| parent       | partner   | relative      | stepmother |

| family | friends | work | school | other |
|--------|---------|------|--------|-------|
|        |         |      |        |       |

b) Can you add any other words to each group?

2 [1.4] You will hear some instructions. Listen and write your answers in the shapes below.



3 Swap books with your partner. Look at what your partner has written and ask questions to find out the meaning of the names and numbers.

Who's Alain?

Why did you write "nine"?

## Speaking and reading

1 a) You are going to read an article about the changing state of the family. Look at the following statements and check the meaning of the words in **bold** in your *Minidictionary* or with your teacher.

- More young people are **moving away** from home and leaving their family roots.
- **Marriage** is becoming less important to many young people.
- Families are spending less time together.
- The **divorce rate** is **rising**.
- More parents are **raising** their children alone, without a partner.
- More women are having **careers** rather than starting families.
- The **average** family is getting smaller as the **birthrate** falls.

b) In groups, discuss which of these things are happening in your country and why.

2 Read the main part of the article and check (✓) the topics above if they are mentioned.

### A quiet revolution?

As divorce rates rise and fewer couples bother with marriage, we ask if the traditional nuclear family is becoming a thing of the past.

While you are reading this article, somewhere in the United States two couples will get married and another will get divorced. One in three American children now live with only one parent, and the United States is not alone in this: in Canada and France the divorce rate has doubled in the last twenty-five years, and in Hungary and Greece it has increased by 50 percent. Even in Japan, where the traditional family is still strong, divorce went up by 15 percent between 1980 and 1995.

What is more, the nature of the family is changing. In Sweden and Denmark, around half of all babies are now born to unmarried parents, and in the United Kingdom and France more than a third. Even in Ireland, traditionally the most Catholic country in Europe, the rate of births outside marriage is 20 percent.



3 Read the article again. Which one of the following statements is **not** true according to the information in the main text?

- a Although there is not very much divorce in Japan, there is more than before.
- b Although Ireland is strongly Catholic, quite a lot of Irish people are now having children without getting married.
- c Although families in Spain and Italy were often big in the past, these days they are becoming smaller.
- d Although a lot of people in France have children without getting married, marriage is becoming more popular there again now.
- e Although there are a lot of divorces in the United States, there are not as many as there were fifteen or twenty years ago.

#### Mi-ran Lee

Mi-ran Lee (32) lives in Seoul with her husband, He-soo Kim (36), and her two sons, Chul-soo (6) and Dong-min (4). He-soo is a manager in an electronics company; Mi-ran worked as a secretary in the same company before her marriage eight years ago, but since

4 Work in pairs, A and B. Student A should read the text about Mi-ran Lee, and Student B the text about Nathalie Guérin. Then tell your partner details of the family in the text. What are the most important differences between Mi-ran Lee's family and Nathalie Guérin's family?

5 Discuss the following questions in groups.

- How common are families like Nathalie's and Mi-ran's in your country?
- What do you think are the advantages and disadvantages for each type of family?

then has been a full-time housewife. She has no plans to return to work: she believes it is essential that she is at home with her family, especially since He-soo, like most Korean executives, is expected to work very long hours. He often doesn't arrive home until after the boys are in bed.



Families are also getting smaller. The average Turkish family had seven members in 1970; today it has only five. And in Spain and Italy, where families were always traditionally large, the birthrate was the lowest in the developed world in 1995. This fall in the birthrate is due in part to the fact that, as more women have careers, they are waiting longer and longer to start a family. The age at which the average woman has her first baby is now 28 in Western Europe, and it is getting later.

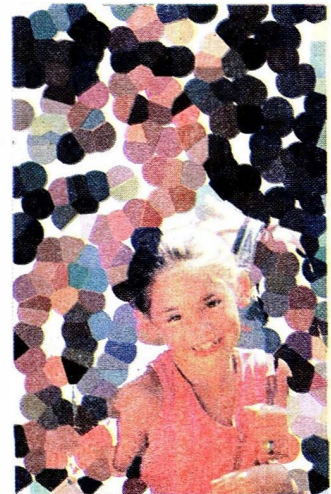
So the nuclear family is clearly changing, but is it in danger of disappearing completely?

The truth is that it is still too early to tell. In some countries these patterns are actually reversing. In the United States, Scandinavia, and the United Kingdom, the birthrate is rising once more; and in Denmark, for example, marriage is becoming more popular again. In the United States, the divorce rate in fact fell by 10 percent between 1980 and 1990, and it is continuing to fall.

Perhaps a new revolution is beginning?

#### Nathalie Guérin

Nathalie Guérin (35) lives in Montrouge, a suburb of Paris, with her 4-year-old daughter, Emilie. She works part-time as a chemistry teacher in a local high school. She and Patrice, Emilie's father, are now separated; Patrice lives in Orléans, about 100 km away, with his new partner, Dominique. Emilie sees her father on alternate weekends, and, says Nathalie, "has a close relationship with him."





## Language focus 2

### Present Simple and Continuous

1 [1.5] Erica is showing some family photos to a friend. Who do you think the other five people in the picture are? Listen and label them.



2 Complete the following sentences with information you heard on the cassette. Then listen again to check your answers.

- a Erica is showing her friend a family photo .
- b In the photo, the family are having .....
- c Erica looks very much like her .....
- d At the moment, Erica's stepfather is working ..... a lot.
- e Erica has two .....
- f Erica's older brother is living with his ..... in Manchester, because he's doing a ..... , but he doesn't know what he wants to do .....
- g Her younger brother is ..... very fast.
- h The grandmother lives with Erica's family, but unfortunately she doesn't ..... much, because she's getting very .....

### Analysis

- 1 How are the Present Simple and Continuous formed? Underline all the examples above.
- 2 Check the meaning of the words / phrases below in your *Minidictionary*. Then find an example of each idea in the sentences above. Do you associate these ideas with the Present Simple or Continuous?
 

|                      |                               |
|----------------------|-------------------------------|
| a habit              | d in progress now             |
| b permanent          | e temporary                   |
| c describing a state | f describing a changing state |
- 3 Look at sentences c), e), and f). They all contain verbs that describe states (*look, have, know, want*).
  - a Can you change these sentences into the Present Continuous form?
  - b What is the difference between the use of *have* in sentence b) and in sentence e)?
  - c Think of five more verbs that we use to describe states.

Now read Language summary B on pages 140–141.



## Practice

1 a) Circle the correct verb forms in the following sentences. In the class ...

- 1 who has / is *having* more than three brothers and sisters?
- 2 who *reads* / is *reading* a good book at the moment?
- 3 who *smokes* / is *smoking* more than ten cigarettes a day?
- 4 who *likes* / is *liking* spiders?
- 5 who *knows* / is *knowing* the capital of Venezuela?
- 6 who *understands* / is *understanding* the Present Simple and Continuous?
- 7 who *wants* / is *wanting* extra homework today?

b) Find one person who answers "yes" to each question.

2 Discuss in pairs which of the following are true.

- a I'm getting taller.
- b I'm losing weight.
- c I'm going gray.
- d My hair's getting long.
- e My English is getting better.
- f The economy's improving.
- g It's getting colder.
- h I'm getting hungry.

3 a) Write the names of six important people in your life on a piece of paper, like this:

Andreas Bruno  
Anna ME Gabi  
Lucia Peter

b) Work in groups. Ask and explain what these people do / what they're doing at the moment, like this:

Bruno's my boyfriend. He's working in a restaurant at the moment, but he really hates it.

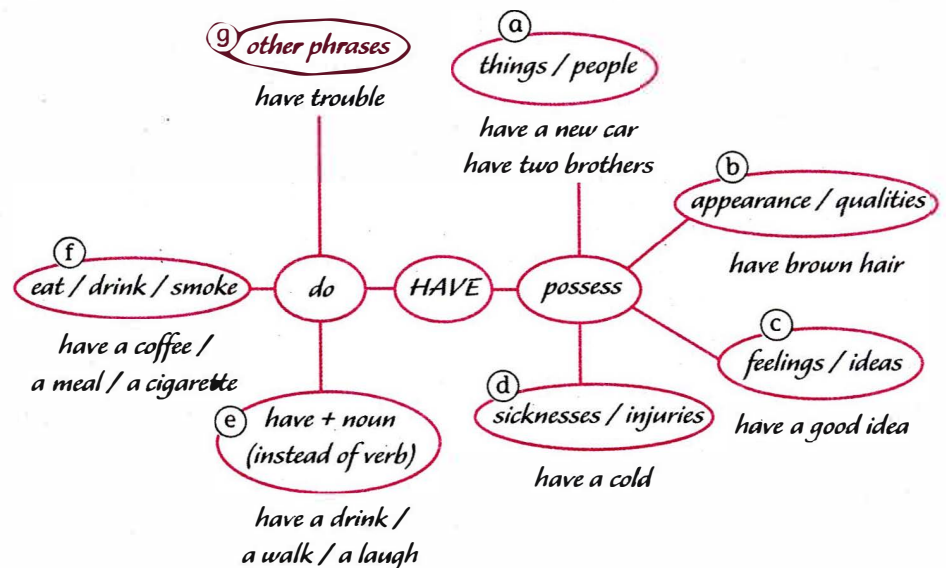
## Wordspot

have

1 [1.6] Complete the following sentences with a suitable word to make a phrase with *have*. Then listen and check.

- a In some countries, it's normal to **have** ..... at about twelve o'clock, but we usually eat at around two.
- b A: I can't find my socks anywhere, Mom!  
B: **Have a** ..... in the basket by the washing machine.
- c My father stopped driving a car after he **had a** terrible .....
- d I was tired after walking so far, so I stopped to **have a** .....
- e Helen's **having** a lot of ..... with her boyfriend – he's terribly jealous.
- f Are you going out now? **Have a** ..... !
- g Suzy **has had a** ..... – they're going to call her Natasha.

2 The diagram below shows the most important uses of *have*. Write the phrases with *have* from Exercise 1 into the correct section.



3 Add the phrases below to the correct section of the diagram.

have a broken leg   have a party   have fun   have a lot of energy  
have a vacation   have a meeting   have a strange feeling   have a wash

4 Work with a partner. Discuss which of the things above you do:

- a once or more a day?
- b several times a month?
- c once or twice a year?
- d rarely or never?

5 Copy the diagram above to make a poster for your classroom wall showing the uses of *have*. Add new expressions when you meet them.



## Part B Task

Interview another student  
using a pie chart

Task link: how you spend your time

Real life: writing an informal letter

### Personal vocabulary

#### Useful language

##### Questions

"Do you work or study  
(or both)?"

"Do you work long hours / on  
weekends / at night?"

"What do you do in your free  
time?"

"How do you spend your  
time at work?"

##### Answers

"I'm a student / chief  
executive officer."

"I'm not working at the  
moment."

"I'm very interested in ..."

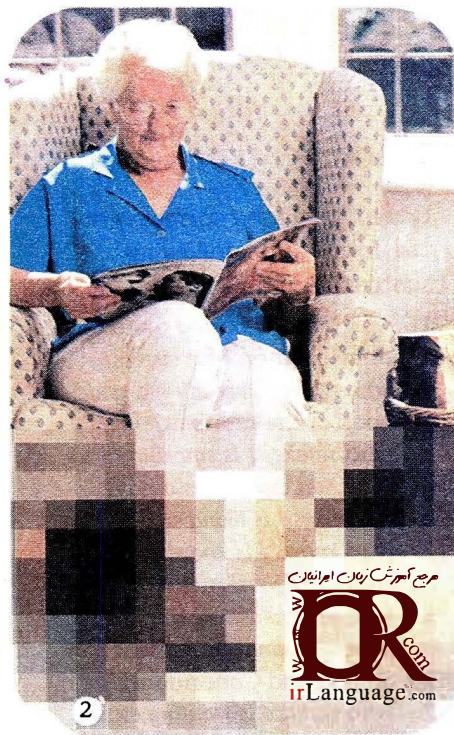
"I do a lot of ..."

"I spend a lot of time ..."

"Unfortunately, I don't have  
enough time to ..."



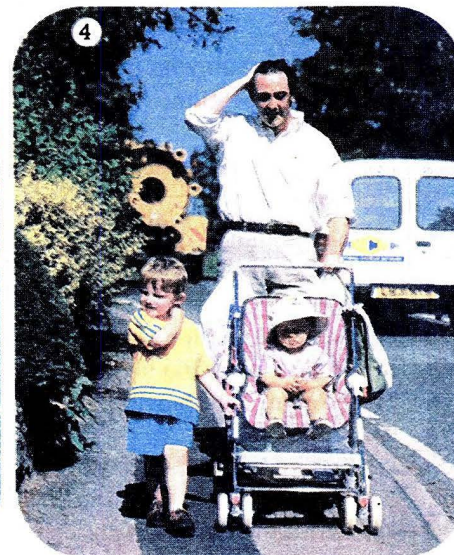
1



2



3



4

### Preparation for task

1 a) Look at the people in the pictures. How old do you think they are?  
What kind of lives do you think they have? How do you think they  
spend their time?

b) If necessary, check the meaning of the following words and phrases  
with your teacher. Decide which activities you associate with the people  
in the pictures.

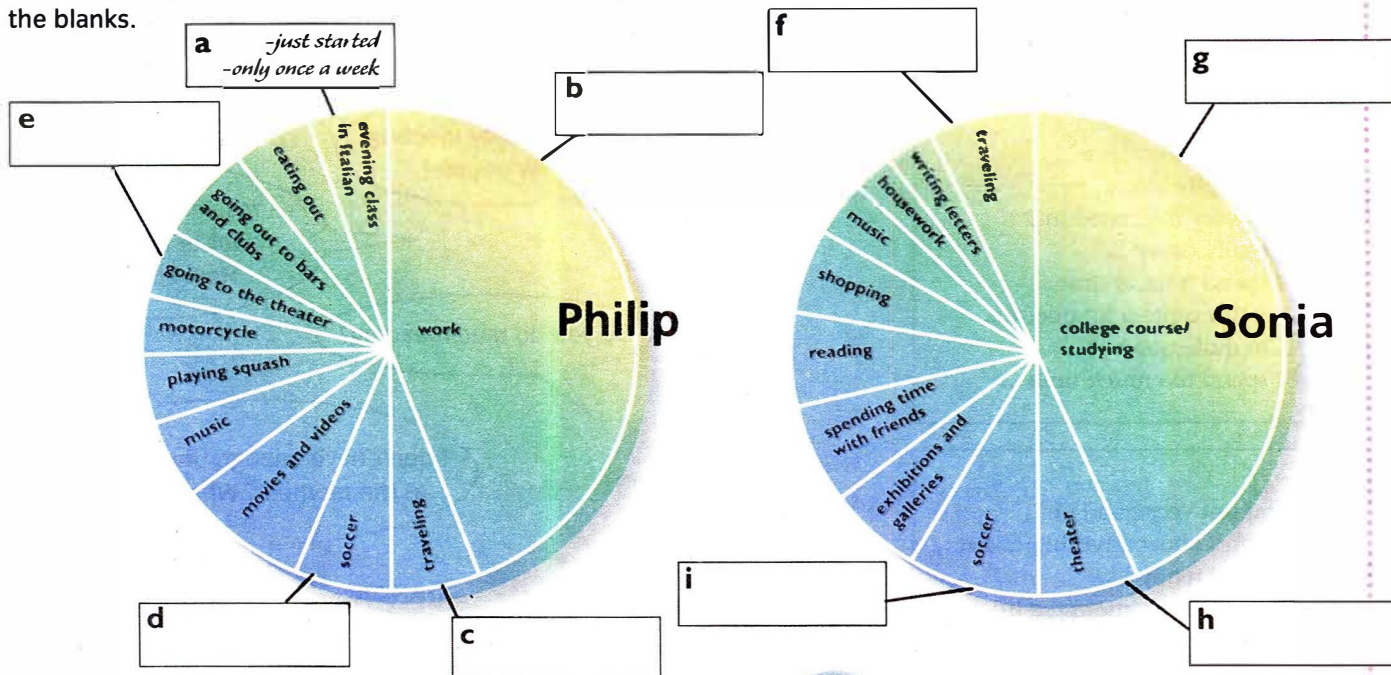
working long hours  
taking a course of some kind  
staying home in the evening  
entertaining friends at home  
looking after children

spending time with their family  
eating out a lot  
watching / playing sports  
doing the housework  
studying hard

2 [1.7] Two of the people in the photos are introduced at a party.  
Listen to their conversation and decide who they are. Check (✓) the  
topics above that they talk about.



3 The pie charts below give a more complete picture of how Sonia and Philip spend their time. In their conversation, they give extra information about some of these activities. Listen again and complete the blanks.



## Task

1 You are going to interview your partner in order to complete a similar pie chart about how he / she spends his / her time. First spend a few minutes preparing for the interview. Think about:

- the questions you will ask your partner to find out how he / she spends his / her time.
- any special vocabulary you need to describe your interests.

Look at the sentences / phrases in the *Useful language* box on the opposite page. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box.

2 Work in pairs with someone who you do not usually talk to in class. Interview your partner and draw his / her pie chart in the circle opposite. You are going to tell the rest of the class about your partner, so find out as much as you can!

3 You will have **one minute** to tell the rest of the class about your partner. Spend a few minutes thinking about what you are going to say. Make sure that you tell them about the most important things.

4 Listen as the other students are introduced. Note down one thing you have in common with each person.



## Task link

### How you spend your time

- 1 Match a phrase from box A with an opposite phrase from box B.

#### A

- a I (absolutely) love ...
- b I'm really into ...
- c I'm very interested in ...
- d I really enjoy ...
- e I spend a lot of time ...
- f I know quite a lot about ...
- g I'm quite good at ...
- h I spend too much time ...

#### B

- 1 I'm not very good at ...
- 2 I don't know anything about ...
- 3 I don't really like ...
- 4 I'm not very interested in ...
- 5 I (absolutely) hate ...
- 6 I don't have enough time for ...
- 7 I'm not into ...
- 8 I don't spend much time ...

- 2 What verb form is used after all these expressions? Spend a few minutes checking and memorizing the prepositions used in the phrases.

- 3 How do you spend your time? What do you like / dislike doing? Use a phrase from the boxes to complete the following sentences. Think about:

- your free time.
- your working life.
- your family life.

- a *I spend a lot of time* driving.
- b ..... cooking.
- c ..... meeting new people.
- d ..... gardening.
- e ..... doing housework.
- f ..... going to bars and clubs.
- g ..... looking after children.
- h ..... chatting on the phone.
- i ..... reading.
- j ..... doing exercise.
- k ..... relaxing and doing nothing.

- 4 Close your book and walk around the class. Find another student and choose three activities from Exercise 3 to ask him / her about. Then find another student and ask three more questions. Try to talk to as many students as possible.

Do you enjoy meeting new people?

Yes, in my job I meet a lot of new people. How about you?

Do you do much reading?

I don't have enough time for reading at the moment. What about you?

## Real life

### Writing an informal letter

- 1 Adam is a young American, who has a Polish background. He's writing to his father's cousin, Janusz, who lives in Warsaw. Read his letter and answer the following questions.

- a When did Adam and Janusz last meet?
- b What do we learn about Adam and Janusz's lives from the letter?
- c Why is Adam going to Warsaw?
- d What three things does Adam say he wants to do while he is in Poland?

- 2 a) Adam's letter is a typical example of an informal letter in English. Look at the way he opens and closes the letter. Notice the punctuation and position of the address and names. Is this the same in your language?

- b) Here are some more ways of closing an informal letter. What do you think the relationship between the people might be?

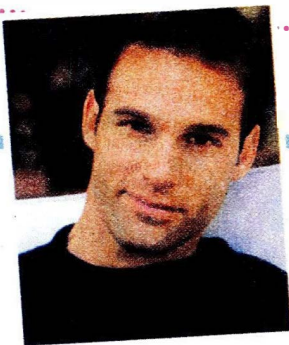
Love,  
Jane

Lots of love,  
Sue and Dave

Best wishes,  
Mark

All my love,  
Simon





408 W. Forty-third Street  
New York  
NY 10016

March 25

Dear Janusz,

I don't know if you'll remember me - I'm Adam, your cousin Tad's son. I think we last met when I was about 12 years old, when you came over to see us in New York. I've changed a lot since then! I'm now 26 years old and an accountant! I'm not married yet, but am engaged to a girl called Pakki. We're hoping to get married next year.

I'm writing because next month I'm coming to Poland to work for a while. My company is sending me over to do a job in the Warsaw office, which will probably take about four months - a great opportunity for me to meet all my Polish relatives! I thought of you first because I still remember the fun we had when you visited us all those years ago. It would be so great to meet Barbara and your two boys, too.

There's so much I want to see while I'm over there. I know you're into climbing, just like me, so maybe you can give me some advice about where to go and what to do. I'm also hoping to improve my Polish - perhaps I can practice on you and Barbara!

As you probably know, Dad's retired now, but he keeps pretty busy. At the moment he's visiting friends in Florida for a couple of weeks. Sofia's in college now, studying to be a biology teacher, and Magda is working in a department store for a few months. They're both doing really well and ask me to send you their love.

Well, I think that's all for now. Give my regards to everyone and look forward to seeing you soon. Take care of yourself until then.

All the best,

Adam

**3** Here are some more phrases you often use in letters like this. Would you write them:

- at the beginning?
- at the end?
- either?

a *Sorry I haven't written for such a long time but...*

b *I hope you're well and...*

c *Ps I've enclosed some photos of...*

d *I really miss you.*

e **Write soon!**

f *How are things with you?*

g *I'm just writing because ...*

h *I can't wait to see you in ...*

Find four more phrases like this at the end of Adam's letter.

**4** Write an informal letter in English.

**Either:** imagine that you are going to the US or Britain, where you have a cousin you haven't seen since you were a child. Write a letter like Adam's, telling them about your visit and giving news and information about yourself and the rest of the family.

**or:** write a letter to your teacher or another student in the class, introducing yourself, telling them about your life, and explaining why you are learning English.



# Do you remember?

1

**Which auxiliary verb (if any) goes in the following sentences? Use contractions ('s, 'll, etc.) and complete the sentences as quickly as possible!**

- Oh no, it ..... raining.
- ..... your husband smoke much?
- ..... you watch television at all last night?
- I ..... having trouble with my car at the moment.
- They ..... come from Brazil – São Paulo, I think.

2

**Put the words in the correct order to make questions.**

- does / pets / How / he / many / have?
- cousins / often / see / do / you / How / your?
- money / with / you / much / have / How / you?
- mother-in-law / live / with / Does / his / them?
- your brothers and sisters / married / Are / all?

3

**What is the difference between the following pairs of sentences?**

- Who plays the piano?  
• Who's playing the piano?
- She works in a bakery.  
• She's working in a bakery.
- He's very nice.  
• He's being very nice.

4

**Which verbs in the following sentences are wrong in the Present Continuous form? Why? Correct the mistakes.**

- What are you eating?
- I think he's having lunch – try him again in an hour.
- Michael, are you knowing the answer to this question?
- My parents are staying with us for a few days.
- She's having ten brothers and sisters!

5

**What's the difference in meaning between the following pairs of words?**

- classmate / roommate
- visiting friends / entertaining friends
- a stepbrother / a brother-in-law
- to rise / to fall
- an acquaintance / a neighbor

6

**Put a word from the box in the correct place to complete the following sentences.**

about at home in out

- My girlfriend's very good drawing.
- I'm not very interested sports.
- I know quite a lot do-it-yourself.
- My roommate isn't going much at the moment – she's studying for some important exams.

- I stayed last night, did the ironing, and went to bed early – it was really boring!
- My boyfriend and I eat about twice a week.

7

**Match a word / phrase in column A with a word / phrase in column B to make phrases from Module 1.**

| A         | B                |
|-----------|------------------|
| have      | after children   |
| work      | a lovely time    |
| do        | a college course |
| look      | long hours       |
| do        | a broken arm     |
| stay home | the housework    |
| have      | your children    |
| raise     | for the evening  |

8

**Look back through Module 1 and write two more review questions of your own to ask other students.**

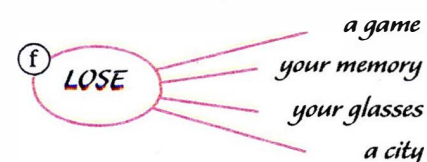
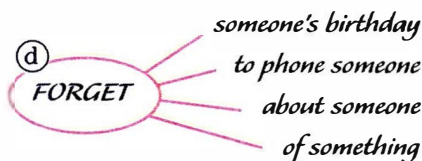
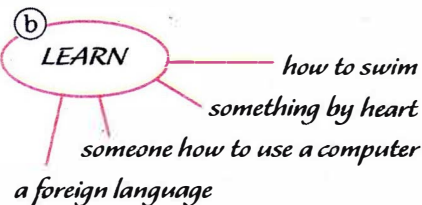


# module 2

## Memories

### Part A Language

Past Simple and Continuous  
Comparing past and present  
Vocabulary and speaking:  
remembering and forgetting  
Reading: All in the memory  
Wordspot: time



### Vocabulary and speaking

#### Remembering and forgetting

1 Work in groups. What kind of things are you good / bad at remembering? Think about:

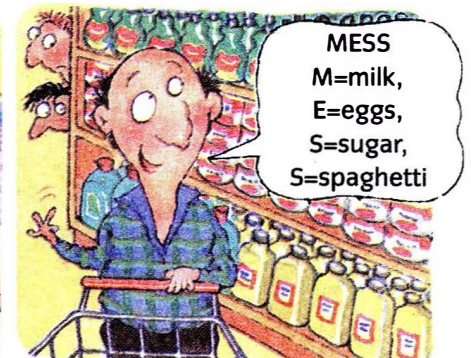
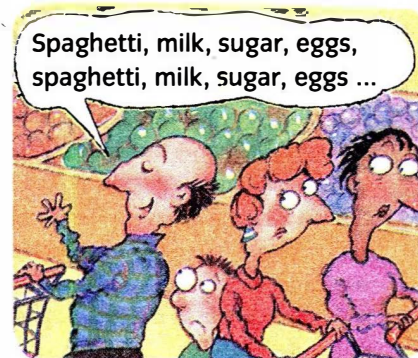
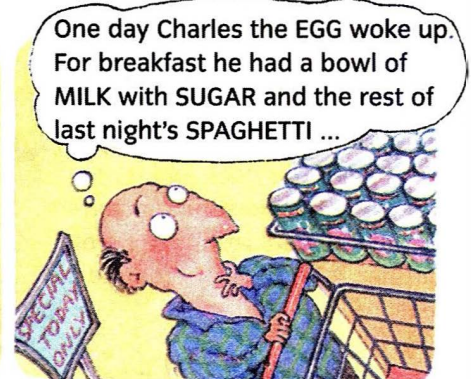
- names and faces.
- birthdays.
- fact and figures.
- phone numbers.
- conversations you have had.
- messages, shopping lists, etc.

Have you ever had any embarrassing experiences because you forgot any of these things?

2 The verbs on the left all relate to memory. Cross out the phrase that each verb cannot be followed by.

### Reading

1 Look at the pictures below. What methods is the person using for remembering things in each one? Have you ever used any of these methods? Were they successful?





**2** Read the text opposite about how memory works. It mentions six techniques for helping you remember things. What are they?

**3 a)** According to the text, which techniques are useful for:

- remembering things for a few seconds?
- remembering foreign words?
- remembering long numbers?
- remembering long lists of words?
- remembering information you are studying?

**b)** The text mentions several cases of people who lose their memories. What was the problem in each case? What happened?

### Memory quiz!

**4** You are going to take a quiz to test your memory. Work in pairs, A and B. Student A should look at the quiz on page 132. Student B should look at the quiz on page 137. You have **three minutes exactly** to answer the questions.

**5** Close your book and try to write the words and numbers down. Compare results with your partner. Who remembered the most?

**6** Did the quiz change your opinions about the best ways to study English vocabulary? Tell the other students about how you learn new words in English. Does anyone have any ideas that you would like to try?

## All in the memory...

Many people complain that their memory is bad, particularly as they get older. Phone numbers, names, facts we studied only a few days ago – life would be so much easier if we could remember them all effortlessly. So how can we improve our memory?

Many people think that repeating things is the best way to remember them. While this undoubtedly helps short-term memory (remembering a telephone number for a few seconds, for example), psychologists doubt whether it can help you to remember things for very long. The British psychologist E. C. Stanford seemed to prove this point when he tested himself on five prayers that he had read aloud every morning for over 25 years. He found that he could remember no more than three words of some of them! More helpful, especially for remembering numbers, is “chunking,” or grouping, the information. The following numbers would be impossible for most of us to remember: 1492178919931848. But look at them in “chunks,” and it becomes much easier: 1492-1789-1993-1848.

So what about “memory training”? We’ve all heard about people who can memorize decks of cards by heart – how is this done and can anyone learn how to do it? According to experts, there are various ways of training your memory. Many of them involve forming a mental picture of the items to be memorized. One method, which may be useful in learning foreign languages, is to create a picture in your mind associated with a word you want to remember. For example, an English person wishing to learn *pato* (the Spanish word for “duck”), could associate it with the English verb “to pat.” Imagining someone patting a duck on the head would remind the learner of the Spanish word.

Another method is to invent a story that includes all the things you want to remember. In experiments, people were asked to remember up to 120 words using this technique; when tested afterwards, on average, they were able to recall 90 percent of them! Surprisingly, however, there is nothing new about these methods – they were around even in ancient times. Apparently the Roman general Publius Scipio could recognize and name his entire army – 35,000 men in total!

However, not all of us are interested in learning long lists of names and numbers just for fun. For those studying large quantities of information, psychologists suggest that the best way to “form meaningful connections” is to ask yourself lots of questions as you go along. So, for example, if you were reading about a particular disease, you would ask yourself questions like: “Do people get it from water?”, “What parts of the body does it affect?”, and so on. This is said to be far more effective than time spent “passively” reading and rereading notes.

Finally, what about the opposite problem? What happens when people lose their memories? Memory loss can take many forms: cases of people who forget their identity and end up wandering the streets are, sadly, relatively common. Rarer cases include the man who lost his memory for faces and believed that a stranger was watching him every time he looked in the mirror, or the man who lost his visual memory, and could not recognize everyday objects, confusing a pen with a knife, for example. In the end, he preferred to wear dark glasses and pretend that he was blind!



## Language focus 1

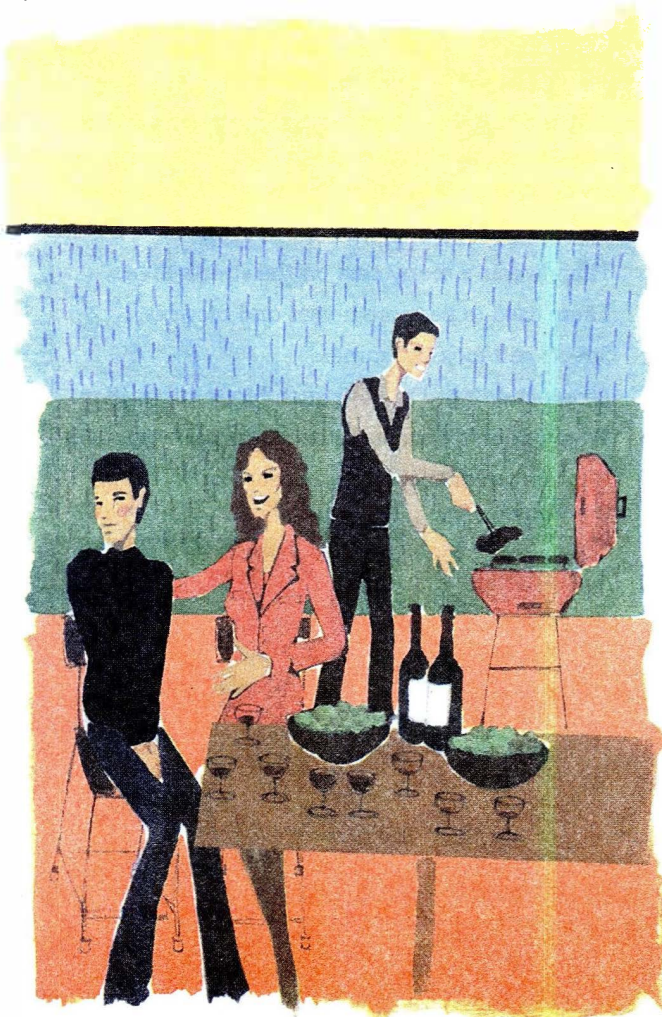
### Past Simple and Continuous

#### Minitask

Think about an important meeting in your life. It could be:

- the first time you met a good friend, your wife / husband, your partner, or another special person.
  - a time when you met someone famous or important.
- When did you meet? What was happening in your life at the time? What impressions did you have of the other person and how did you feel? Describe your meeting to other students. Ask your teacher for any words or phrases that you need.

- 1** [2.1] You will hear Mark, an Australian, talking about how he met Julia, his English wife. The picture below shows their first meeting, but there are three differences between the picture and the story Mark tells. Listen to the story and look at the picture to find the differences.



- 2** Choose the best verb forms to complete the sentences. Then listen again and check your answers.

The first time I (1) *met / was meeting* Julia was about eight years ago. I'm Australian, but I (2) *spent / was spending* a few months over in Britain – (3) I *did / was doing* some photographic work for Harry, an Australian friend of mine. Anyway, one really hot summer day, Harry and I (4) *decided / were deciding* to invite a whole group of people to his house for a barbecue, and Julia (5) *arrived / was arriving* first. Actually, she was really early and we weren't ready at all. I can still remember ... she was obviously a bit embarrassed ... so, anyway, I (6) *started / was starting* talking to her, asking her lots of questions, and, you know, (7) I *thought / was thinking* we (8) *had / were having* a good conversation when the other guests (9) *began / were beginning* to arrive. In fact, much later, she (10) *told / was telling* me that when we (11) *talked / were talking*, she actually (12) *thought / was thinking* I was a bit rude. Australians are much more direct than English people, and she (13) *hated / was hating* all the questions. I (14) *liked / was liking* her immediately ... the only problem was the dress she (15) *wore / was wearing* – it was this awful yellow color that (16) *didn't suit / wasn't suiting* her at all. Luckily, though, I (17) *didn't tell / wasn't telling* her that!

### Analysis

- 1** Read Mark's story again and find three examples of:

- a irregular verbs in the Past Simple.
- b regular verbs in the Past Simple.
- c the Past Continuous.

How are the Past Simple verbs and Past Continuous formed?

- 2** Choose the correct alternative to complete the rules about the Past Simple and Continuous. Find at least two more examples for each rule from Mark's story.
- a The *Past Simple / Past Continuous* shows complete, simple actions in the story – usually the main events.
  - b The *Past Simple / Past Continuous* shows actions in progress at a time in the past. They often start before and continue after the main event of the story.
  - c The *Past Simple / Past Continuous* is normally used for verbs that describe states.

Now read Language summary A / B on page 141.



## Practice

- 1 [2.2] Complete the sentences in Vicki's story with the best form of the verb in parentheses. Then listen and check your answers.

The most romantic story I know is the way my parents (1) ..... (meet). They (2) ..... (travel) from London to Newcastle by train – it was quite a long journey in those days, and after a while they (3) ..... (start) talking. They (4) ..... (discover) that they (5) ..... (have) a lot in common – both of them came from Newcastle, but both (6) ..... (live) in London and both (7) ..... (go) home to see their families for Christmas. But the biggest coincidence was that both of them (8) ..... (train) to be journalists on big London newspapers. Mom (9) ..... (work) for *The Times* and Dad for the *Daily Mirror*.

Anyway, I don't know exactly what else they (10) ..... (talk) about, but they obviously got along well, and somehow during the journey they (11) ..... (fall) in love and (12) ..... (decide) to get married. By the time they (13) ..... (reach) Newcastle, they (14) ..... (be) already engaged! The wedding (15) ..... (be) about four weeks later, and amazingly they (16) ..... (be) still happily married, even after thirty years!

### Pronunciation

- 1 [2.3] How many syllables do the -ed forms below have? In which words is -ed pronounced as a syllable /ɪd/? Why?

For example: dis•cov•ered > 3 syllables

• talked • started • reached • decided

- 2 How do you pronounce the following past forms?

• waited • helped • liked  
• traveled • arrived • invited

- 3 [2.4] Notice that in the middle of sentences the vowel sound in *was* and *were* is weak /ə/.

• *was* /wəz/ > *was* working >  
Mom *was* working for *The Times*.  
• *were* /wər/ > *were* traveling >  
They *were* traveling from London to Newcastle.

- 4 Read Vicki's story aloud, paying attention to the pronunciation of past forms.

- 2 a) Work with a partner. You are going to test how well he / she remembers details about the past. First your partner should choose one of the following topics to answer questions about:

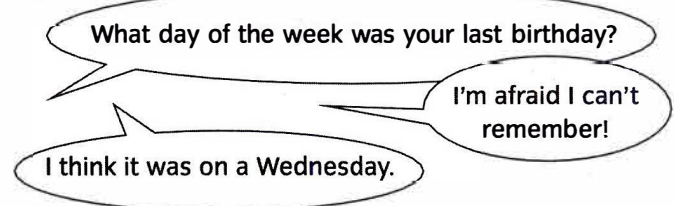
his / her last  
birthday

his / her last  
English lesson

his / her last  
plane trip

- b) Look at page 132 for the questions to ask your partner. Think about how to form the questions correctly, but do not write them out.

- c) Ask and answer the questions. Give your partner a mark for each question he / she can answer, then add up the total. Did anyone in the class score ten out of ten?



## Language focus 2

### Comparing past and present

Look at the pictures showing people's lives about a hundred years ago. What can you see? The sentences below compare life then and now. Mark each one T (true) or F (false).

- a There weren't many cars on the streets then. ☐  
b There used to be more horses and bicycles. ☐  
c Streets still look the same. ☐  
d People didn't use to have such big families then. ☐  
e Women don't wear such nice dresses any longer. ☐  
f We don't wear those long bathing suits any more. ☐





## Analysis

1 Look at these rules on *used to* and choose the correct alternative.

- a We use *used to* to talk about *habits in the past / single events in the past*.
- b Instead of *used to* we can always use the *Past Continuous / Past Simple*.

2 Find two phrases that we use to talk about things that **don't** happen now, but **did** happen in the past.

3 Which word tells us that something hasn't stopped happening, but continues up to now?

Now read **Language summary C** on pages 141–142.

## Practice

1 Write sentences of your own comparing the past with the present like the ones on the opposite page. Do not make all your sentences true. Read them to your partner, who must decide if they are true or false.

2 Think back to when you were twelve years old. What are the differences and similarities between your life then and now. Think about:

- where you lived.
- your likes / dislikes.
- your vacations.
- your fears.
- your family.

Tell your partner about them using *used to*, *didn't use to*, *still*, and *not ... any more / any longer*.

I never used to eat vegetables.

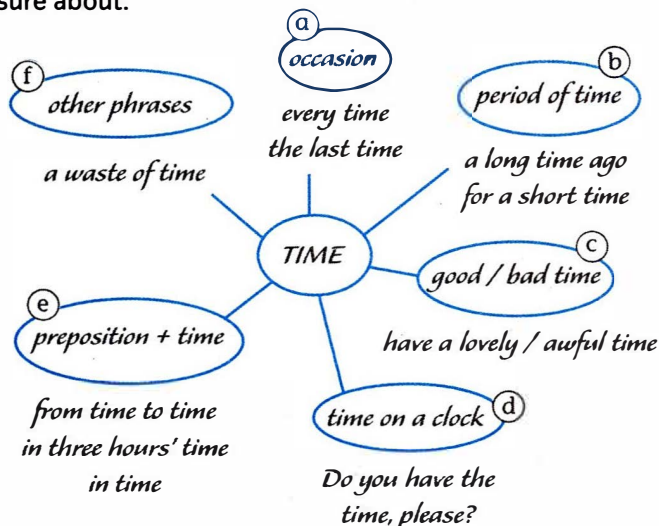
I used to be scared of the dark, but I'm not any more.



## Wordspot

### time

1 The diagram below shows some common phrases with *time*. Check (✓) the phrases you already know, and write (?) next to those you are not sure about.



2 [2.5] Listen and complete the sentences in the following dialogs using a phrase with *time*. Add the phrases to the diagram above.

- a A: Are you pleased about leaving your job then?  
B: Oh, yes. I've wanted to leave .....
- b A: How was your vacation?  
B: Oh, lovely – we had .....
- c A: Could you help me move these shelves?  
B: I ..... to do it now – I'll help you later.
- d A: See you later tonight then.  
B: You'll probably be in bed ..... I get home.
- e A: Did Sylvia get here ..... today?  
B: No, she was late again!
- f A: Did Dad like the CD I bought him?  
B: Yes he loves it – he listens to it !
- g A: I'll phone you ..... then.  
B: Actually, we'll be away on vacation then.

3 Work in pairs, A and B. Student A should look at page 132 for some questions to ask Student B. Student B should look at page 137 for some questions to ask Student A. Tell the class what you found out.

4 Copy the diagram above to make a poster for your classroom wall showing the uses of *time*. Add new expressions when you meet them.



## Part B Task

Describe a childhood memory

Task link: short questions

### Personal vocabulary

#### Useful language

##### Beginning the story

"This all happened about ... years ago ..."

"One day, when I was ..."

##### Telling the story

"Suddenly ..."

"After a while ..."

"So, anyway ..."

"Then ..."

##### Ending the story

"So, eventually ..."

"In the end ..."

##### Listening with interest

"How funny / amazing / sad!"

"Really!"

"Oh no!"

"So, what happened?"







## Preparation for task

**1** [2.6] You are going to hear two people, Tim and Anna, talking about an important childhood memory. The following “key” words / phrases are important in one of the two stories. Listen and mark them T (Tim’s story) or A (Anna’s story).

- |                  |                          |                       |                          |
|------------------|--------------------------|-----------------------|--------------------------|
| • a big sister   | <input type="checkbox"/> | • a candy bar         | <input type="checkbox"/> |
| • Czechoslovakia | <input type="checkbox"/> | • stealing            | <input type="checkbox"/> |
| • a field        | <input type="checkbox"/> | • 1968                | <input type="checkbox"/> |
| • a rose         | <input type="checkbox"/> | • a five-year-old son | <input type="checkbox"/> |
| • going shopping | <input type="checkbox"/> | • a half brother      | <input type="checkbox"/> |
| • 1988           | <input type="checkbox"/> | • the police          | <input type="checkbox"/> |
| • burying        | <input type="checkbox"/> | • two little girls    | <input type="checkbox"/> |

**2** Listen again and summarize what happened in pairs, using the “key” words / phrases above.

## Task

**1 a)** Think of an incident that happened to you as a child, or when you were much younger. It could be:

- a time when you did something wrong.
- a time when you tried to do something that went wrong.
- a story about a pet or animal you had as a child.
- a point in your childhood when your life seemed to change.
- a time when you met someone important.

**b)** Spend 10–15 minutes planning how you will tell your story. Make a note of your “key” words, and ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box. Do not write out the story yet.

**2** Work in groups. Look at the sentences / phrases in the *Useful language* box on the opposite page. Tell your story to the other students. They should listen and ask questions if they want to. When everyone has told their stories, choose an interesting story from the group to tell to the rest of the class.

## Optional writing

*Either:* write your story out for other students in the class to read.

*or:* write out your story, then record it onto a cassette for your teacher to listen to and correct.



## Task link

### Short questions

**1** [2.7] Look at what the people in the picture opposite are saying. Can you guess what the second speaker's response is? Listen and complete the sentences.

**2** How do the following short questions relate grammatically to the first statements?

- There aren't any scissors here!  
*Aren't there?*
- The photocopier's broken again.  
*Is it?*

Now read Language summary D on page 142.

**3** [2.8] Respond to the following statements with a short question. Listen and check.

- Robert isn't here today.
- How strange – Mrs. Glover normally comes in on Tuesdays.
- Don't do that yourself – the new computer can do it all for you!
- We all went to see the new office at lunchtime.
- Chris doesn't like her new boss at all, apparently.
- Where's my purse? It was here a minute ago!
- You know what? Liz didn't come back to work after lunch today!
- Oh no! It's three o'clock already!

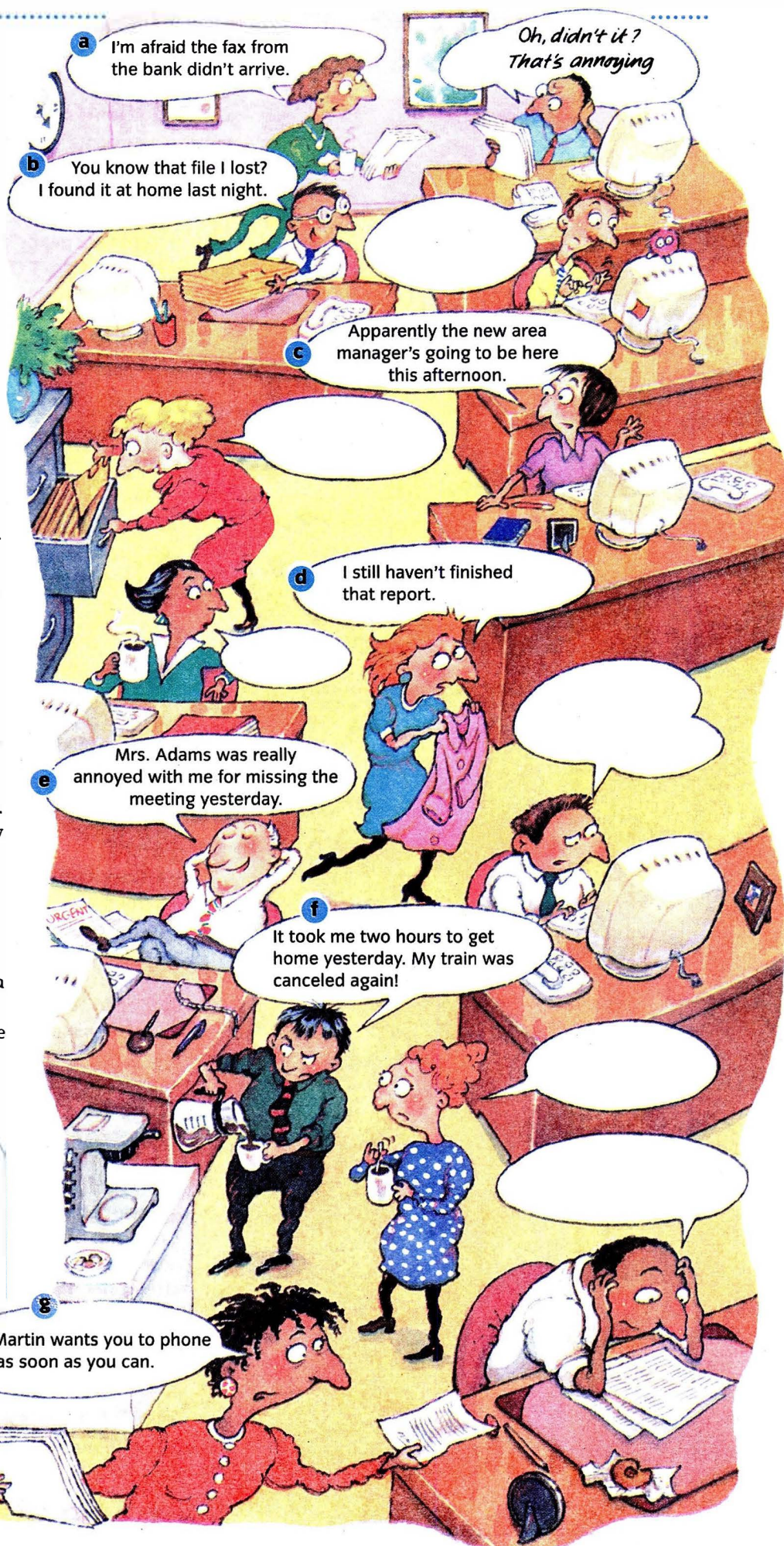
### Pronunciation

The second speaker uses intonation to show that they are interested:

Isn't he?

Does she?

Listen again and copy the intonation on the cassette.





# Do you remember?

1

Complete the sentences with the best form (Past Simple or Continuous) of the verbs in parentheses. If there is more than one possibility, explain the difference in meaning.

- It ..... (snow) when I ..... (come) to work this morning.
- Apparently, Tom and his wife ..... (meet) while they ..... (be) on vacation.
- A fox ..... (come) into our kitchen while I ..... (cook) dinner last night!
- Lucy thinks she ..... (drop) her coin purse while she ..... (shop).
- Your boss ..... (try) to call you while you ..... (be) at your mother's.
- When Jack ..... (arrive), Max ..... (go home).

2

a) What are the Past Simple forms of the following verbs?

- |         |         |
|---------|---------|
| • think | • sleep |
| • fall  | • get   |
| • grow  | • wear  |
| • bring | • read  |
| • steal | • hide  |

b) Work in pairs. Look at the list of irregular verbs on page 152. Test your partner on the Past Simple form of ten more irregular verbs.

مرجع زبان ایرانیان

3

How many syllables do the -ed forms below have? Where is the main stress? Put the words into the correct columns, as in the example.

- |              |            |
|--------------|------------|
| • happened   | • closed   |
| • used       | • wanted   |
| • remembered | • tried    |
| • started    | • decided  |
| • imagined   | • invented |

| A | B               | C     |
|---|-----------------|-------|
| • | • •<br>happened | • • • |

4

Complete the sentences with a suitable word or phrase.

- remember *a phone number* .....
- in *two weeks'* ..... time
- ..... *every* ..... time
- lose *your memory* .....
- have *a nice time* .....

5

Look at the following sentences written by foreign learners of English. Which one is wrong?

- When I was a child, I used to live in the country.
- Spanish people are used to stay out late at night.
- Sometimes he used to call me ten times a day - I didn't know what to say!

6

Choose the best alternative to complete the following sentences.

- Trains and buses in this country never leave in time / on time.
- Can you remind me / recognize me to phone Mom later?
- A: I saw Emma yesterday.  
B: Did you? / Have you?
- When he died, they hid him / buried him next to his wife.
- My brother has trained / learned his dog to follow his commands.

7

Look back through Module 2 and write two more review questions of your own to ask other students.



# module 3

## Around the world

### Part A Language

Comparatives and superlatives  
Comparing things in different ways

Speaking and listening: *How good is your geography?* (quiz)


Wordspot: *place*

Reading: *Amazing cities!*

Vocabulary: describing towns and cities

### Speaking and listening

**1** Work in groups and answer the questions below. Do not look at a map and remember to discuss the questions in English!

**2** [3.1]  Listen and check your answers. (You will hear a lot of facts, so listen carefully for the information that you need.) Work out your total score out of twenty. Which group got the highest score?

### How good is your geography?

- 1 Which is the longest river in the world? Which is the second longest? (2 points)
- 2 Which is the smallest country in the world? Which is the second smallest? (2 points)
- 3 Which is the most densely populated place in the world – Canada, Hong Kong, or Monaco? (1 point)
- 4 After Russia, which country in Europe has the largest area? (2 points)
- 5 Name the five cities in the world with the highest population. (1 point for each city)
- 6 Which is further – New York to London, or New York to Los Angeles? (1 point)
- 7 Which is the largest island in the world? (2 points)
- 8 Which are higher – the Rockies in North America or the Andes in South America? (1 point)
- 9 Which country in the world has the most neighbors? (2 points)
- 10 Which country in the world has the longest coastline? (2 points)



# Language focus 1

## Comparatives and superlatives

### Minitask

Work in pairs or groups.

Either: write down the name of a nearby country. Think of four differences and two similarities between that country and your own country.

or: talk about the differences and similarities between your country and the country you are living in at the moment. Think about the scenery, the climate, the cost of living, etc.

## Analysis

### Review of basic comparatives and superlatives

1 What are the comparative and superlative forms of these adjectives?

• big • friendly • crowded • popular • far

2 What are the rules for the formation of the comparative and superlative of one-, two-, and three-syllable adjectives? Can you think of any other irregular adjectives like *far*?

### Big and small differences

1 Match the sentences on the left with a picture on the right. Underline the phrases used for showing big and small differences.

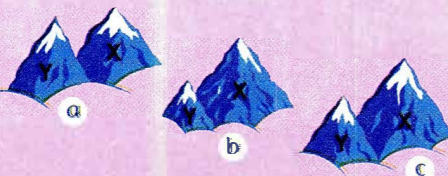
X is slightly higher than Y.

X is much higher than Y.

X is a little higher than Y.

X is a lot higher than Y.

X is far, far higher than Y.



2 Look at the information below and complete the sentences with a suitable phrase (you can use the phrases more than once).

by far the biggest    one of the biggest    the biggest ... of all  
the second / third biggest    one of the least populated

|        | area                        | population    |
|--------|-----------------------------|---------------|
| Russia | 17 million km <sup>2</sup>  | 150 million   |
| Canada | 10 million km <sup>2</sup>  | 27.5 million  |
| China  | 9.6 million km <sup>2</sup> | 1,193 million |

a In area, Russia is ..... country in the world.

b Canada is ..... country / countries in area, but it is ..... countries in the world.

c China has ..... population, and is ..... country in area.

3 Use the phrases to write sentences about:

• the Amazon • Monaco • New York • Tokyo-Yokohama

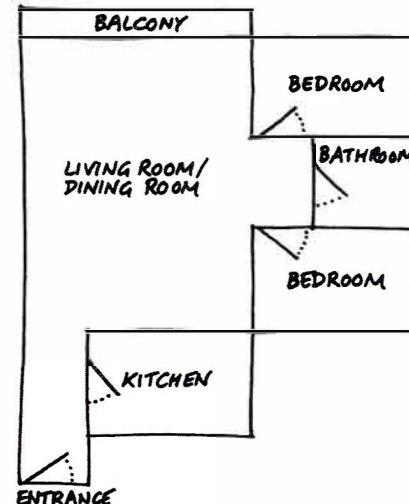
Now read Language summary A / B / C on page 142.

## Practice

1 Work in pairs. Make the following sentences true for you and your partner. Use phrases from the Analysis to make the comparisons precise.

- My teacher is (*tall / short*) than me.
- My partner's hair is (*long / short*) than mine.
- My partner's home is (*near to / far from school*) than mine.
- I went to bed (*early / late*) than my partner last night.
- My partner's feet are (*big / small*) than mine.
- The weather is (*hot / cold*) than it was a month ago.
- Speaking English is (*easy / difficult*) than writing it.
- My English is (*good / bad*) than it was a year ago.

2 a) Draw a plan of your home, like this:



b) [3.2] Listen to the instructions and mark the places described. Do not write anything, but remember why you marked those places.

c) Work in pairs. Explain your pictures to each other.

This is my father's desk – it's one of the messiest places in the house!



## Language focus 2

### Comparing things in different ways

- 1 Find the following things in the pictures opposite.

a rug a mirror a couch  
a cushion a bookcase  
an armchair a vase a stool

- 2 Look at the following pairs of sentences and mark them T (true) or F (false).

- a The armchair in A isn't as big as the armchair in B. ☐  
The armchair in B is bigger than the armchair in A. ☐
- b There are fewer windows in A than B. ☐  
There's less light in A than in B. ☐
- c The couch in A isn't as long as the one in B. ☐  
The couch in B isn't as long as the one in A. ☐
- d The rug in A is as big as the one in B. ☐  
The rug in B is just as big as the one in A. ☐
- e The cushion in A is exactly the same as the one in B. ☐  
The cushion in A is more or less the same as the one in B. ☐



### Analysis

- 1 Underline the phrases from Exercise 2 used to make comparisons. Is there a difference in meaning between the sentences in each pair? If so, what is it?
- 2 Put the following phrases in the correct place on the line below:  
*the same as*   *very similar to*   *more or less the same as*  
*completely different from*   *slightly different from*   *very like*

← *exactly the same as*                      *similar to*                      *different from* →

Now read Language summary D on pages 142–143.

### Practice

- 1 a) In two minutes find as many differences and similarities as possible between rooms A and B.

- b) Work in groups. Explain the differences to other students. Write five sentences describing the differences.





Judit Molnár, the daughter of Hungarian parents, first visited Budapest, the capital of Hungary, in the 1980s, when Hungary was still a communist country. She returned recently to see how it has changed.



**2 a)** [3.3] Listen to Judit Molnár talking about her last trip to Budapest and note down what she says about the following things:

- the prices • the people • the general atmosphere
- the stores • the cars and traffic
- public transportation

**b)** Complete the sentences with a suitable word or phrase to summarize what Judit says.

- 1 She had expected everything to be ..... different ..... how it was in communist times.
- 2 Most of the buildings are ..... same ..... before.
- 3 She thinks the stores are ..... better ..... before.
- 4 These days, Budapest is ..... of ..... popular tourist destinations ..... Europe.
- 5 Transportation is ..... efficient ..... it was.
- 6 There used to be ..... traffic ..... there is now, and pollution is ..... bad ..... before.
- 7 Many things are ..... similar ..... the rest of Europe now.

## Pronunciation

- 1 [3.4] Write down the number of words you hear.
- 2 When words are said together, many "weak" vowels are pronounced /ə/. Notice the sound /ə/ in the following phrases. Practice saying the phrases, then the complete sentences.
  - a a /ə/ lot better than /ðən/
  - b just the same as /əz/
  - c completely different from /frəm/
  - d not as /əz/ cheap as /əz/
  - e more or /ər/ less the /ðə/ same as /əz/
  - f very similar to /lə/

## Wordspot

### place

**1** Can you think of another word or phrase to replace those with *place* underlined in the following sentences? Look at the diagram below to help you if necessary.

- a There are no ~~places~~ <sup>vacancies</sup> left in the morning class, but there are still one or two in the evening.
- b She comes from a place called Murcia in Spain.
- c I found a cheap place to stay downtown.
- d This is the place where I spilled the coffee. Can you see a mark?
- e She was sick, so I went to the conference in her place.
- f The 1996 World Cup took place in the United States.
- g Is there a place to buy wine near here?
- h Slow down – there are police cars all over the place!
- i When you finish with the file, please can you make sure that you put it back in its place?
- j Do you want to come back to my place for something to eat?

**2** Add the phrases with *place* from Exercise 1 to the correct section of the diagram below.



**3** Work in pairs, A and B. Student A should look at the words on page 133, and Student B should look at the words on page 137. Check the meaning of the words either in your *Minidictionary* or with your teacher. Ask and answer questions using *place + to + verb*.

What's a florist's?

It's a place to buy flowers.





# Amazing cities!

The oldest ... the biggest ... the most mysterious!

\* The world's oldest city is Jericho, in the Middle East, which dates back to about 8000 BC. It has been destroyed many times in its history (one such story is described in the Bible), but it has always been rebuilt.

\* Ancient Rome was the first city in the world to have a population of 1 million. At its height, the entire Roman Empire had a population of 100 million!

\* The world's most mysterious cities are to be found in the Indus Valley in modern-day Pakistan. Known as the "Secret Cities," they are around 4,500 years old, but no one knows who built them or where they disappeared to. Whoever they were, they were so advanced that they invented their own form of writing (at around the same time as the ancient Egyptians), and built a complete system of drains and plumbing almost two and a half thousand years before they were "first invented" by the Romans!

Not so modern!

\* We think of democracy as a modern invention, but in fact the world's most perfect democracy probably existed in ancient Athens in 500 BC – if you were not a woman or a slave, that is! In the so-called "Golden Age," all decisions were made by citizens collectively. Even military leaders were elected, and crimes were tried by juries of between 101 and 1,001 citizens!

\* We often imagine that the enormous cities of Asia are a twentieth-century phenomenon, but throughout history, they have always been bigger than cities in Europe. Even in 1450, the biggest city in the world was Beijing (population 600,000), and most of the other "top ten" cities were also in

## Reading

1 Look at the picture of ancient Rome above and find six things that do not belong there.

They didn't have ... in Roman times!

... weren't invented until ...!

2 You are going to read an extract from a book of fascinating facts. First check the meaning of the following words and phrases in your *Minidictionary*.

to ban a jury welfare  
plumbing and drains a slave  
smelly traffic congestion  
a vehicle

3 Race: work in pairs. Find the following information in the text as quickly as you can. The first pair to find all the information are the winners.

- A two groups of people who didn't have democratic rights in ancient Greece
- B the first city in the world to have a population of more than 1 million
- C the number of hospitals in medieval Florence
- D the name of the oldest city in the world
- E two incredible inventions made by the civilization that inhabited the "Secret Cities"
- F the name of the biggest city in the world in 1450
- G two "modern" urban problems that also existed in ancient Rome



China. London at the time had a population of just 75,000.

\* Highrises are not a modern invention either. Buildings over six stories high existed in many cities in the Middle Ages, and in ancient Rome some highrises were so high that sightseers used to come from the countryside especially to look at them!

\* Our typical image of a medieval city is of somewhere smelly and unhealthy! But this is not entirely true – in fact, public services such as bathhouses, drains, and hospitals were relatively developed. Medieval Florence, for example, with a population of 90,000, had thirty hospitals with over a thousand beds. Its system of drains was much better than those of many nineteenth-century cities!

\* Ancient Rome had many of the same urban problems as cities today. Crime was an acute problem – few people dared even to go out after dark for fear of robbers and cutthroats. And even then many of the poor lived on “welfare” – the Emperor’s government regularly distributed bread to more than 200,000 poor people. Traffic congestion is not a new problem either – in the center of ancient Rome it was so bad that Julius Caesar had to ban all wheeled vehicles during daylight hours!

4 Read the text again and mark the information (✓) if you already knew this and (!) if you are surprised to discover this. Compare answers with other students. Which information did you find most surprising?

5 Discuss the following questions.

- Have you ever visited any of the historical cities mentioned in the text?
- Are there any famous historical sights that you would especially like to see?
- If you could spend a weekend in any city in the world, which would you choose? Why?

## Vocabulary

### Describing towns and cities

1 You are going to answer the questions below about a town or city you know well. First check the meaning of the words in bold in your *Minidictionary* or with your teacher.

2 Work with a partner.  
Either: compare answers. Do you share the same opinions?  
or: close your book and describe the place to your partner. Answer any questions your partner has.

### A place I know well

1. Is it a village, town, or city? How big is it, roughly? Describe its location, using some of the phrases below to help you.

- it's in the west / southwest / center, etc., of the country
- it's on the river / the coast ...
- it's about 50 km, etc., away from ...
- it's near the **border** with ...

2. Which of the following features does the place have?

- a **beach**
- **docks** or a harbor
- nice **walks** and views
- beautiful **scenery** nearby
- **shopping malls** or street markets
- a **subway** or **streetcars**
- an industrial area
- a **carnival**, **festival**, or other important events

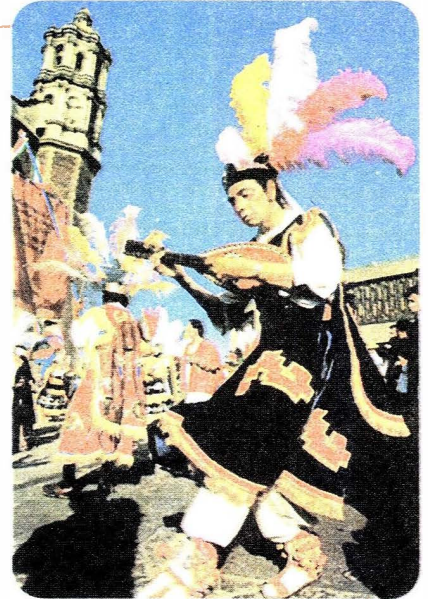
Does your town have any other important features not on this list?

3. You have to describe the place to a stranger in five words. Which adjectives would you choose?

*crowded exciting cosmopolitan  
historical noisy old-fashioned  
peaceful polluted touristy ugly*

Think of two more adjectives of your own to describe it.

4. Which is your favorite area or individual place? Which place do you like least? What are the best and worst things about living there?





## Part B Task

Plan a tour of your country or region

**Task link:** recommending and advising

### Personal vocabulary

### Useful language

#### Recommending places

"You must see ..."  
 "You should definitely visit ..."  
 "... is worth seeing."  
 "... is worth a visit."

#### Describing places

"It's famous for ..."  
 "It's one of the most famous / beautiful ... in ..."

#### Times and distances

"It's about ... kilometers from ..."  
 "It takes about ... hours."  
 "It's on the way to ..."

## Preparation for task

1 What do you know about Ireland? Where exactly is it? What's the capital city? Do you know anything about its language, history, culture, and scenery? Why do tourists go there? Read the "Ireland fact file" below and check.

2 [3.5] Bob and Isobel are going to spend a week touring the southwest of Ireland by car. They have asked an Irish friend, Helen, to suggest where they should go. Listen to their conversation and follow the route that Helen suggests on the map below. Then answer the following questions.

- Where are Bob and Isobel going to start and finish their trip?
- What order does Helen suggest that they visit the places shown? Number them as you listen.
- How many nights does she recommend that they stay in each place?

# IRELAND

## FACT FILE

- Ireland is separated into two parts. The north is still part of the UK, while the Republic of Ireland, in the south, has been an independent state since 1921.
- The Republic has three and a half million inhabitants and two official languages, English and Gaelic.
- The capital of the Republic is Dublin, with a population of half a million; the second city is Cork, situated in the southwest. The most important river is the River Shannon.
- Ireland is famous for its beautiful scenery, especially its coastline and green rolling hills. It is often known as the "Emerald Isle."
- Ireland is also famous for its traditional music, its many great writers (Oscar Wilde, W. B. Yeats, James Joyce, to name just a few), and finally for its traditional drink, Guinness, a thick black beer.

If you have time, Westport is also worth a visit. It's close to Croagh Patrick, one of the most famous mountains in Ireland.

You should definitely see Limerick, which is one of the most beautiful cities in Ireland. It's situated on the River Shannon, and is famous for its cathedral and castle.

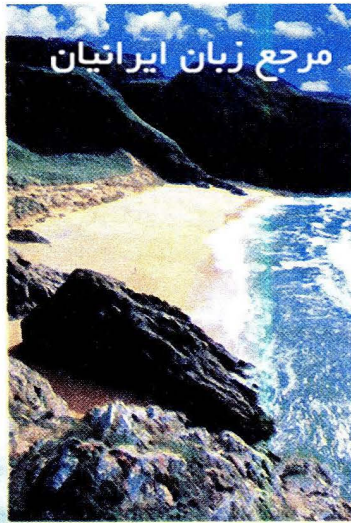
Killarney is right in the middle of one of the most beautiful areas of Ireland. It's famous for its lakes and mountains.

Kerry is generally considered to be the most beautiful scenery in the whole of Ireland. You can drive around the coastal road, visiting a number of beautiful places – Killorglin, Dingle Bay, and Kenmare. The drive is about 100 miles and it takes about a day.

You must see the Ring of Kerry – it's generally considered to be the most beautiful scenery in the whole of Ireland. You can drive around the coastal road,

visiting a number of beautiful places – Killorglin, Dingle Bay, and Kenmare. The drive is about 100 miles and it takes about a day.



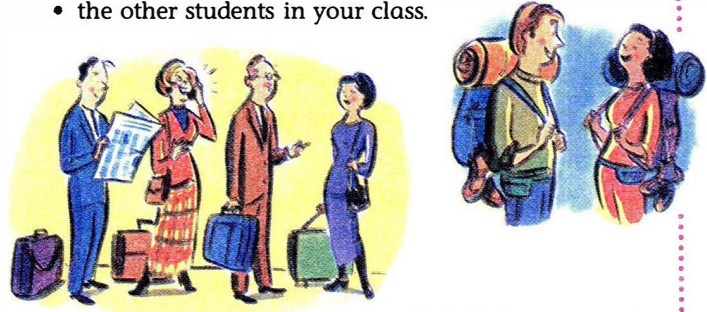


## Task

1 You are going to plan a seven-day tour of your own country similar to Helen's. Work on your own or in pairs.

a Decide who the tour is for:

- one of the groups of people in the pictures below.
- the other students in your class.



- b Decide if your tour will cover your whole country or just part of it. Decide which places your tourists would most enjoy visiting and for how long.
- c Draw a map, and make some notes and illustrations to help explain your tour.

2 Spend a few minutes thinking about the language you need to describe your tour. Look at the phrases in the *Useful language* box. Ask your teacher about any other words and phrases you need and write them in the *Personal vocabulary* box.

3 *Either:* work in groups. Talk through your tour to the other students, using your map to explain and recommend where they should go. Be ready to answer their questions.  
*or:* work in pairs. Imagine you are talking to one of the foreign visitors above, making recommendations as Helen did on the cassette. Be ready to answer their questions.

## Optional writing

Copy out your map and tour with an itinerary (Day one ..., Day two ..., etc.). Read the other students' tours. Which would you most like to do yourself?



## Task link

### Recommending and advising

1 [3.6] Zelda is going to the Euphorian Islands on vacation. Some of her friends have already been there and she has asked them for recommendations and advice. Listen to their conversations and number the following topics in the order that you hear them. (There are two topics too many.)

- the best things to eat and drink
- the best restaurants / places to go out in the evening
- cheap places to stay
- the best / cheapest ways to travel about
- money
- the best places to buy clothes, souvenirs, etc.

☐  
☐  
☐  
☐  
☐  
☐

What recommendations did her friends give her about these things?

2 Look at the phrases below used for recommending and advising. Listen again, and ask your teacher to stop the cassette when you hear any more phrases like this. Add at least two phrases to each group.

|   |   |
|---|---|
| Asking for recommendations<br><i>Can you recommend ...?</i> | Recommending not to do something<br><i>I wouldn't recommend ...</i> |
| Giving recommendations<br><i>I'd really recommend ...</i>   | Responding to recommendations<br><i>It sounds great!</i>            |

### Pronunciation

1 [3.7] Listen to two people giving the following recommendations. Which of them sounds friendly and interested?

- a You must try the local wine.  
 b You should definitely try the cheese.  
 c Personally, I wouldn't swim in the sea.  
 d I'd recommend the streetcars.  
 e Be really careful with your billfold.

|   |   |   |
|---|---|---|
| 1 | ✓ | 2 |
| 1 |   | 2 |
| 1 |   | 2 |
| 1 |   | 2 |
| 1 |   | 2 |

2 Mark the stressed word in the "friendly" sentences.

You must try the local wine!

Why do you think the speakers stress these words? Practice saying the sentences yourself.

3 Work in pairs.  
 Either: think of a place that you know, but your partner doesn't. Imagine that your partner is going there on vacation. Give him / her some information and recommendations about the topics in Exercise 1.  
 or: imagine that Zelda is coming to stay with you. Act out a similar conversation about the topics in Exercise 1.





# Do you remember?

①

**Which two of the following sentences are correct? Correct the sentences that are wrong.**

- a) He's more taller than his brother.
- b) I think she's much nicer than her sister.
- c) He's not as old like me.
- d) It's the more interesting book I've read for a long time.
- e) He's one of kindest people I know.
- f) It's a lot more expensive now, and it's become very touristy.
- g) New York is one of the biggest city in the world.

②

**Which word does not belong in the following groups of words? Why?**

- a) docks / harbor / island
- b) pollution / traffic / transportation
- c) beach / border / coast
- d) carnival / market / shopping mall
- e) forest / hill / mountain
- f) cushion / stool / armchair
- g) crowded / noisy / peaceful

③

**a) Work in pairs. Act out or write the following dialog.**

- Student A: you want some recommendations about the best way to improve your English outside class.
- Student B: (you speak very good English!) make some useful recommendations about:
  - reading English newspapers / magazines / books
  - listening to the BBC World Service / watching cable television
  - watching American / British films with subtitles
  - other ideas!

**b) What phrases did you use in your dialog for asking for and giving recommendations? Can you think of any more phrases like this?**

④

**a) All of the following words contain "silent" letters. Which letters are they?**

- For example:      bilding
- castle                      • Emperor
  - favorite                    • guard
  - island                      • cushion
  - plumbing                  • scenery
  - vehicle                    • slightly

**b) Do you remember the meaning of these words? Do you know any other English words with "silent" letters?**

⑤

**Which words have been blacked out in the following sentences?**

- a) Your purse is exactly  same  mine.
- b) My brother is  lot more good-looking  I am.
- c) It's   east coast, about 50 kilometers from here.
- d) Her hair is very similar  yours.
- e) The main industrial area is   north of the country.
- f) The conference is going to  place in Moscow next July.
- g) Before we do anything else, we need to find a  to park.

⑥

**Look back through Module 3 and write two more review questions of your own to ask other students.**



# module 4

## Life stories

### Part A Language

Present Perfect Simple  
(and Past Simple)  
*for, since, and ago* (and Present  
Perfect Continuous)  
Vocabulary: life experiences  
Reading: *Twin lives*  
Wordspot: *get*

### Vocabulary

#### Life experiences

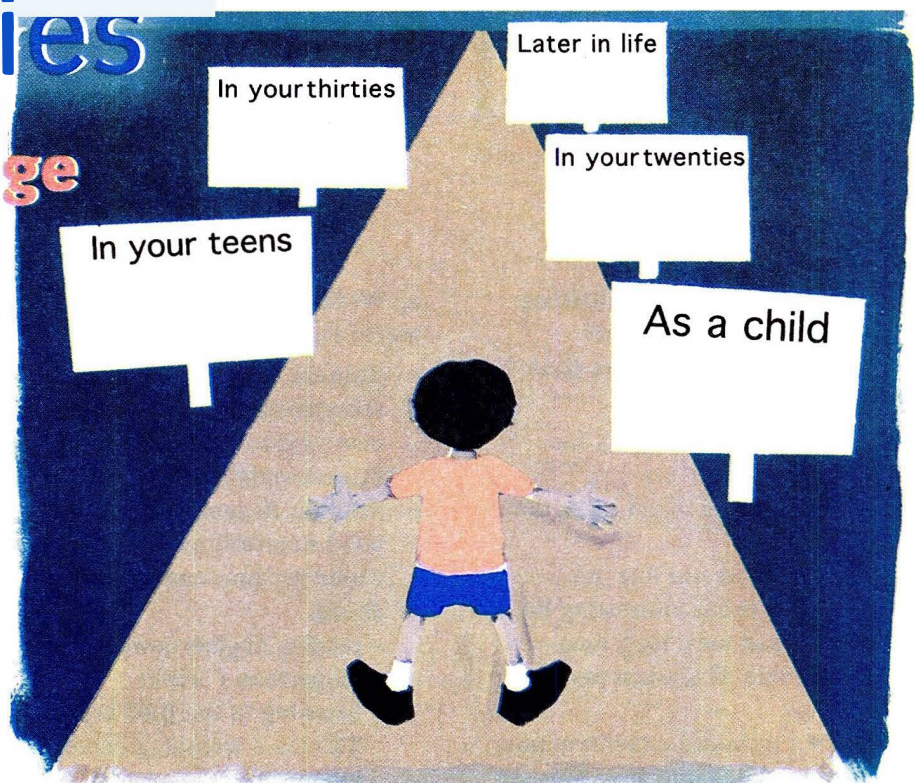
**1** The words and phrases below all describe important life experiences. Think about when these things *usually* happen in a person's life, and put them in the correct place on the diagram opposite. If necessary, check the meaning of the words in the box in your *Minidictionary* or with your teacher.

leave home   start work   retire  
move   settle down  
pass your driver's test   get married  
get divorced   leave school  
go to college   get a degree  
raise your children   fall in love  
get engaged   have an affair  
learn how to read

**2** Look at the phrases again and find four things that you:

- have done already, or are doing at the moment.
- would like to do one day.
- would not like to do.
- could do at any time in your life.

Compare answers with a partner.



### Reading

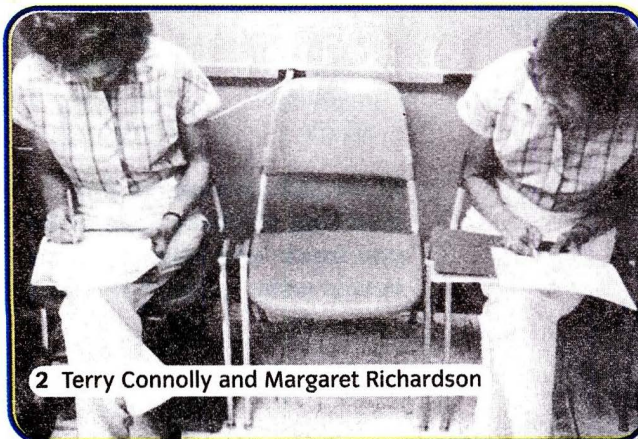
**1** Do you know any twins? How do you think being a twin affects people's lives and personalities? What do you think the advantages and disadvantages might be?

**2** Read the text quickly and look at the pictures. Match one of the following captions with a picture. (There is one caption too many.)

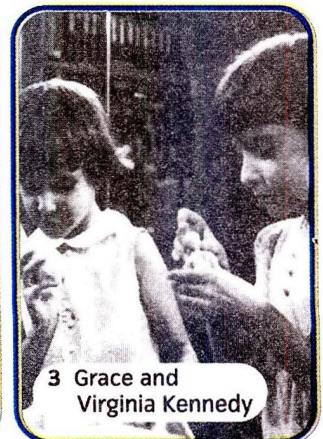
- a The coincidences in their lives are truly remarkable. ☒
- b They had their own special language. ☐
- c They would only speak to each other. ☐
- d They got married on the same day. ☐
- e They met each other for the first time dressed in exactly the same clothes. ☐



1 June and Jennifer Gibbons



2 Terry Connolly and Margaret Richardson



3 Grace and Virginia Kennedy



# Twin Lives

It is well known that twins are closer to each other than most brothers and sisters – after all, they probably spend more time with each other. Parents of twins often notice that they develop special ways of communicating: they invent their own words and one can often finish the other's sentence. In exceptional circumstances, this closeness becomes more extreme: they invent a whole language of their own, as in the case of Grace and Virginia Kennedy from Georgia in the US, who communicated so successfully in their own special language that they did not speak any English at all until after they started school. In Britain there was the famous case of the "silent twins," June and Jennifer Gibbons, who were perfectly capable of normal speech, but for years refused to talk to anyone but each other.

However, these special relationships are the result of lives spent almost entirely in each other's company.

What happens when twins do not grow up together, when they are separated at birth for some reason? Are they just like any other strangers, or are there still special bonds and similarities between them? Professor Tom Bouchard, of the University of Minnesota, set out to find the answer to this question. He traced sixteen pairs of twins, who were adopted by different families when they were babies, and often raised in very different circumstances. Each twin was then interviewed about every small detail of their life.

The results of this research make surprising reading. Many of the twins were found to have the same hobbies or phobias, many have suffered the same sicknesses, and some have even had the same type of accident at the same point in their lives. When they arrived in Minneapolis, many were dressed in very similar clothes. One pair of middle-aged women arrived for their first meeting in identical dresses, another pair were wearing identical jewelry. A large number of the twins have had children at almost the same times; sometimes they have even given them the same names. Terry Connolly and Margaret Richardson, British

twins who didn't meet until they were in their midthirties, found that they had been married on the same day of the same year at almost the same time of the day. Both women have also had four children, all of more or less the same age.

But the most incredible similarities are to be found in the case of Jim Springer and Jim Lewis from Ohio in the US. The story of the "Jim Twins" made headline news across the US, and they even appeared on national television. Born to an immigrant woman in 1939, and adopted by different families at birth, both babies were named Jim by their new parents. This was just the first in an almost unbelievable series of coincidences. (See box.)

But what can be the explanation for these remarkable similarities? Is it all pure coincidence, or is the explanation in some way genetic? Research into the lives of twins is forcing some experts to admit that our personalities may be at least partly due to "nature." On the other hand, analysts are also anxious to emphasize that incredible coincidences do happen all the time, not just in the lives of twins.

## The remarkable "Jim Twins"

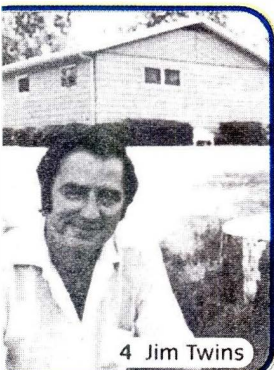
- Both grew up with an adopted brother called Larry.
- As children both had dogs called Toy.
- At school both boys liked math and disliked spelling.
- Since leaving school, both men have worked in fast-food restaurants, as gas station attendants, and as deputy sheriffs.
- Both men have been married twice, first to a woman called Linda and then to a woman called Betty.
- They both named their first son James Alan.
- Both suffer from the same kind of tension headaches.
- Both have had two heart attacks.
- Their homes and yards are remarkably similar.
- They drink the same brand of beer and chain-smoke the same brand of cigarettes.

3 Read the text again and discuss the following questions in pairs.

- What did Professor Tom Bouchard want to find out? How did he do this?
- Give some examples of the kinds of similarities Professor Bouchard found between the Minnesota twins.
- Why do you think the "Jim Twins" became famous in the US?
- How do scientists explain the similarities between the sets of twins separated at birth?

4 Discuss the following questions in groups.

- Which of the coincidences described in the text do you find most surprising?
- Do you agree that personality is partly genetic? Can you see any similarities between the personalities of the people in your family? Are there any important differences?



4 Jim Twins



4 Jim Twins



## Language focus 1

### Present Perfect Simple (and Past Simple)

#### Minitask

Work in groups of three. Each student should try to find three things that he / she has done, but the other two students have not. When you have finished, report back to the class.

I've ..., but neither of the others have ...

I haven't ..., but ...

1 Work in pairs. Close your books and think back to the information on the "Jim Twins" on page 37. Can you remember at least **seven** of the coincidences they discovered when they met?

2 Choose the best verb form for each of the following sentences.

- a They *have been* / *were* born in 1939.
- b As children, both men *have owned* / *owned* a pet dog called Toy.
- c Both the two brothers *have been* / *were* married to a woman called Linda for several years before divorcing her and remarrying.
- d They *have both lived* / *both lived* in the same town all their lives.
- e Both of them *have suffered* / *suffered* from tension headaches since they were young.
- f Both *have had* / *had* two heart attacks.

## Analysis

- 1 We use the Present Perfect when a past action is related to the present rather than a time in the past. Choose the correct alternative to complete the sentences below about the use of the Present Perfect Simple and Past Simple.
  - a If we say exactly when the action happened (or if this is clear from the context), we must use the *Present Perfect* / *Past Simple*.
  - b If an action began in the past and continues in the present, we use the *Present Perfect* / *Past Simple* / *Present Simple*.
  - c If the action happens in a period of time that isn't finished, we use the *Present Perfect* / *Past Simple*.
- 2 Find examples of each rule from the sentences in Exercise 2.

Now read Language summary A / B on page 143.

## Practice

1 The sentences below are all about famous people. Check with your teacher that you know who they are, and then match the beginning of a sentence in column A with the correct ending in column B. (You may need to use the same ending twice.)

| A  | B  |
|--|--|
| a Steven Spielberg made<br>Steven Spielberg has made                             | a new movie.<br>Jaws in 1975.  |
| b Jack Nicholson played<br>Jack Nicholson has played                             | the Joker in <i>Batman</i> .<br>a mental patient in <i>One Flew Over the Cuckoo's Nest</i> . |
| c Julia Roberts starred<br>Julia Roberts has starred                             | in <i>Pretty Woman</i> .<br>in more than twenty movies.                                      |
| d Bruce Willis and Demi Moore<br><br>Michael Douglas and<br>Catherine Zeta Jones | have been married for several years.<br>were married for several years.                      |
| e Marilyn Monroe<br>Elizabeth Taylor   | has been married several times.<br>was married several times.                                |
| f Jane Fonda<br><br>Brigitte Bardot  | hasn't made any movies for many years.<br>didn't make any movies for many years.             |



## 2 Complete the following sentences using the Present Perfect or Past Simple.

- Arnold Schwarzenegger / just / make / a new movie.
- James Dean / die / in a car crash when he / be / only twenty-four.
- As well as being an actor, Robert Redford / direct / several movies.
- Clark Gable's last movie / be / with Marilyn Monroe – it / be / also / her last movie.
- Michael Jackson / become / a star when he / be / still / a young child.
- Tom Hanks / win / several Oscars.

## 3 a) [4.1] What are the people in the pictures opposite talking about? Listen and match a dialog with a picture.

## b) Complete the following sentences from the dialogs with a common phrase in the Present Perfect. Use a verb in the box.

change finish (x 2) go (x 2) lose (x 2) meet see

- We ..... . Can we go now?
- Sorry, I ..... yet. Just a minute.
- You ..... your hair – it's really nice!
- You ..... weight, haven't you?
- She was here – perhaps she ..... just ..... out for a minute.
- She ..... home. She left about ten minutes ago.
- ..... you ..... my glasses anywhere?
- I ..... my glasses.
- George, ..... you ..... Silvina?

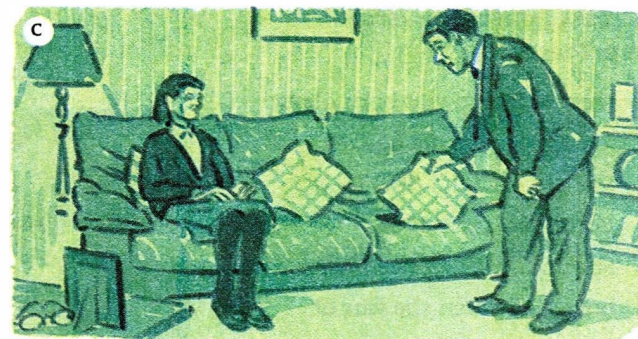
## Pronunciation

- [4.2] Listen to the main part of dialog 4.1 again. You will hear *have* or *'ve* five times.

- When is the pronunciation of *have* strong?
- When is the contracted form (*'ve*) used?

- [4.3] Practice the following phrases, starting with the strong words.

- /həvja/ • /həvja/ •  
seen > Have you seen > Have you seen my glasses?
- /aɪv/ • /aɪv/ •  
lost > I've lost > I've lost my glasses.  
/hæv/ /hæv/ /hæv/  
have > I have > I don't know if I have.





## Language focus 2

for, since, and ago  
(and Present Perfect Continuous)

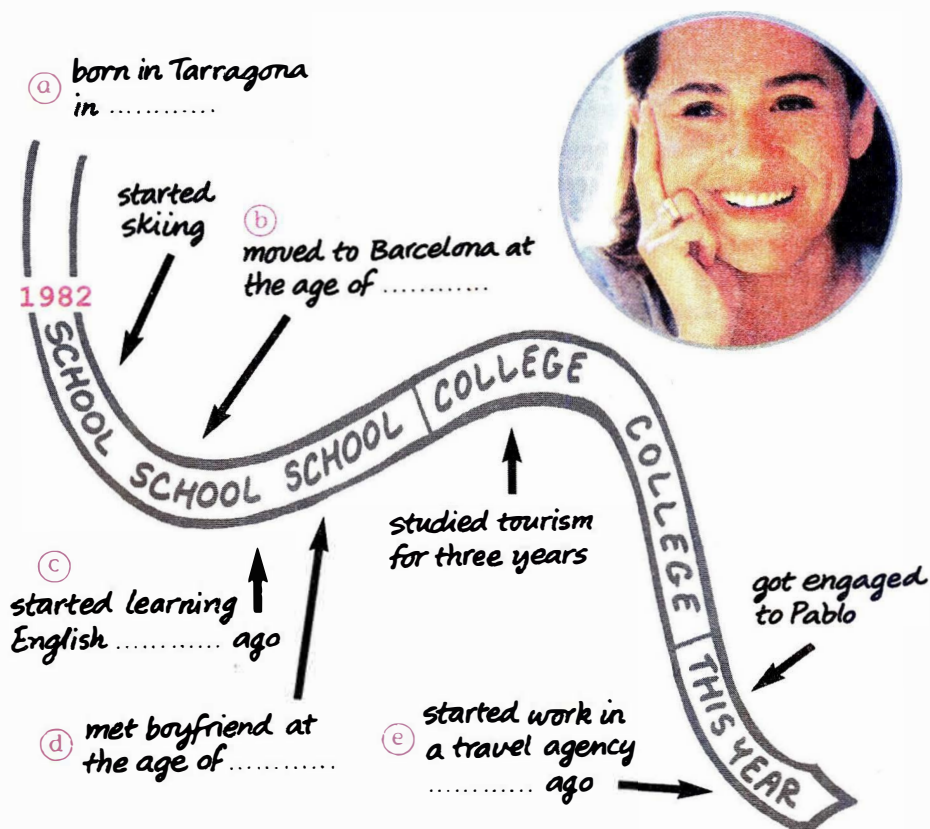
**1** a) [4.4] You are going to hear a woman, Montse Pinero, talking about her life. Listen and say why the following are important in her life.

- a travel agency      • Pablo
- Tarragona          • Barcelona

**b)** Complete the missing information on Montse's "lifeline" opposite.

**2** Use the lifeline and the information on the cassette to complete the following sentences. When necessary use the best form of the verb in parentheses.

- a Montse Pinero was born about ..... years ago.
- b She ..... (live) in Barcelona since 1988.
- c She ..... (meet) her boyfriend when she was at school.
- d She ..... (know) her boyfriend since they were teenagers.
- e She studied tourism for ..... at college.
- f She's worked in a travel agency for about .....
- g She ..... (be) engaged for nearly six months.
- h She's been going skiing since she ..... (be) a child.
- i She's been learning English for about .....



## Analysis

### Verb forms

- 1 Look at the sentences in Exercise 2 again. Which sentences are in:
  - a the Past Simple?
  - b the Present Perfect Simple?
  - c the Present Perfect Continuous?
- 2 a Look at sentences h) and i). Are *going skiing* and *learning English* single or long / repeated actions? Are they complete or not?
  - b Look at sentences b), d), f), and g). Is it possible to change these sentences into the Present Perfect Continuous? If so, does this change the meaning?

### Time words: for, since, and ago

- 1 Which "time words" are used in the Past Simple sentences?
- 2 All the Present Perfect Simple and Continuous sentences use *for* and *since*. What is the difference in the use of these two words? Which do you use with the following?
 

|                |                 |                 |
|----------------|-----------------|-----------------|
| • twenty years | • I was a child | • 1965          |
| • six o'clock  | • five minutes  | • ages and ages |
- 3 Read the tapescript on page 157 and underline any other sentences with *for*, *since*, and *ago*.

Now read Language summary C / D on pages 143–144.



## Practice

**1 a)** [4.5] You are going to hear some questions. Your teacher will pause the cassette after each one. Listen and write answers in your notebook using *for*, *since*, or *ago*. Write notes, not full sentences.

For example:

Question 1:

*for about six months*

**b)** Look at the answers you have written. How many of the questions can you remember? Choose five of the questions to ask other students in the class.

### Pronunciation

Notice the weak pronunciation of *been* in the Present Perfect Continuous:

/bɪn/

- How long have you been coming to this class?

**2 a)** Draw a lifeline like Montse's for yourself. Mark the important dates and events in your life (schools / relationships / jobs / moving, etc.)

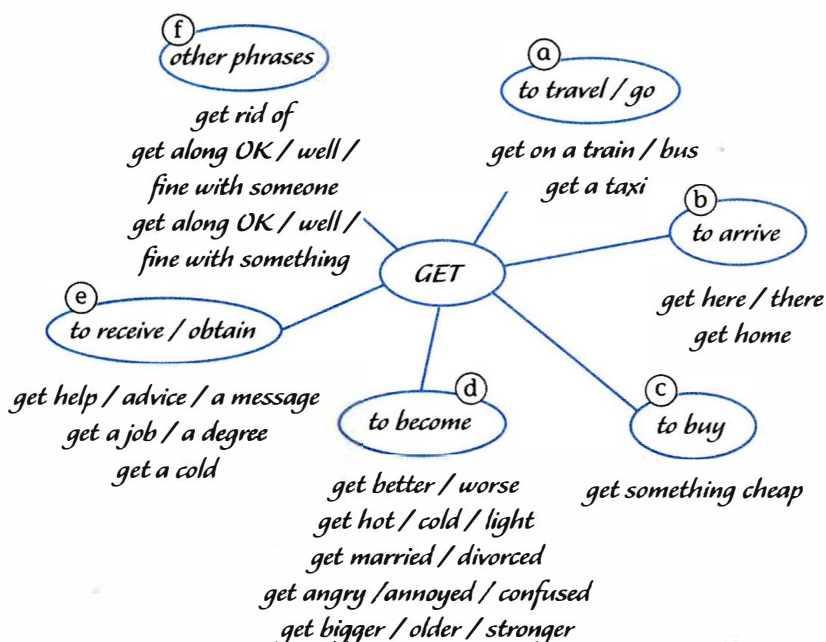
**b)** You are going to talk through your lifeline. Spend a few moments planning what you are going to say, paying attention to your use of the verb forms and time words *for*, *since*, and *ago*.

**c)** Work in pairs. Explain your lifeline to your partner, answering any questions that your partner has. Write a few sentences about yourself, using the information on your lifeline.

## Wordspot

get

**1** The diagram below shows some of the most common uses of the verb *get*. Read the phrases with *get* and check (✓) those that you already know and write (?) next to the ones you are not sure about.



**2** [4.6] Look at the following short dialogs and try to think of a word or phrase to complete the sentences. Then listen and check your answers.

- a A: Oh dear, it's raining – we'll get wet if we walk to the movies!  
B: Shall we get a ..... then? Don't worry, I'll pay!
- b A: Go inside – you'll get ..... !  
B: I'm OK, I have a thick sweater on.
- c A: How's Dan's back?  
B: I think it's getting ..... unfortunately.
- d A: Did you have a good journey home?  
B: Not too bad – we got ..... at about 8:30.
- e A: Can't we get ..... some of these old records?  
B: Oh – I like them all!
- f A: Do you get ..... your mother-in-law?  
B: Yeah, she's really nice actually.
- g A: Did you get ..... from Liz?  
B: Yes, I've just called her back.

**3** Work with a partner and write four short dialogs using phrases with *get* like the ones above. Read them out to the class.

**4** Copy the diagram above to make a poster for your classroom wall showing the uses of *get*. Add new expressions when you meet them.



## Part B Task

Design a set of stamps of famous people

Task link: describing people

Real life: filling out an application form

### Personal vocabulary

#### Useful language

##### Making suggestions

"What about ... (Pelé)?"

"Perhaps we should choose ..."

##### Using reasons

"I think we should choose ... because ..."

"I think ... would be better because ..."

"... is someone who has (achieved a lot / done a lot to help others, etc.) ..."

##### Agreeing and disagreeing

"Yes, I agree."

"Sorry, but I don't agree."

"Perhaps you're right, but ..."

### Preparation for task

**1** Work in groups. The people in the pictures below are all internationally famous. Where do they come from and what are they famous for? Look at pages 133–134 for more information on these people if necessary.

**2** Check the meaning of the words and phrases in **bold** in your *Minidictionary* or with your teacher. Then choose a famous person from the pictures who:

- |  |  |
|--|--|
| a has very <b>strong principles</b> .          | f has <b>suffered</b> for what he / she believes in. |
| b is <b>exceptionally talented</b> .           | g has done a lot to help other people.               |
| c is very <b>courageous</b> .                  | h is someone you really <b>admire</b> .              |
| d has made a lot of people happy.              |  |
| e has <b>achieved</b> a lot in his / her life. |  |





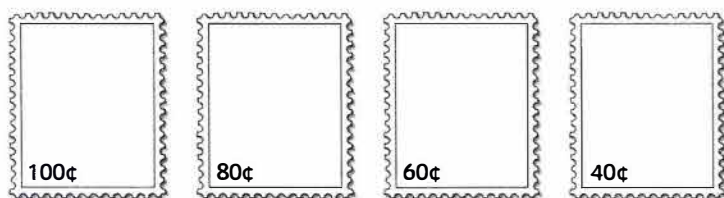
## Task

**1** Your government has decided to issue a set of stamps of famous people. You are on the committee that decides who to put on the stamps and why. Work in groups of three or four. First decide on a title for your set of stamps.

*Either:* choose one of the following titles.

- Great (Spanish, French, etc.) men and women of the twentieth century
- Great political leaders / sportsmen and women / writers / scientists / philosophers / musicians / artists / actors

*or:* choose a title of your own.



**2** Work on your own. Decide:

- which four people you want to put on the set of stamps.
- which stamp each person will go on (the person you admire most should go on the 100¢ stamp and so on).

Think about how you will justify your choice to the other students in your group. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary box*.

**3** Look at the sentences / phrases in the *Useful language box*. Work in groups again. Present and explain your suggestions to the rest of the group. Listen to the other students and decide together on the best four people.

**4 a)** You are going to present and explain your choice to the rest of the class. Spend a few minutes thinking about what you will say. What do they think of your decision?

**b)** Listen to the other groups' decisions and say what you think of the choices they have made.

### Optional writing

Write a brief description of a person you really admire (one of the people you have been discussing or someone you know personally). Include:

- brief biographical details
- the person's achievements
- your impressions of what kind of person he / she seems to be
- why you particularly admire him / her.



## Task link

### Describing people

**1** The following phrases are all used to describe people. Check the meaning of the words in **bold** in your *Minidictionary* or with your teacher. Then mark the phrases as follows:

(+) if they are positive.

(-) if they are negative.

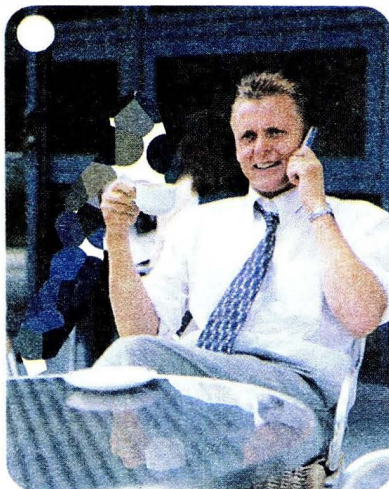
(?) if they can be both positive and negative.

- a positive and enthusiastic
- b a good talker
- c the sort of person who **goes on and on** about their problems
- d someone who's always **cheerful**
- e the sort of person who **gets on your nerves**
- f the sort of person who always **sees the good side of things**
- g someone who really **annoys** you
- h someone who **has** a lot of **confidence** in himself

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

**2 a)** Look at the people in the pictures below. What kind of personality do you think they have?

**b)** [4.7] Listen to three speakers describe the people in the pictures. Write 1, 2, or 3 next to the person being described. What is the relationship between the speakers and the people in the pictures?



**3** The three speakers use all of the phrases in Exercise 1. Which phrases are used in each description? What else do the speakers say about that person? Is their general attitude positive or negative?

**4 a)** Think of a person that you and the other students know. It could be:

- a teacher or student at your school.
- a politician or other famous person.

Write sentences about them starting with the following words:

- He / She's very ...
- He / She's the sort of person who ...
- He / She's someone who ...
- He / She's a good ...
- He / She's always ...
- He / She makes me ...

**b)** Read out your sentences without saying who the person is. Can the other students guess who you are describing?



## Real life

### Filling out an application form

**1** Ahmet wants to study journalism at a British college. He has completed the application form for the course below. Some of the headings and questions from the form have been cut out. Can you put them back in the correct place?

Signature of applicant

Mr. / Ms. / Mrs. / Miss

For which course are you applying?

List work experience in order of date

Your education and training background

If yes, what was your date of entry to the UK?

## West London College

Application form 1998/99

1. a   
1st choice *1-year Diploma in Journalism*  
2nd choice *none*
- b   
Day ☒ Part-time / Day ☐ Evening ☐

### 2. Information about you

- c  *Mr.* d  *Male*  
Family name *Kemal* Date of birth *08/24/76*  
First name *Ahmet* Age on 08/31/98 *22*  
Address: *17 Birchwood Close, West Norwood, London*  
e  *SE27 1TZ* Telephone number *0181 650 7788*

### 3. Have you ever been resident outside the UK? *Yes*

- f  *04/03/92*  
Is English your first language? *No*  
What other languages do you speak? *Turkish (first language),  
French (beginner)*

4. g   
(give your last school and any higher education)

| Dates     | School/college               |
|-----------|------------------------------|
| 1992-1994 | Kingsley School, London SE24 |
| 1994-1997 | University of West London    |

Why do you wish to take this course and what future education / employment are you considering?

List any qualifications in order of date, including exams to be taken before September

h

| Year      | Qualifications | Subject            | Grade   |
|-----------|----------------|--------------------|---------|
| June 1994 | A-level        | English, Economics | B and C |
| June 1997 | BA Hons Degree | Media Studies      | 2:1     |

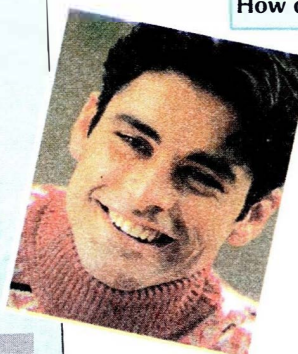
How do you wish to study?

5. i

| Dates       | Types of work    | Employer               |
|-------------|------------------|------------------------|
| 1993-1994   | Part-time waiter | Westlands Hotel        |
| 1994-1996   | Part-time waiter | Enzo's fish restaurant |
| August 1997 | Telephone sales  | Computing magazine     |

Male / Female

Postcode



6. j   
*I have wanted to be a journalist for several years. I have had considerable experience of working on school and college newspapers and radio, including a year as editor of my college magazine. I would like to pursue a career in newspaper journalism, and believe that this course would give me the necessary skills and practical experience.*

k  *Ahmet Kemal* Date *04/03/98*

**2** Check your answers with the blank application form on page 134. Then complete the blank form for yourself, choosing from the list of courses at the bottom of the form.



# Consolidation

## modules 1-4

### A Questions and auxiliaries

1 The following answers were given by people talking to each other at a party. What questions do you think they were asked? Write two possible questions for each answer.

a

Yes ... French.

b

Only about a week.

c

I'm working in an advertising agency as a personal assistant, but what I really want to do is ...

d


Oh yeah, it was great – the scenery, the food, the weather ... fantastic!

e

In Caracas. It's the capital of Venezuela.

f

Oh, about once a week. I don't swim as often as I'd like to, actually.

2  [1] Now listen to the questions they were actually asked. Give yourself two points for each question you guessed correctly, and one point for each correct auxiliary verb.

### B Present and past verb forms

Read the following text and choose the best verb form / word to complete the sentences. Before you read, check the meaning of the following words / phrases in your *Minidictionary*.

supply  
a symbol  
hopeful  
your soul

glamorous  
a sign  
a ceremony  
growth

a footprint  
a factory

## HURRAY FOR HOLLYWOOD


In 1911, the small, peaceful town of Hollywood in California (1) *has voted / voted* to become part of Los Angeles, because it (2) *had / was having* problems with the water supply. Today, nearly ninety years (3) *ago / later*, this same town (4) *grows / has grown* into the home of one of the most glamorous industries in the world – the American movie industry.

With this growth, (5) *came / were coming* many well-known symbols. There is the famous Hollywood sign that (6) *stands / is standing* above the hills of the town. The original sign was built in 1923, but the present one (7) *is only / has only been* there (8) *in / since* 1978. Then there is the Hollywood Walk of Fame, where great actors and actresses (9) *leave / are leaving* their footprints. Norma Talmadge (10) *has been / was* the first actress to do this in 1927. But most famous of all are the Academy Awards. In March every year actors (11) *still wait / are still waiting* nervously to find out if they have won an "Oscar" – although director Woody Allen (12) *has once missed / once missed* the ceremony because he (13) *played / was playing* the clarinet in his favorite jazz club!

Nowadays it (14) *becomes / is becoming* more and more common for movies to be made away from Hollywood itself, but it remains the home of movies, and thousands of hopeful young actors and writers (15) *still come / are still coming* to "the Dream Factory" every year. But not all Hollywood dreams (16) *have been / were* happy ones – as one actress, who later (17) *has died / died* tragically, said, "Hollywood is a place where they'll pay you \$500 for a kiss, and 50¢ for your soul."



## C Listening and speaking: comparing the past with the present

1  [2] You are going to hear Martin comparing his life now with his life ten years ago. Listen and check (✓) the topics in the box below that he talks about.

|                |                           |             |               |
|----------------|---------------------------|-------------|---------------|
| his home       | his friends               | his family  | his hairstyle |
| his character  | his studies               | his clothes | his vacations |
| his appearance | his hobbies and interests |             |               |

2 Listen again and make notes on how the topics he talks about have changed in the last ten years.

3 How is your life different now from how it was ten years ago? Work with a partner and compare your lives, using some of the topics in the box.

## D Role play: getting to know you

1 Work in pairs. Imagine that you are two passengers sitting next to each other on a long flight. Spend two or three minutes reading the cards below and thinking about what you will say.

### STUDENT A

You are flying home to your own country. Invent some details about yourself (your name, age, job, family, interests, etc.). Student B is a tourist who has never visited your country before. Chat with him / her about yourself, and recommend places to visit and things to do during your visit.

### STUDENT B

You are a tourist visiting Student A's country for the first time. Invent details about yourself (your name, age, job, family, interests, reason for visiting, etc.). Chat to Student A about yourself, and ask him / her questions about himself / herself. Also ask about his / her country (places to visit, things to do, etc.).

2 You are ready to have your conversation. It is fifteen minutes until lunch is served, so try to keep talking for all of that time. Remember you can use short questions (*Do you?*, *Are you?*, etc.) to show interest.

## E Vocabulary: alphabet quiz

Work in pairs. Read the following definitions and think of a word from Modules 1–4 that begins with the letter shown. (The number in parentheses refers to the module number in which the word first appears.)

- a = someone you know, but not very well (*noun*) (1)
- b = the friend that you like most (*noun*) (1)
- c = a person who is in the same class as you (*noun*) (1)
- d = you have to pass this if you want to drive a car on public roads (*noun*) (4)
- e = a boy who you used to go out with, but you don't anymore (*noun*) (1)
- f = a place to buy flowers (*noun*) (3)
- g = to throw away something you do not want or use anymore (*verb*) (4)
- h = an area of water next to the land where ships can land safely (*noun*) (3)
- i = to become larger in amount, number, or degree (*verb*) (1)
- l = In the summer in my country it usually gets ..... at about five o'clock. (*adjective*) (4)
- m = your wife or husband's mother (*noun*) (1)
- n = the daughter of your sister or brother (*noun*) (1)
- o = not modern any more (*adjective*) (3)
- p = someone you are married to or live with in a romantic relationship (*noun*) (1)
- r = you do this when you stop work at the end of your working life (*verb*) (4)
- s = a wooden seat without a back or arms (*noun*) (3)
- t = If you have ..... doing something, you have problems with it. (*verb*) (1)
- u = an educational institution where you study for a degree.
- v = cars, buses, and motorbikes are all types of ..... (*noun*) (3)
- w = the opposite of *narrow* (*adjective*) (2)



# module 5

## Making plans

### Part A Language

Future plans and intentions  
Future clauses with *if*, *when*, etc.  
Speaking and reading:  
*How organized are you?* (quiz)  
Wordspot: *work*  
Vocabulary: training and work  
Listening: working in something different

### Speaking and reading

1 Discuss the following questions in groups.

- Are you an organized person or not? Do you like to plan carefully in advance or do you prefer to be more spontaneous?
- Do you have any friends or relatives who are very different from you in this respect? Does this ever cause problems?
- Do you think age or sex affect how organized people are?

2 Check the meaning of the phrases in **bold** below in your *Minidictionary* or with your teacher. Then read through the quiz *How organized are you?* quickly and match a phrase below with a question in the quiz. (Do not answer the questions yet!)

- **attending a meeting** ☐
- **packing** for a vacation ☐
- filling out an important form ☐
- **arranging** a night out with a friend ☐
- winning money ☐
- **booking a vacation** ☐
- giving someone a message ☐

1 You have an important form to fill out and you know it'll take at least two hours to do it properly. It's Tuesday today and you have to hand it in by nine o'clock on Friday morning at the latest.

A You're planning to do it tonight. That'll give you time to read it through tomorrow night and hand it in early on Thursday.

B You're going out tonight, but you intend to do it tomorrow night. If you're honest though, you know you probably won't even get down to it until about ten o'clock on Thursday evening.

2 You bump into a friend you haven't seen for ages in the street – she suggests a night out together next week.

A You get out your datebook to see what you're doing next week, and make an arrangement there and then.

B You agree enthusiastically and promise to ring her tomorrow ... and then forget all about it!

3 To your amazement, you win \$500 in a competition that you entered.

A You put the money in the bank towards the new car / vacation / computer that you're saving up for.

B You pay off a few debts, buy a couple of CDs and some new clothes, take a friend out for a meal to celebrate ... and the money's gone!

3 Now take the quiz in pairs. What do you think your partner's answers show about him / her?



### How organized are you?

Situation: How do you behave? A or B

4 It's the end of June. You have two weeks' vacation leave at the beginning of August.

A You have already booked your vacation and are starting to plan what clothes you need. You've borrowed several tourist guides to the area, and are planning various excursions and trips.

B You're thinking of going to Greece, but you haven't really looked into it yet. You're going to start phoning travel agencies next week.

4 Add up your partner's score and read the conclusions on page 135. Are they the same as your own conclusions?



## Language focus 1

### Future plans and intentions

**5** You've been given an important message for a friend.

**A** You phone him straightaway, in case you forget about it next time you meet.

**B** You're sure to see him in the next few days – you'll remember to tell him then.

**6** You're due to be at a meeting in another town at three o'clock. You know it'll take you at least thirty minutes to get there.

**A** You allow an hour for the journey – that way you definitely won't be late. You'd like to have enough time to have a coffee and make a few notes before the meeting starts.

**B** You allow yourself twenty-five minutes and hope you don't have any problems on the way. If you're late, you can blame the traffic or the public transportation system!

**7** You're about to go on vacation. It's eight o'clock the evening before. Your friend is picking you up to take you to the airport at eight-thirty tomorrow morning.

**A** You've finished your ironing and packing. Now you're going to have a nice bath and an early night, so that you're fresh for the journey tomorrow.

**B** You throw a few clothes into the washing machine and go and have a last drink with a few friends. You're going to pack after that.



### Analysis

**1** There are many different future forms in English. Look at the following phrases / sentences taken from the quiz and underline the verb forms used.

- a ... *you know it'll take at least two hours to do it properly.*
- b *You get out your datebook to see what you're doing next week, ...*
- c *You're going to start phoning travel agencies next week.*

**2** Complete the following rules with **will + verb**, **Present Continuous**, or **going to + verb**.

- ..... is used when there is no special plan – it is something you predict, or see as inevitable.
- ..... is used to describe something you have arranged to do in the future.
- ..... is used to describe a present intention about the future.

Look back at the quiz and find one more example of each of these uses.

**3** Sometimes other verbs and phrases are used to express plans and intentions.

- *You're planning to do it tonight.*
- *You're about to go on vacation.*

Find four more phrases like these in the quiz.

Can you add any other verbs / phrases to this list?

**Now read Language summary A on page 144.**

### Practice

**1 a)** [5.1] Listen and write answers to the instructions. Write notes, not full sentences.

For example:

Question 1: *Friday night – meet friends*

**b)** Look at your notes and write complete sentences using an appropriate future form. Then tell a partner about what you have written.

For example:

*I'm meeting some friends on Friday night.*



**2** [5.2] Listen to people talking about the same topics and complete the sentences.

- a I ..... to the gym after work tomorrow night, but I .....  
..... I ..... to the bar like I always do!
- b I' ..... TV and read the newspapers – and my mom' ..... me, almost certainly.
- c I' ..... out all my college notes this weekend.
- d I' .....  
..... any domestic tasks this weekend. I' .....  
..... in bed, read a book, and generally be lazy.
- e We' ..... to Scotland for our vacation this year, but we haven't really decided.
- f I' ..... a vacation this year, but I can't afford it, unfortunately.

### Pronunciation

[5.3] Notice the pronunciation of the following phrases. Listen and practice saying them.

- *want to* /wɒntə/  
I *want to* go to the gym ...
- *won't* /wəʊnt/  
I probably *won't* go.
- *I'll* /aɪl/  
I'll probably go to the bar ...
- *I'm going to* /tə/  
I'm *going to* sort out ...
- *thinking of* /əv/  
We're *thinking of* going to Scotland ...
- *I'd like to* /tə/  
I'd *like to* have a vacation ...

**3** a) The picture below shows a group of friends who have just graduated from college. Read the notes and choose the correct alternative.

"Dan's parents, who are both lawyers, really want (1) *him to become* / *that he becomes* a lawyer too, but he isn't so sure. He's about (2) *going* / *to go* on a long vacation to think things over. Who knows what'll (3) *happen* / *happening* when he gets back."

"This is Eliza. She's hoping (4) *to work* / *working* in fashion. Ideally, she'd like (5) *being* / *to be* a fashion editor for a glossy magazine. A bit strange considering she studied Ancient History!"

"Amanda's just finished a Business Studies course and intends (6) *to work* / *work* in Personnel Management eventually, but first she's decided (7) *to go* / *going* traveling for a while."



"Heather did Drama Studies, and is hoping (8) *become* / *to become* an actress. She's working at the moment as a waitress, but she's also doing lots of auditions, and she's determined (9) *being* / *to be* a star one day."

"This is me, Richard. I have no real plans at the moment. I'm thinking (10) *of going* / *to go* abroad for a while, but basically I just seem to enjoy being with all my friends! I'm really going (11) *missing* / *to miss* them."

**b)** Work in groups of three. Interview each other about your plans and ambitions. Make notes under the following headings.

- career / education • travel • home / family life
- money • other plans / ambitions

**c)** Write a paragraph about one of the students you interviewed using the verb forms you studied in the Analysis on page 49.



## Wordspot

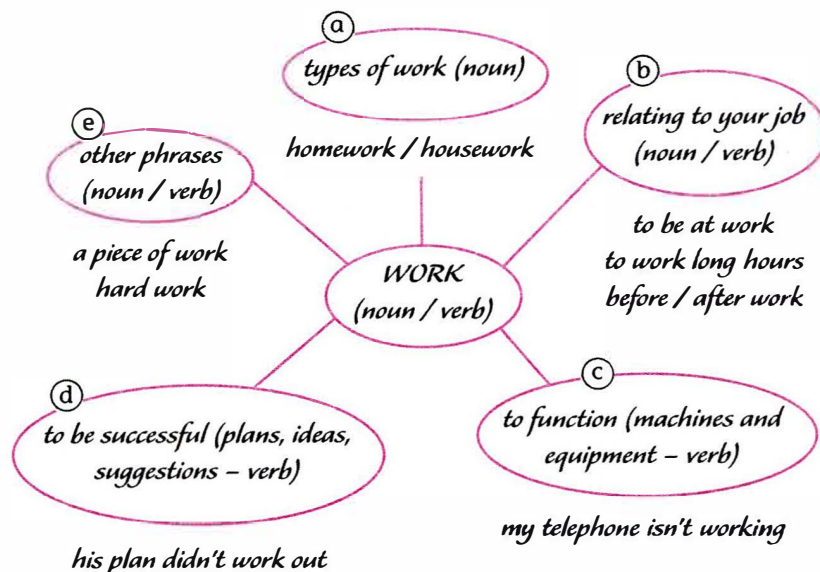
### work

1 Which of the following sentences with **work** are already correct? Add a preposition from the box to correct the others. (You do not need to use all of the prepositions.)

after as before for from like  
of off out out of

- a The thieves stole several valuable **works** *art.*
- b Have you ever done any office **work** before?
- c When Jack leaves school, he's going to **work** his father's company.
- d Can you lend me your pen for a minute? Mine doesn't **work**.
- e My mother **worked** a nurse in Africa for several years.
- f My boss is **work** because he's hurt his back again.
- g Tom's been **work** for ages – he can't find a job anywhere.
- h We usually have dinner quite early. We're always starving when we get home **work**.
- i I'll just **work** how much it costs.
- j Your idea **worked** perfectly, thank you very much!

2 The diagram below shows some of the most common uses of **work**. Put the phrases with **work** from Exercise 1 in the correct section of the diagram. Practice saying the phrases.



3 Match a sentence from column A with a sentence / phrase from column B. Then spend a few minutes trying to remember the sentences / phrases.

- | A  | B  |
|--|--|
| a Her suggestion didn't work out at all. | 1 The shower isn't working again.              |
| b It's her mother's funeral today.       | 2 Work it out for yourself.                    |
| c The whole class complained.            | 3 It was a ridiculous idea.                    |
| d This is an excellent piece of work.    | 4 There are over 3 million people out of work. |
| e Unemployment is very high.             | 5 His wife does everything.                    |
| f We'll have to call a plumber.          | 6 The teacher gave them too much homework.     |
| g He never does any housework.           | 7 Well done!                                   |
| h Don't ask me.                          | 8 She's having the day off work.               |

4 Work in pairs, A and B. Student A should close his / her book while Student B reads out a sentence from column A. Student A should try to say the second sentence from column B. Then change over. How many sentences could you remember?

5 Copy the diagram above to make a poster for your classroom wall showing the uses of **work**. Add new expressions when you meet them.



## Vocabulary

### Training and work

1 All of the following sentences could be used to describe jobs. If necessary, check the meaning of the words and phrases in **bold** in your *Minidictionary*. Then mark each sentence as follows:

- (+) if you think it describes a positive aspect to a job.  
 (−) if you think it describes a negative aspect to a job.  
 (?) if it could be either positive or negative.

- It's **well paid**. ☐
- It's **badly paid**. ☐
- It's **challenging**. ☐
- It's **stressful**. ☐
- It's **hard work** physically. ☐
- You **work long hours**. ☐
- You have to **work shifts**. ☐
- You need to be **talented**. ☐
- You need special **training** and **qualifications**. ☐
- You need good **people skills**. ☐
- There's a lot of **job satisfaction**. ☐
- There's a lot of **variety**. ☐
- There's a lot of **responsibility**. ☐
- There are a lot of **opportunities**. ☐

2 Work in pairs or groups. Which of the above do you associate with the following jobs?

- a journalist
- a police officer
- a concert pianist
- a supermarket cashier
- an accountant
- a train driver
- a social worker
- a professional soccer player

3 Think of one more job that you associate with each of the sentences in Exercise 1.

## Listening

### Working in something different

1 Look at the pictures opposite and discuss the following questions.

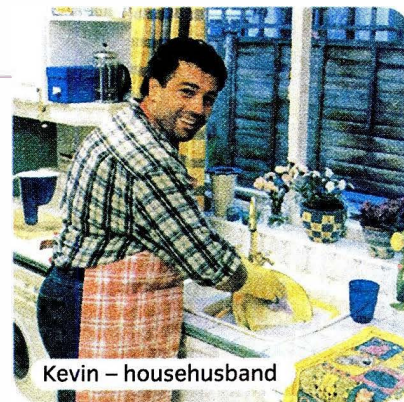
- Do you know anyone who does any of these jobs?
- Are you surprised to see any of these people doing these jobs?
- Which of these jobs would you be suited to / not suited to? Why?

2 [5.4] You are going to hear four people in the pictures talking about their jobs as part of a television program called *Working in something different*. Listen and decide which four people are speaking.

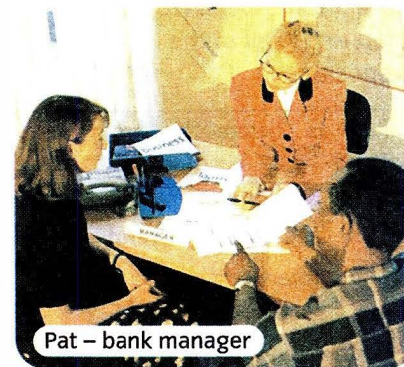
- 3 Listen again and answer the following questions.
- How did each person start doing his / her job?
  - What are the advantages / disadvantages of each job?
  - Do the speakers make any other interesting points about their jobs?

4 Discuss the following questions in groups.

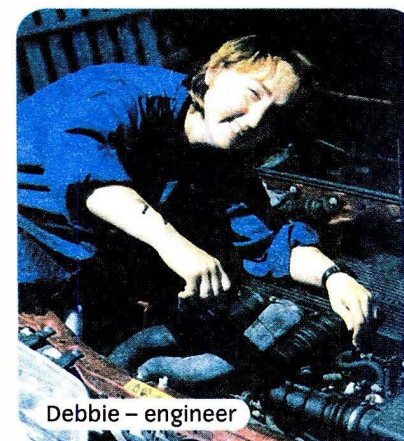
- If you could choose any job in the world, what would you choose? Why?
- Can you think of any jobs that you would particularly hate to do? Why?
- Which of the following statements do you agree with?
  - Men and women are both equally capable of doing any job.
  - There are a number of jobs that women are naturally better suited to than men.
  - There are a number of jobs that men are naturally better suited to than women.



Kevin – househusband



Pat – bank manager



Debbie – engineer



Dave – nursery school teacher



## Language focus 2

Future clauses with *if*, *when*, etc.

### minitask

Choose three friends, classmates, or relatives whose work plans and ambitions you know about. Think of at least one possible consequence in each case if their plans work out. Tell a partner about it.

My sister wants to become a dancer. If she does, she might ...

My friend Danuta will ... when she ...

Look at the pictures opposite and below again. Which of the people in the pictures do you think said the following statements?

- "If my area manager retires next year, I'll probably apply for his job."
- "When this school year finishes, I might try and find a job abroad."
- "As soon as our youngest child starts school, in about three years' time, I'll go back to my old job."
- "I'll be fully qualified in about two years' time – unless I fail my exams, of course!"
- "I can't train as a surgeon until I have more experience."



Anita – doctor

## Analysis

- Look at sentences a)–e) opposite. Each of them has two parts (or "clauses"). Underline the verb in each clause.
- Do the sentences refer to the present or future? What do you notice about the verb form in the clause which comes after *if*, *unless*, *until*, *when*, and *as soon as*? Is this the same in your language?
- What kind of verb do you find in the other "main" clause of each sentence?

Now read Language summary B on page 144.

## Practice

1 Here are some more sentences about the same people. Complete the sentences with the best form of the verb in parentheses. (There may be more than one possibility in some cases.)

- Dave ..... (get) bored if he ..... (not / have) a change soon.
- If Pat ..... (become) area manager, she ..... (be) under a lot more stress.
- When Kevin ..... (go) back to his old job, he ..... (probably / feel) much closer to his children than before.
- Debbie ..... (not / earn) much money until she ..... (finish) her apprenticeship.
- If Dave ..... (leave) the nursery where he works, the children ..... (really / miss) him.
- Once Anita ..... (become) a surgeon, she ..... (not / work) such long hours.

2 Complete the following sentences so that they are true for you.

- I'm going to buy ... as soon as ...
- I'll continue to study English until ...
- I won't come to class next time if / unless ...
- I'll be home by ... o'clock today if / unless ...
- I'd like to ... this evening after I ...
- I'm going to ... next weekend if / unless ...

I'm going to buy a new jacket as soon as I get paid!



## Part B Task

Select the best candidate for a job

Real life 1: writing a cover letter

Real life 2: making a formal telephone call

### Personal vocabulary

#### Useful language

##### Good points

"He has plenty of experience of ..."

"The good thing about ... is that ..."

"What I like about ... is that ..."

##### Bad points

"She doesn't have much experience of ..."

"I'm worried that ..."

"I think ... is too old / too young / isn't experienced enough."

##### Other

"I get the impression she's ..."

"He seems very energetic / inexperienced ..."

"If ... happens, she will / might ..."



Horizons Unlimited

**Fed up with your daily routine?  
Looking for something different?  
Always wanted to travel?**

**Horizons Unlimited** is an international employment agency, recruiting for positions all over the world. Vacancies include:

- management and office staff
- hotel and restaurant staff
- nannies
- private teachers and nurses
- many more!

All applicants must be appropriately qualified. Write for an application form to:

**Horizons Unlimited, PO Box 444,  
Richmond, Surrey SJ5 4TS**

Interviews will be arranged with suitable applicants.

How old are the children?

What will the person have to do?

How important is this?

## Preparation for task

1 Read the advertisement on the left above. What is *Horizons Unlimited*? What kind of jobs do they offer?

2 The card above on the right shows information on one of the vacancies the agency has. Read the information and answer the following questions.

- |                        |  |
|------------------------|--|
| a What is the job?     | c Which skills are essential to the job? |
| b What are the duties? | d Which skills are also very useful?     |

3 [5.5] Marion O'Neill works at *Horizons Unlimited*. She is calling Jean-Luc Bertrand, the owner of the hotel where the vacancy is. She wants to check some of the details of the job. Listen to their conversation and note down the answers to the questions she has noted down above. Does Jean-Luc Bertrand make any other important points?



**Position**

General assistant hotel manager/part-time nanny

**Location**

25-bedroom family hotel in remote ski resort (French Alps)

**Duties**

During busy winter season:

- 1) To organize hotel reception desk during mornings and evenings - hotel experience, computer skills, and good French essential; experience / knowledge of skiing, driver's license, other languages (especially German and English) also very useful.
- 2) To organize part-time staff (chef, bartender, chambermaids) when owner is absent on business.
- 3) To help in kitchen, bar, etc., as necessary during busy periods.

When hotel is closed (spring and fall):

- 1) To look after owner's two children while he is absent on business.
- 2) To look after premises and organize cleaners, etc.

**Salary and benefits**

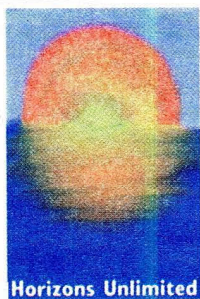
Good salary, free food and accommodations, 6-8 weeks' paid vacation, free ski pass, use of car.

**Contract**

Minimum 1 year, 2 years preferred.

**Other details**

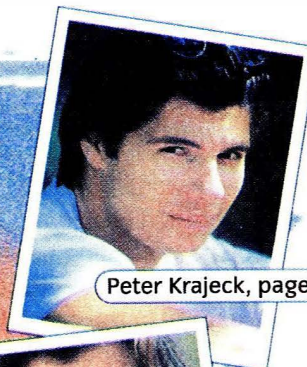
The owner is a man in his forties, whose wife died 18 months ago. He is looking for someone able to take over the work that she did in the hotel. The person needs to be friendly, flexible, kind, and able to fit into family life.



Horizons Unlimited

irLanguage.com

Why?



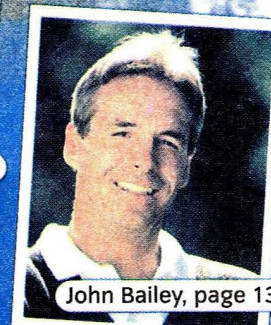
Peter Krajeck, page 135



Brigitte Schumann, page 136



Brenda Macdonald, page 137



John Bailey, page 138



Anne-Sophie Martin, page 139

## Task

**1 a)** Marion has short-listed the five candidates in the pictures above for the job. Work in groups of five. Each of you should choose one candidate and read the notes about him / her on the page indicated.

**b)** Mark the notes as follows:

- (+) if you think it is a positive point.  
(-) if you think it is a negative point.

**2** You are going to present the positive and negative points about your candidate to the group. Spend a few minutes thinking about the language you will use to do this. Look at the phrases in the *Useful language* box opposite. Ask your teacher about any words or phrases that you need and write them in the *Personal vocabulary* box.

**3** Work in your groups. Listen to the positive and negative points about each candidate. Decide who is your first and second choice for the job and why.

First choice

Second choice

**4** You are going to present your decisions to the rest of the class. Spend a few minutes thinking about what you will say. Did everyone agree about the best candidate for the job?



## Real life 1

### Writing a cover letter

**1** Louisa Barry wants to apply for a job through *Horizons Unlimited*, so she is sending her résumé and a cover letter. Put the addresses and date in the correct position on the page opposite.

April 30th, 1998

Horizons Unlimited  
PO Box 444  
Richmond  
Surrey SJ5 4TS

15 Thayers Farm Road  
Abingdon  
Northampton NT12 4PF



**2** Put Louisa's letter in the correct order. (There may be more than one possibility.) How many paragraphs do you think the letter should have?

- a *I would therefore be particularly interested in any secretarial positions that you have available, especially in France or Switzerland.* ☐
- b *I will be available to start work from the middle of June.* ☐
- c *I look forward to hearing from you soon.* ☐
- d *Sincerely,* ☐
- e *I enclose my résumé, as requested.* ☐
- f *I am a qualified and experienced secretary, and am bilingual in Spanish and English. I also speak French fluently.* ☐
- g *I am writing in reply to your advertisement for temporary summer positions, which appeared in the Western Mail on April 27th.* ☐
- h *Dear Sir or Madam,* ☒
- i *However, I am willing to consider any kind of work.* ☐
- j *Louisa Barry* ☐

**3** Is the layout of a formal letter the same or different in your language? Underline five phrases in Louisa's letter that might be useful in any formal letter that you write in English.

**4** Write a similar letter to *Horizons Unlimited* in response to their advertisement on page 54. Mention briefly where you would like to work, and what kind of work you would be interested in. (You can invent qualifications and experience!)



## Real life 2

### Making a formal telephone call

1 [5.6] Louisa Barry is phoning *Horizons Unlimited* to find out about her job application. Listen and answer the following questions.

- Why is she phoning?
- What is the secretary going to do?

2 Complete the missing phrases in the dialog. Then listen again and check your answers.

OPERATOR: Hello, Horizons Unlimited.

LOUISA: Hello, (1) ..... Marion O'Neill, please.

OPERATOR: (2) .....

SECRETARY: Hello, how can I help?

LOUISA: Er ... (3) ..... Marion O'Neill, please?

SECRETARY: I'll just see if she's available. (4).....?

LOUISA: Louisa Barry.

SECRETARY: One moment, please ... hello ... I'm afraid she's in a meeting at the moment. (5) .....

LOUISA: Well, (6) ..... she interviewed me for a job about two weeks ago, and I haven't heard anything yet. She said she'd let me know last Friday whether or not I'd been successful.

SECRETARY: OK ... (7) ..... Will you be at home all afternoon?

LOUISA: I'll be here until about four o'clock, but anyway, (8) .....

SECRETARY: Fine. (9) .....

LOUISA: Yes, it's 0165 776 3234.

SECRETARY: OK then, (10) .....

LOUISA: Thank you, bye.

SECRETARY: Bye.

## Pronunciation

1 [5.7] Listen to these telephone phrases again. Some sounds are weak and some words are linked together.

a I'd like to speak to Marion O'Neill, please.

b Just a moment, I'll connect you.

c Can I ask who's calling?

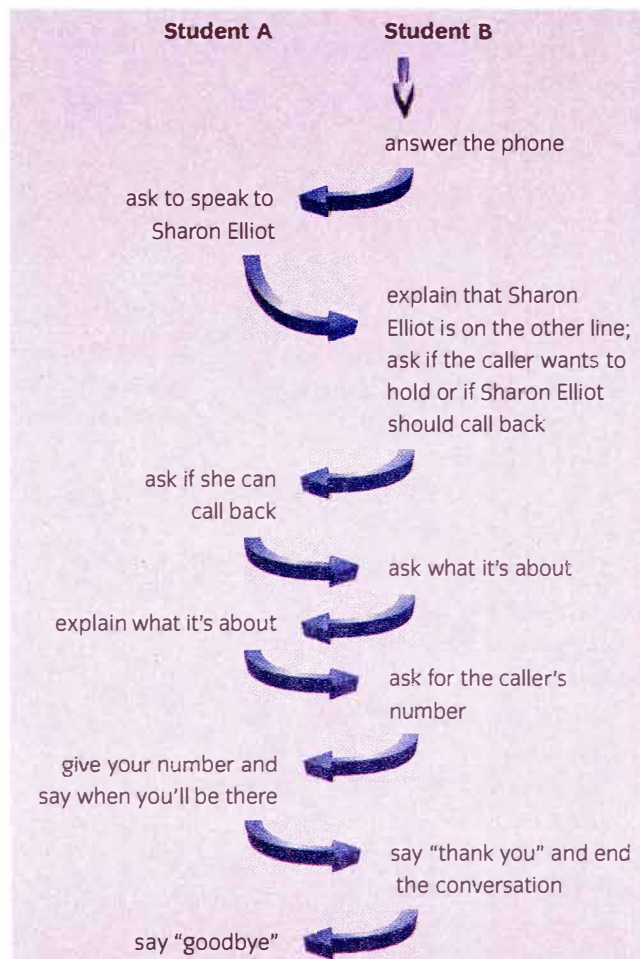
d Can I take a message, or would you like her to call you back?

2 [5.8] Listen for the weak or linked words in some more phrases. Practice saying them yourself.

3 [5.9] Work in pairs, A and B. Act out the conversation below. Then listen to the real conversation.

**Student A:** you are phoning *Bank Direct* about a money transfer you're expecting from the US. You want to speak to Sharon Elliot, your personal banker, to find out what is happening.

**Student B:** you are the operator at *Bank Direct*. Sharon Elliot is on the other line at the moment.





# Do you remember?

①

**Answer the following questions using a full sentence.**

- What are you doing:
  - tonight?
  - tomorrow night?
  - on the weekend?
- What are you going to do with your spare time when this course finishes?
- Where do you think you will be this time tomorrow?

②

**Explain the difference in meaning between the following things.**

- working shifts
  - working long hours
- the skills you need for a job
  - the qualifications you need for a job
- doing something challenging
  - doing something stressful
- a job with plenty of variety
  - a job with plenty of opportunities

③

**Which one of the following sentences is wrong? Can you correct it?**

- When this lesson finishes, I'm going home.
- As soon as I will see her, I ask her.
- I can meet you downtown if I leave work early.

④

**Below are some phrases used for making a formal telephone call. Put the words in the correct order.**

- calling / for / Thanks
- I'll / moment / Just / a / connect / you
- her / and / to / you / call / message / ask / I'll / pass / the / on / back
- please / number / take / your / Can / just / I?
- speak / Susan Daniels / to / I'd / like / please / to
- answering machine / leave / the / You / message / a / can / on?
- on / line / other / she's / the / afraid / I'm /
- available / see / I'll / if / just / she's

⑤

**Match a word / phrase in column A with a word / phrase in column B to make phrases from Module 5.**

- | A                | B                          |
|------------------|----------------------------|
| • pack           | • an application form      |
| • save up for    | • your vacation in advance |
| • apply for      | • in the bank              |
| • book           | • your suitcase            |
| • fill out       | • how much something costs |
| • put your money | • a new job                |
| • work out       | • a new car                |

⑥

**Which preposition (on, to, etc.) has been blacked out in the following sentences?**

- John's thinking ~~about~~ buying a fax machine.
- I'm going swimming ~~at~~ work this evening.
- She's hoping ~~for~~ get away from work early tonight.
- I am writing ~~you~~ reply ~~to~~ your advertisement.
- Poor Matthew is ~~at~~ work with flu at the moment.
- I look forward ~~to~~ hearing ~~from~~ you soon.
- I can't work ~~out~~ how much this will cost.
- Can we discuss it when I get home ~~at~~ work?

⑦

**Look back through Module 5 and write two more review questions of your own to ask other students.**



# module 6

## News and media

### Part A Language

-ing / -ed adjectives

Passive forms

Vocabulary and listening:  
television

Reading: newspaper articles

Wordspot: by

### Vocabulary and listening

#### Television

1 Discuss the following questions in groups.

- How much television do you watch?
- What are your favorite programs?
- Are there any programs that you particularly dislike?

2 Below is a list of things we can watch on television. If necessary, check the meaning of the words and phrases in **bold** in your *Minidictionary*. Then mark them as follows:

- xx if you think there are too many of these on television in your country.  
 ✓✓ if you think there are about the right amount of these.  
 ✓ if you think there should be more of these.  
 x if you don't have these in your country at all.

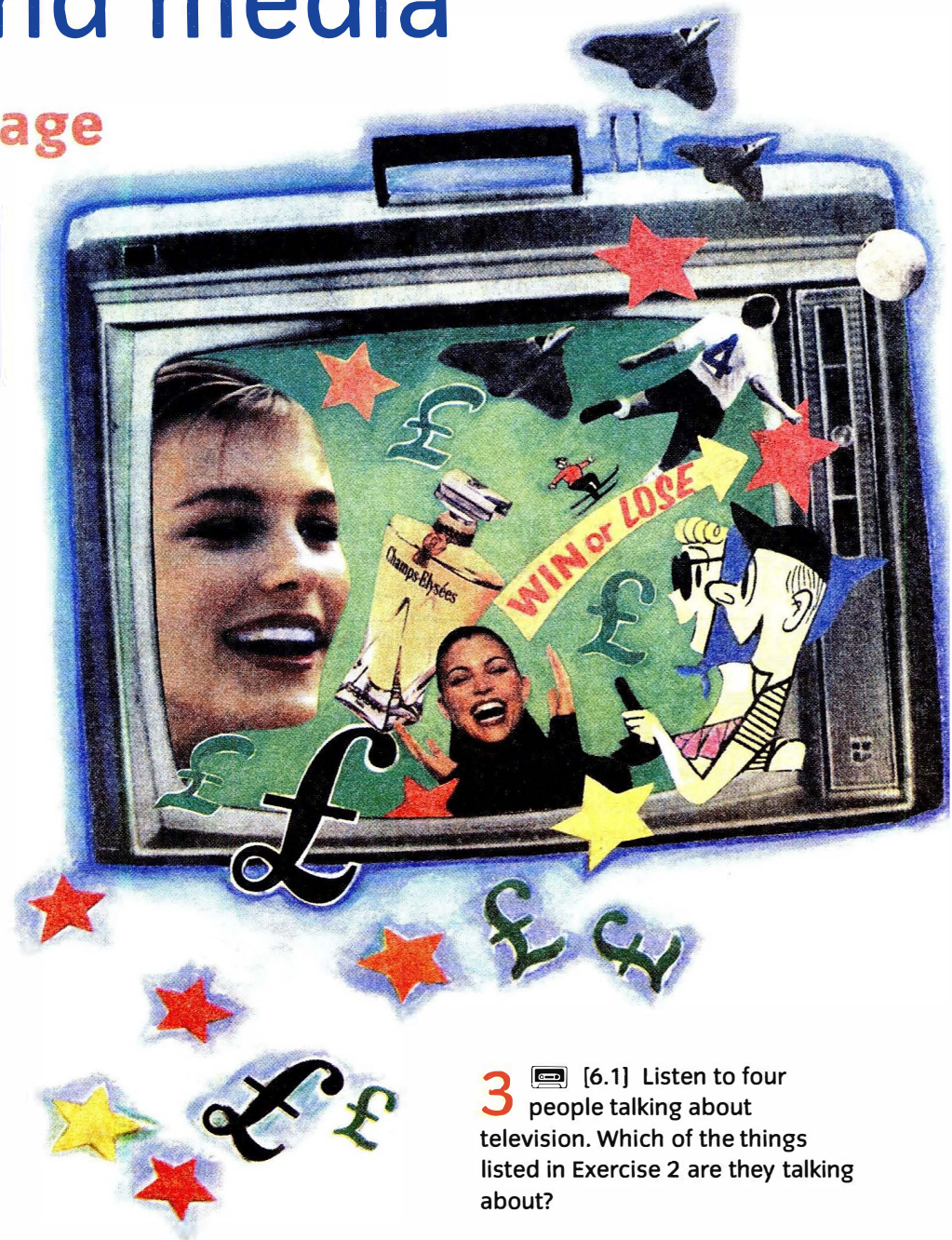
- a **advertisements** that use attractive people to sell products like cars or perfume ☐  
 b government **advertising campaigns** against things like drunk driving ☐

- c programs with live **sports coverage** ☐  
 d children's programs that include violence ☐  
 e long complicated **murder mysteries** or **thrillers** ☐  
 f **interviews** with politicians ☐  
 g **talk shows** ☐  
 h **game shows** ☐  
 i **soap operas** ☐

3 [6.1] Listen to four people talking about television. Which of the things listed in Exercise 2 are they talking about?

4 Listen to the speakers again. Which of the adjectives in the box below did each one use to describe their feelings? Which form did they use?

annoying / annoyed interesting / interested  
 boring / bored worrying / worried  
 shocking / shocked upset / upsetting  
 confused / confusing





## Language focus 1

-ing / -ed adjectives



## Analysis

- 1 Look at the picture opposite. Which adjective below would we use to describe:
  - a the man?
  - the news?

• depressed • depressing
- 2 When do we use an -ed adjective and when do we use an -ing adjective?

Now read Language summary A on page 145.

## Practice

- 1 If necessary, check the meaning and pronunciation of the adjectives in the box in your *Minidictionary*. Can you think of three more adjectives like this?

embarrassed / embarrassing surprised / surprising excited / exciting  
disappointed / disappointing pleased / pleasing terrified / terrifying

- 2 Choose the correct alternative in the following sentences.

- a Did you see that documentary about political corruption last night? It was a really *interested* / *interesting* program – I was quite *shocked* / *shocking*!
- b The president said in the news that he was very *pleased* / *pleasing* with the country's economic progress, but I found some of what he said very *worried* / *worrying*.
- c There was a really *excited* / *exciting* basketball game on television last night. I was a bit *disappointed* / *disappointing* that my team lost, though!
- d I know that people are always *interested* / *interesting* in famous people's private lives, but I do think some of the personal questions they ask on talk shows can be a bit *embarrassed* / *embarrassing* for the guests.

- 3 Discuss in groups how you would feel in the following situations.

For example:

You switch the television on to watch your favorite soap opera, and discover there's a soccer game on instead.

- a You find out that there's a talk show on television with your favorite actor or rock star.
- b You suddenly see a friend or colleague on television.
- c You finish watching a thriller on your own late at night, and then have to go to bed in a dark house.
- d You watch a news item about famine in a developing country.
- e One of your friends phones you for a chat in the middle of the news.

I'd be really pleased – I love soccer!

I'd be really annoyed. I find soccer really boring!

## Reading

- 1 Make a list of five common topics for news stories (disasters, elections, etc.). Then discuss the following questions in groups.

- What types of news stories do you find:
  - most interesting?
  - most worrying?
  - most annoying?
- How often do you:
  - watch the news on television?
  - listen to the radio news?
  - read a newspaper?

- 2 a) Look at the newspaper headlines below. Which article do you think will be about:

- how a Polish firefighter and glazier tried to make work for themselves?
- a natural disaster in India and Bangladesh?
- a lucky escape for a young child?
- a man who was very unhappy with his love life?
- someone who had a serious problem with their nose?
- the death of a very old man?

(1) **Preacher, 136, meets his maker**

(2) **Thunder** (3) **Job creation**

**saves girl from crash**

(4) **"One sneeze and you'll die!"**

(5) **LOVELORN MAN BEGS TIGER TO EAT HIM**

(6) **Monsoon flooding kills 200**

- b) Work with a partner. Can you predict more details of the stories?



**3** Read the articles and check your predictions.

**4** Without looking back at the articles, mark the following statements T (true) or F (false).

- a Millions of people have been affected by the floods in India and Bangladesh. ☐
- b The 6-year-old girl from Oxford was not in her own bed when the car crashed into her bedroom. ☐
- c The Shanghai tiger did not hurt the man who climbed into his cage. ☐
- d The man who died had over a hundred grandchildren. ☐
- e The Polish firefighter admitted starting the fires. ☐
- f A Colorado factory worker died in an explosion. ☐

Read the articles again and check your answers.

**5** Discuss in groups which article you found:

- the most interesting or funny.
- the most shocking.
- the most difficult to believe.

### Monsoon flooding kills 200

Flooding and landslides have killed up to 200 people and made about 2 million homeless in northeast India and north Bangladesh, and monsoon rains are continuing to lash the region, officials said yesterday. In the eastern sector of West Bengal state, at least 70 people have been killed by floods and landslides and 350,000 made homeless.

### Thunder saves girl from crash

A girl's fear of thunder saved her life today when a stolen car crashed into her bedroom. Leila Mauger, 6, slipped into bed with her mother during a storm, and as she slept a stolen car crashed into their house in Headington, Oxford, stopping inches from her bed. Her mother Sylvie, 33, said, "If Leila had been in there, who knows what could have happened." Two teenagers were injured in the crash, but they are expected to survive.

### Preacher, 136, meets his maker

Dubai: a retired mosque preacher, Ali Matar Bin Ghurain, has died, aged 136, Arab Emirates newspapers said. He is survived by 103 grandchildren and great-grandchildren. One of his sons is 98. Villagers said he liked to take long walks.

### Job creation

Warsaw: a volunteer Polish firefighter has pleaded guilty to setting light to ten buildings to give himself more work. In a similar case last week, a glazier was accused of smashing shop windows in the hope that he would get the job of repairing them.

### "One sneeze and you'll die!"

A factory worker was warned he would die if he sneezed, when an explosive device got stuck in his nose after a machine blew up at a factory in Denver, Colorado. Nicolas Villaruel, 29, was taken to hospital by bomb squad officers and was operated on underwater because air activates the device.



### Lovelorn man begs tiger to eat him

A Shanghai man, unlucky in love, climbed into a tiger's cage at the city zoo, knelt in front of the animal, and begged it to eat him. The tiger obliged by knocking him down and taking a bite at his neck. Screams from visitors attracted help and a vet shot the tiger full of sedatives, while the injured man was carried to safety.

Articles taken from the *Evening Standard* and *The Times*



## Language focus 2

### Passive forms

#### Minitask

What have been the most important news stories in your country during the last few months? Make a list of three things you would tell a foreign visitor to your country. Then compare your lists in groups.

Either: look at the other students' lists. Did you choose the same stories or not?

or: compare news stories. Are the same kind of issues in the news in your different countries or not?

The following phrases / sentences come from the newspaper articles on page 61. Look at the verbs in each sentence and underline the active verb forms and circle the passive verb forms.

- ... a vet shot the tiger full of sedatives, ...
- ... the injured man was carried to safety.
- Flooding and landslides have killed up to 200 people ...
- ... at least 70 people have been killed by floods and landslides ...
- ... a stolen car crashed into (a child's) bedroom.
- Two teenagers were injured in the crash, ...
- ..., but they are expected to survive.


### Analysis

- Look at sentences a) and b) above. In sentence a) the subject is "a vet"; in sentence b) it is "the injured man." Is the subject the person who *does* the verb (the "doer") in both sentences?
- Below are two reasons why the passive is often used. Find another example of each use in the sentences above.
  - We use the passive when what happened to the person or thing is more important than "the doer."  
*Examples are sentence d) and sentence ..... .*
  - We use the passive when the "doer" of the verb is not known or not important.  
*Examples are sentence b) and sentence ..... .*
- How are passive verbs formed in each tense? In the sentences above, find:
  - one example of the Present Simple passive.
  - two examples of the Past Simple passive.
  - one example of the Present Perfect passive.
- Look back at the other articles on page 61 and underline all the examples of the passive that you can find.



Now read Language summary B on page 145.

- The Statue of Liberty in New York was designed and built by:
  - the English architect Sir Christopher Wren.
  - the American architect Frank Lloyd Wright.
  - the French architect Alexandre Gustave Eiffel.
- The sport of ice hockey was invented more than a hundred years ago in:
  - Canada.
  - England.
  - Russia.
- About half of the world's gold is produced in:
  - Canada.
  - Russia.
  - South Africa.
- Crime and Punishment was written by:
  - Dickens.
  - Tolstoy.
  - Dostoyevsky.

### Practice

-  [6.2] Take the general knowledge quiz above in pairs. Then listen and check. (You will hear quite a lot of information, so listen carefully for the information that you need.)

### Pronunciation

-  [6.3] Listen and notice the stress and weak forms in this passive sentence:
    - The Statue of Liberty was /wəz/ built in France.
  -  [6.4] Listen to the other answers to the quiz. Practice saying the weak forms.

**b)** In teams write your own general knowledge quiz. Use the words / phrases in the box below to help you.

was composed / painted in ... by ...  
was discovered / designed in ... by ...  
was built / started / completed in ... by ...  
was elected / killed in ... by ...

**c)** Take your quizzes in teams, reading out questions in turn.

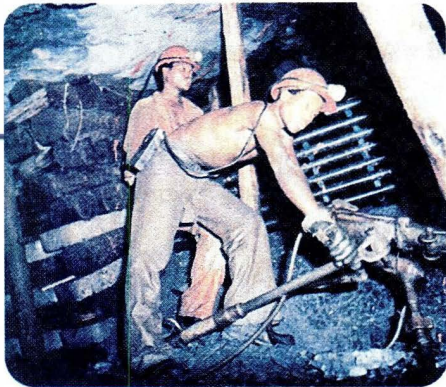
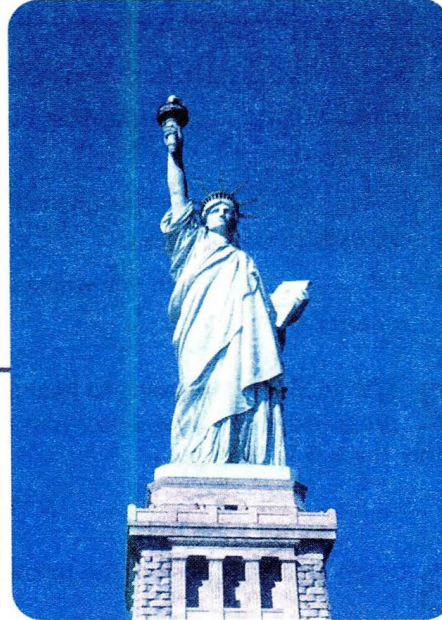


5 How many languages are spoken in India in total?  
a 2 b 14 c over 1,000

6 Who was John Lennon assassinated by?  
a Lee Harvey Oswald  
b Mark Chapman  
c Ringo Starr

7 How many bicycles are sold in the world every year?  
a 1 million b 10 million  
c 100 million

8 How often has the final of the Soccer World Cup been played in Asia?  
a never b once c twice



2 If necessary, check the meanings of the words in the box in your *Minidictionary*. Then complete the following true stories with the correct active or passive form of the verb in parentheses. (Pay attention to the tense of the verb.)

an assault a burglar a courtroom a judge a parking ticket  
a shoplifter a traffic cop to sentence

- a Seventy-five prisoners in northern Mexico (1) ..... (*spend*) over six months digging a tunnel in an attempt to escape from Saltillo jail. Unfortunately for them, however, their tunnel (2) ..... (*come*) up in the nearby courtroom, where they (3) ..... (*sentence*). All seventy-five prisoners (4) ..... (*return*) to jail immediately by the surprised judge.
- b Mrs. Redwood, from Port Headland in Australia, (5) ..... (*attack*) by a burglar while she (6) ..... (*talk*) on the phone to her brother in Leeds, England. Her brother (7) ..... (*hear*) strange noises, and (8) ..... (*phone*) his local police station in Leeds. The Port Headland police (9) ..... (*contact*) immediately, and an officer (10) ..... (*send*) to Mrs. Redwood's house. The woman (11) ..... (*rescue*) just eighteen minutes after the attack (12) ..... (*happen*)!
- c A towel (13) ..... (*steal*) from a Holiday Inn hotel in the US every twelve seconds – a total of 2.7 million towels a year!

## Wordspot

by

1 By is missing from most of the following sentences. Where should it go? Which sentences need *on* instead of *by*?

- a I always go to work <sup>by</sup> train.
- b You can book your ticket phone if you prefer.
- c It's not far – we can go foot.
- d All the cooking was finished seven o'clock.
- e Food prices have gone up fifteen percent this year.
- f He made a bit of money selling his old books.
- g That's Gabriela sitting the door.
- h You did it purpose, I saw you!
- i Acid rain is partly caused car exhaust fumes.
- j My favorite piece of music is *Clair de Lune* Debussy.
- k Since his wife died, he's lived himself in that big old house.
- l I think you've taken my coat accident.

2 Draw a diagram for *by* like the ones in the other *Wordspots*. Include the following categories:

- a *by* + *-ing* form  
b passive + *by*  
c ways of communicating / paying  
d = near  
e = before  
f with composers, writers, etc.  
g ways of traveling  
h other phrases

3 Work in pairs, A and B. Student A should read out the questions on page 135. Student B should read out the questions on page 138. Answer your partner's questions using a phrase with *by*.



## Part B Task

Prepare a review or  
entertainment guide

Task link: "extreme" adjectives

### Personal vocabulary

### Preparation for task

- 1** The words in the box are all things you might hear on the radio. Complete the gaps in the sentences below with one of the words.

|        |         |                     |               |
|--------|---------|---------------------|---------------|
| review | call-in | entertainment guide | advertisement |
|--------|---------|---------------------|---------------|

- a An ..... tries to persuade people to buy goods or services.
- b In a ..... a critic gives his / her opinion of a new movie, book, play, etc.
- c In a ..... people phone the radio station to express their opinions or ask questions.
- d An ..... tells you where and when you can see movies, concerts, etc.

- 2** [6.5] You are going to hear four extracts from radio programs. Listen and write what each extract is, using a word from the box in Exercise 1.

a ..... b ..... c ..... d .....

- 3** Listen again and answer the following questions.

- a What three types of music are mentioned in the entertainment guide?
- b What other form of entertainment does she talk about?
- c What kind of movie is being advertised?
- d What is the call-in about?
- e Is the reviewer talking about a book, a play, or a movie? Is she generally positive or negative about it?





## Task

**1** You are going to prepare an item for a radio program.

You can choose:

*Either:* a review of a television program, movie, video, play, concert, or CD that you have seen or heard recently.

or: an entertainment guide to theaters, movie theaters, concert venues, etc., in your local area, or a guide to programs on television over the next few days.

Make your choice and then read the appropriate instructions.

## Entertainment guide

- Work in pairs. Try to choose programs, movies, plays, etc., that you think will interest the other students. If possible, choose things that you know something about. Include both factual information and reasons why you recommend it.

- Spend about fifteen minutes preparing your entertainment guide. Do *not* write it out word for word, but make notes about what you are going to say. Look at the phrases in the *Useful language* box. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box.

### Useful language

"If you like ... you should try / go to / see ..."

"It's on at ..."

"It starts / finishes at ..."

"It's about ..."

"It stars ..."

"It's written / directed by ..."

"It looks good / interesting / exciting / unusual / fun ..."

"There are ... performances every day. Tickets are on sale at ..."

"You can get more information from ..."

### Useful language

"It's about ..."

"It stars ..."

"It's set in ..."

"It was written / directed / produced by ..."

"The story / acting / photography is ... excellent / not very good ..."

"The thing I liked best about it was ..."

"Another thing I really liked was ..."

"The thing I didn't like was ..."

"I'd recommend it to people who like ..."

مرجع زبان ایرانیان

## Review

- Work on your own. Try to choose a program, movie, etc., that you think will interest the other students. (Ideally it will be something recent.) Include both factual information (where you saw it / what it's about / who's in it, etc.) and your opinion of it.

- Spend about fifteen minutes preparing your review. Do *not* write it out word for word, but make notes about what you are going to say. Look at the phrases in the *Useful language* box. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box.

**2** *Either:* present your review or entertainment guide to the class. The other students should listen and note down:

- which movies, programs, etc., they would like to see.
- any questions they would like to ask.

or: make a radio program of your own called *News and Reviews*. Record your entertainment guides and reviews onto a cassette.

Decide:

- what order to put the items in.
- who is going to be the radio announcer and what he / she will say.

### Optional writing

Write a review of the movie, play, etc., you have already described, or another one you are interested in.



## Task link

### "Extreme" adjectives

1 Look at the extracts below from reviews for the movie *Ocean Dogs*. What is the movie about? Were the reviews good, bad, or mixed?

**Brad Pick is terrific as the evil modern-day pirate ...**

JORDAN JONES'S  
SCRIPT IS  
UNNATURAL  
AND ON OCCASIONS  
RIDICULOUS ...

... hilarious screenplay  
from Jordan Jones ...

Brad Pick's dullest  
performance in years  
... appalling!

2 Look at the extracts again and find a word that means:

- a very bad      c very good  
b very funny      d very silly

3 a) Match an "extreme" adjective in column A with an "ordinary" adjective in column B.

- |            |            |
|------------|------------|
| A          | B          |
| fantastic  | frightened |
| tragic     | interested |
| furious    | very bad   |
| fascinated | sad        |
| astonished | cold       |
| boiling    | angry      |
| terrified  | surprised  |
| freezing   | hot        |
| terrible   | very good  |

b) [6.6] Mark the stress on the words in column A. Listen and check.

For example: fantastic



4 "Extreme" adjectives are often used in newspapers to make stories sound more dramatic. The headlines below sound rather boring at the moment. Rewrite them using an "extreme" adjective to make them sound more dramatic.

**VERY GOOD RESULT  
FOR UNITED**

(b) Very cold  
temperatures  
in the North

(c) Princess very  
surprised by  
kiss on lips

(d) Government statistics  
"very silly" says expert

READING AND WRITING (e)  
STANDARDS IN SCHOOLS  
"VERY BAD," SAYS INSPECTOR

(f) The man who's very  
interested in slugs

(h) The very sad story of the  
boy who had everything

(g) President very angry about  
"interference from Brussels"

5 The adverbs *very*, *absolutely*, and *really* are used when we want to make adjectives sound stronger. Which **two** are possible before the following adjectives?

(a) .....  
interested

(c) .....  
surprised

(b) .....  
furious

(d) .....  
fascinated



# Do you remember?

①

**Add five more things to this list of things you can see on television.**

*advertisements, movies,*.....  
.....  
.....  
.....  
.....

②

**Complete the following sentences with an appropriate -ing / -ed adjective.**

- a) Last night you went to a restaurant and your friend was very rude to the waiter – it was so .....
- b) You feel ..... because you have just found out that you have failed an important exam.
- c) A good friend of yours said that he was coming around to your house at eight o'clock. It's already ten o'clock, and he still hasn't arrived – it's very .....
- d) You're ..... because you have just discovered that your sister is going to have a baby.
- e) You're feeling a bit ..... because you've just broken up with your boyfriend / girlfriend.

③

**a) What is the past participle of the following verbs?**

- |            |           |
|------------|-----------|
| • build    | • hold    |
| • cause    | • hurt    |
| • discover | • invent  |
| • elect    | • produce |
| • find     | • sell    |
| • give     | • take    |

**b) Work in pairs. Look at the list of irregular verbs on page 152. Test your partner on the past participles of ten more verbs.**

④

**Are the verbs in the following article passive or active? Complete the sentences with the correct form of the verb in parentheses. Remember to use the correct tense.**

Over a million pounds' worth of jewelry (1) ..... (*steal*) from a private home in Chelsea, London. It (2) ..... (*believe*) that the robbery (3)..... (*happen*) late last night while the owners (4) ..... (*attend*) a party in another part of London. Three men (5) ..... (*see*) outside the house at about midnight last night, but so far no one (6) ..... (*arrest*). Police (7) ..... (*ask*) anyone who was in the area at the time to contact them at Chelsea police station. A £10,000 reward (8) ..... (*offer*).

⑤

**Which phrase does not belong to the following groups? Why?**

- a) to be surprised / to be frightened / to be terrified / to be worried
- b) to be rescued / to be attacked / to be saved / to be helped
- c) to be produced by / to be arrested by / to be directed by / to be written by
- d) to be discovered by / to be destroyed by / to be invented by / to be designed by

⑥

**Can you think of an "extreme" adjective for each of these "ordinary" adjectives?**

- good *fantastic* .....
- bad .....
- surprised .....
- cold .....
- angry .....

⑦

**Look back through Module 6 and write two more review questions of your own to ask other students.**



# module 7

## Social matters

### Part A Language

Polite requests

*will* (instant decisions and responses)

Speaking and reading: *Going out around the world*

Vocabulary: social occasions

Wordspot: go

### Speaking and reading

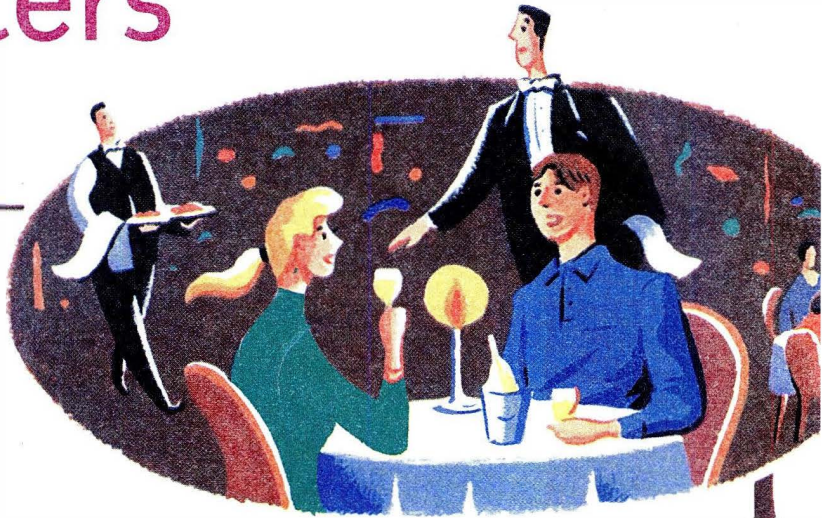
**1** Young people all over the world were given the questionnaire opposite about going out. Read the questionnaire quickly. What general topics did it ask about?

**2** Look at the words and phrases in **bold** in the box below and mark them:

- ✓✓ if you already know them.
- ✓ if you can guess the meaning from the context.
- ✗ if you need to check the meaning with your teacher or in your *Minidictionary*.

popular (question 1)  
to treat people equally (question 2)  
to be acceptable (question 4)  
to go out on a date (question 4)  
to split the check (question 4)  
a custom (question 5)  
an attitude (question 5)

## Going out around the world



#### 1 Where people go

List the five most popular activities people do when they go out in the evening. Are there differences between age groups?

#### 2 Late or early?

a At what time do the following things usually happen in your country?

- meeting your friends for an evening out
- bars closing
- nightclubs closing

b What time would parents usually expect their 16-year-old sons or daughters to come home at night?

- before nine o'clock ☐
- between eleven and twelve o'clock ☐
- between nine and ten o'clock ☐
- after midnight ☐

Do parents treat sons and daughters equally in this respect?

c Which of the following statements do you agree with?

- People expect you to arrive on time ☐
- It's rude to be more than about twenty minutes late – people will get annoyed if you make a habit of it ☐
- Most people expect you to arrive at least half an hour late for arrangements ☐

#### 3 Tastes

Do you agree (✓) or disagree (✗) with the following statements?

- a American / international movies are more popular than movies made in my country ☐
- b In nightclubs and bars, American / international music is more popular than music from my country ☐
- c American / international food like hamburgers and pizzas are more popular than traditional food from my country ☐

#### 4 What's acceptable and what's not acceptable?

Do you agree (✓) or disagree (✗) with the following statements?

- a Most young men and women smoke and drink alcohol ☐
- b It is not very common for groups of women to go out on their own ☐
- c When a couple go out on a date, they normally split the check ☐

#### 5 Different generations and regions

- a Look back at the questions above. Were these customs and attitudes the same or different when your parents were young? And your grandparents?
- b Are these social habits the same all over your country or do they vary according to region?



A night out in Tokyo is much the same as a night out in Milan these days, according to a survey about socializing, conducted amongst 16- to 34-year-olds around the world. Whether you live in Korea or Canada, Italy or Ireland, a typical night out is spent eating burgers, seeing American movies or listening to English-language music in clubs and bars. Individual differences do survive – the ballet is still particularly popular amongst Russians, while more Japanese favor an evening of Karaoke – but American culture is everywhere.

Differences in the social behavior of the two sexes are also disappearing. The majority of respondents worldwide felt that it was “perfectly normal” for groups of young women to go out alone, that it was “equally acceptable” for young women to smoke and drink, and that a couple should split the check when they go out together. For most young people these were the biggest differences between their own generation and their parents’.

Interestingly, however, the vast majority of the young people interviewed said that parents are still stricter with daughters than sons about where they go and who they go with. Overall, only 10 percent

thought that parents treat their sons and daughters equally, and almost no one thought parents were stricter with their sons! In most countries, it was also agreed that such rules tend to be stricter outside the big cities.

Important national differences did appear, however, when it came to timekeeping. In the Far East and in Eastern Europe a night out starts – and finishes – much earlier: there seven o’clock was the average time given for meeting up with friends. For many Southern Europeans and South Americans, on the other hand, an evening out doesn’t even start until ten or eleven o’clock, by which time many of their Korean and Japanese counterparts are safely home in bed!

Parents’ rules reflect this. Most Japanese parents expect their teenagers home by ten o’clock or even earlier, whereas in Europe it is more likely to be eleven or twelve o’clock. The most surprising findings here came from Argentina, however, where it is apparently quite normal for 15- and 16-year-olds to stay out all night. But then perhaps this is because their parents have less to worry about – 80 percent of Argentine youngsters claimed that they rarely or never drink alcohol!

**3** Discuss the questionnaire in groups, comparing and explaining your answers.

**4** The article above describes the findings of the questionnaire. Read it and:

- underline any findings similar to those of your class.
- circle any findings different from those in your class.
- write (!) next to anything you found surprising about customs in other countries.

**5** Discuss the following questions in groups.

- Is the influence of American culture increasing in your country? Does this worry you?
- Should parents have strict rules about where their teenage sons and daughters go? Do you think that sons and daughters should be treated the same?





## Vocabulary

### Social occasions

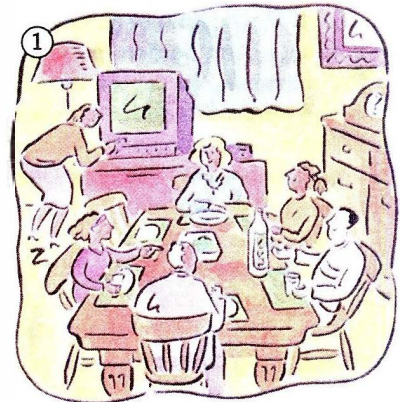
1 In box A is a list of social occasions. In box B is a list of things people do on different social occasions. In your country, which of the things listed in box B would normally be associated with the social occasions in box A? Would it be very unusual to see or do any of the things in box B?

#### A

meeting an old friend / acquaintance on the street  
being introduced to someone at a party  
going around to a friend's house/apartment  
going out to a restaurant with a business associate

#### B

bow wave bring wine or flowers  
hold hands kiss leave a tip  
offer food and drink  
accept or refuse food and drink  
say "hello" shake hands



2 Can you think of any other customs in your country for the social occasions in box A?

## Language focus 1

### Polite requests

#### Minitask

Think of three common requests you make in your daily life. What are the requests people most often make to you? Compare lists with the rest of the class. Which requests came up most often?



1 Imagine that you have just arrived in an English-speaking country. Everywhere you go, people are asking things and making requests. Look at the pictures below and opposite. Can you guess what the people are asking?

2 a) [7.1] Listen to what the people are asking. Your teacher will stop the cassette after each question. Decide:

- which person is speaking.
- how you could answer.

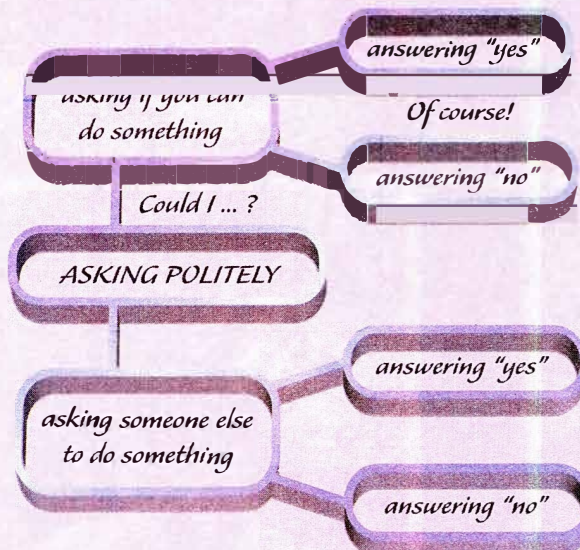
b) [7.2] Listen to how the foreign man answers each request and compare.





irLanguage.com

1 a Listen again to the complete dialogs. Write the phrases used for asking and answering politely in the correct category below.




**b** Can you add any more phrases to each list?

**2 Mark the phrases as follows:**

- ✓ if it is quite casual.
- ✓✓ if it is more polite.

**Now read Language summary A on pages 145–146.**

## Pronunciation

1  [7.3] Intonation is very important when you want to ask things politely. Listen to the questions again and notice what happens to the speaker's voice.

- Can you tell me the time, please?
- Is it OK if I sit here?

Listen again and copy the speaker's intonation.

2 Work in pairs. Practice saying the questions and answers from Exercise 2, using the pictures to remind you of what they are saying. (It does not matter if you do not use exactly the same words as on the cassette, but make sure that you ask and answer politely!)

## Practice

**1** The following short dialogs are not very polite. Rewrite them to make them sound better. Then practice the polite dialogs in pairs.

**For example:**

A: I ~~want~~ to speak to Maria.

Can I please?

B: She's in the bath. Call back later.

*I'm sorry      Can I take a message?*

- a A: I want to use your scissors.  
B: Yes.
- b A: Pass me my coat.  
B: Here you are.
- c A: Lend me \$5 until tomorrow.  
B: I don't have any money with me.
- d A: Bring me the check.  
B: Yes.
- e A: Give me a light.  
B: My lighter isn't working.
- f A: If you're going into town, give me a lift to the bus stop.  
B: Yes.
- g A: Tell me the way to the National Gallery.  
B: I don't know this area very well myself.
- h A: Pick my suit up from the dry cleaner's while you're shopping.  
B: I don't think I'll be able to carry it – I'll have a lot of other things.

**2 a)** Think of six things to ask other students in the class politely, using the following verbs.

- lend or borrow
- pass (me)
- turn on / turn off
- open or close
- move
- help (me)

**b) Take turns to make your requests to each other. If the other student agrees, he /she must really do it. If your partner refuses, he / she must give a reason. Make sure your requests and answers sound polite.**

Would you mind lending  
me your dictionary?

I'm sorry, I need it myself.

Sure ... here you are.



## Language focus 2

**will** (instant decisions and responses)

1 Look at the pictures opposite. Where are the people? What are they talking about?

2 Match the dialogs below with the pictures. Then complete the dialogs in your own words.

a

A: I'm going home now.

B: Oh ... Tony said he needs to speak to you urgently.

A: I'll go and see what he wants quickly.

B: I think he's in a meeting with Kate at the moment, actually.

A: I really need to get home – tell him I'll ...

b

A: This is driving me mad!

B: What are you trying to do?

A: I'm trying to change the flash in this camera, but the instructions are so unclear.

B: Hang on, I'll just finish doing this and then I'll ...

c

A: Oh no, it's ten past eleven! I've missed the last bus!

B: Never mind, I'll take you home, it's no trouble.

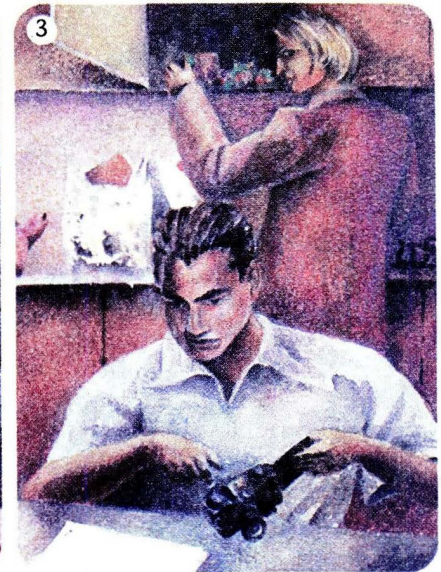
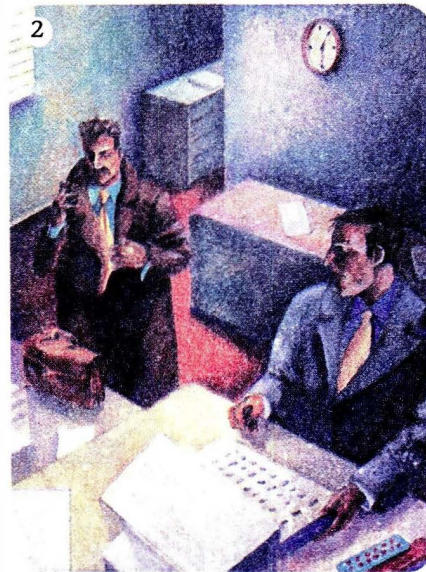
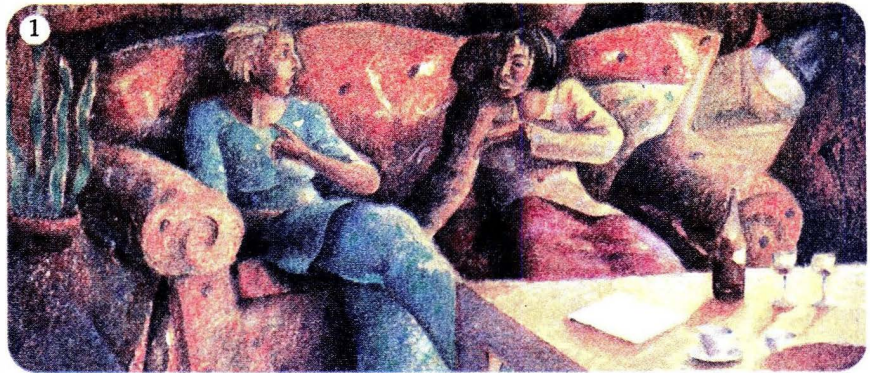
A: No, don't do that. It's too far and you've had quite a few glasses of wine. I'll ...

### Analysis

In each of the situations above, the speakers decide what to do about a small problem.

- When do they decide?
- What verb form do they use?

**Now read Language summary B on page 146.**



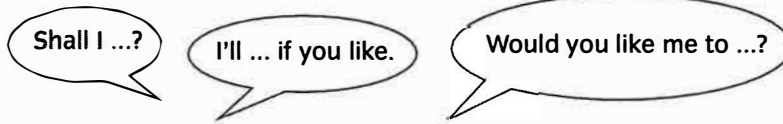
## Practice

1 Discuss in pairs what you would say in the following situations.

- Someone tells you that a friend has broken his leg and is at home on his own all day. What would you say?
  - I'll phone him next week.
  - I'll send him a card.
  - I'll go and see him.
- A colleague is complaining that he doesn't have any money to buy lunch. What would you say?
  - I'll buy you lunch.
  - I'll lend you some money if you want.
  - I'll share my sandwiches with you.
- A friend phones up to say he is stuck with his English homework. What would you say?
  - I'll come around and help you.
  - I'll do it for you if you want.
  - I'll meet you later when you've finished it.
- You are around at a friend's house or apartment for dinner. Nobody seems to be enjoying themselves. What would you say?
  - I'll put some music on.
  - I think I'll go now.
  - I'll just pop out and buy some more drinks.



## 2 How would you respond in the following situations?



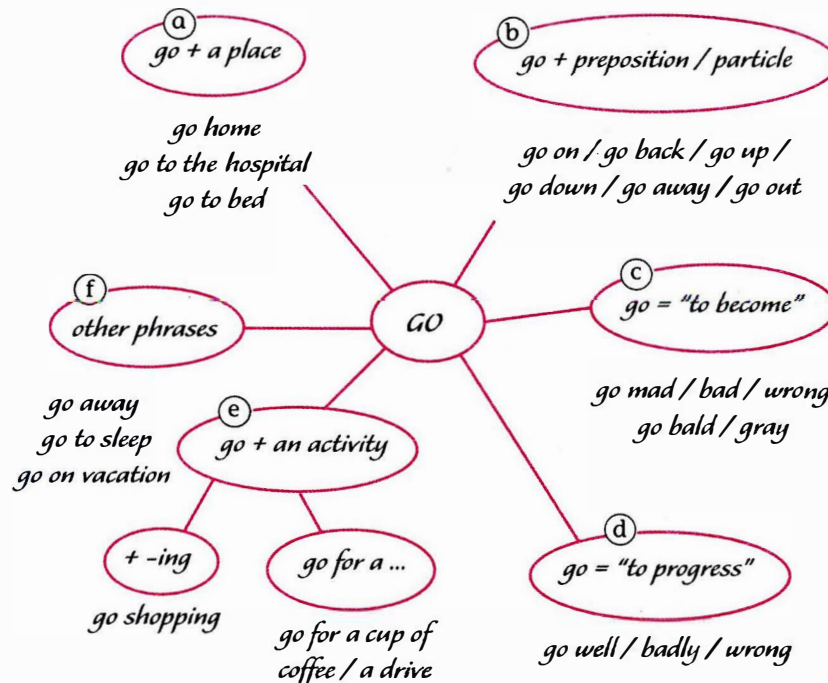
- You see an elderly neighbor on the street, carrying two very large bags of shopping.
- You're at a cousin's house or apartment. It's chaos – the baby's screaming and she's trying to cook lunch.
- A close friend is very nervous because he's going to the dentist's to have several teeth taken out.
- You're visiting your grandmother. Her television isn't working properly, and she's worried about it.

## 3 Use some of the situations from Exercises 1 and 2 to create dialogs like those on page 72. Act them out with a partner.

## Wordspot

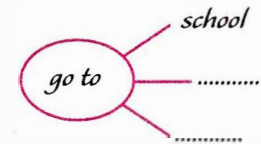
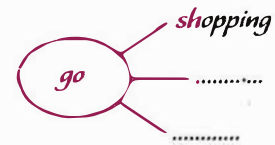
### go

- The following diagram shows some very common phrases with go. Study the diagram and then answer the questions below.



- Find a phrase with go that means:
  - to return • to increase • to decrease • to continue
  - to have a vacation
- Who or what can:
  - go wrong? • go bad? • go bald? • go gray? • go mad?
- Imagine a situation where you might say the following phrases.
  - "Go away!" • "Go to sleep!" • "Go on!"

## 2 Complete the following diagrams with your own suggestions.



## 3 Walk around the classroom and find one person who:

- sometimes goes on vacation alone.
- hates going shopping.
- usually goes for a drink / cup of coffee after class.
- usually goes home as soon as the lesson finishes.
- is going out on Saturday night.
- is going away next weekend.
- goes jogging regularly.
- likes going for a walk in the country.

## 4 Copy the diagram opposite to make a poster for your classroom wall showing the uses of go. Add new expressions when you meet them.



## Part B Task

Draw up a list of tips for visitors to your country

Task link: making generalizations

Real life: making a social arrangement

### Personal vocabulary

#### Useful language

##### Giving advice

"You should never ..."

"Always remember to ..."

"Don't forget to ..."

"Don't be surprised if ..."

"You should expect people to ..."

##### Describing the general situation

"It is polite / rude to ..."

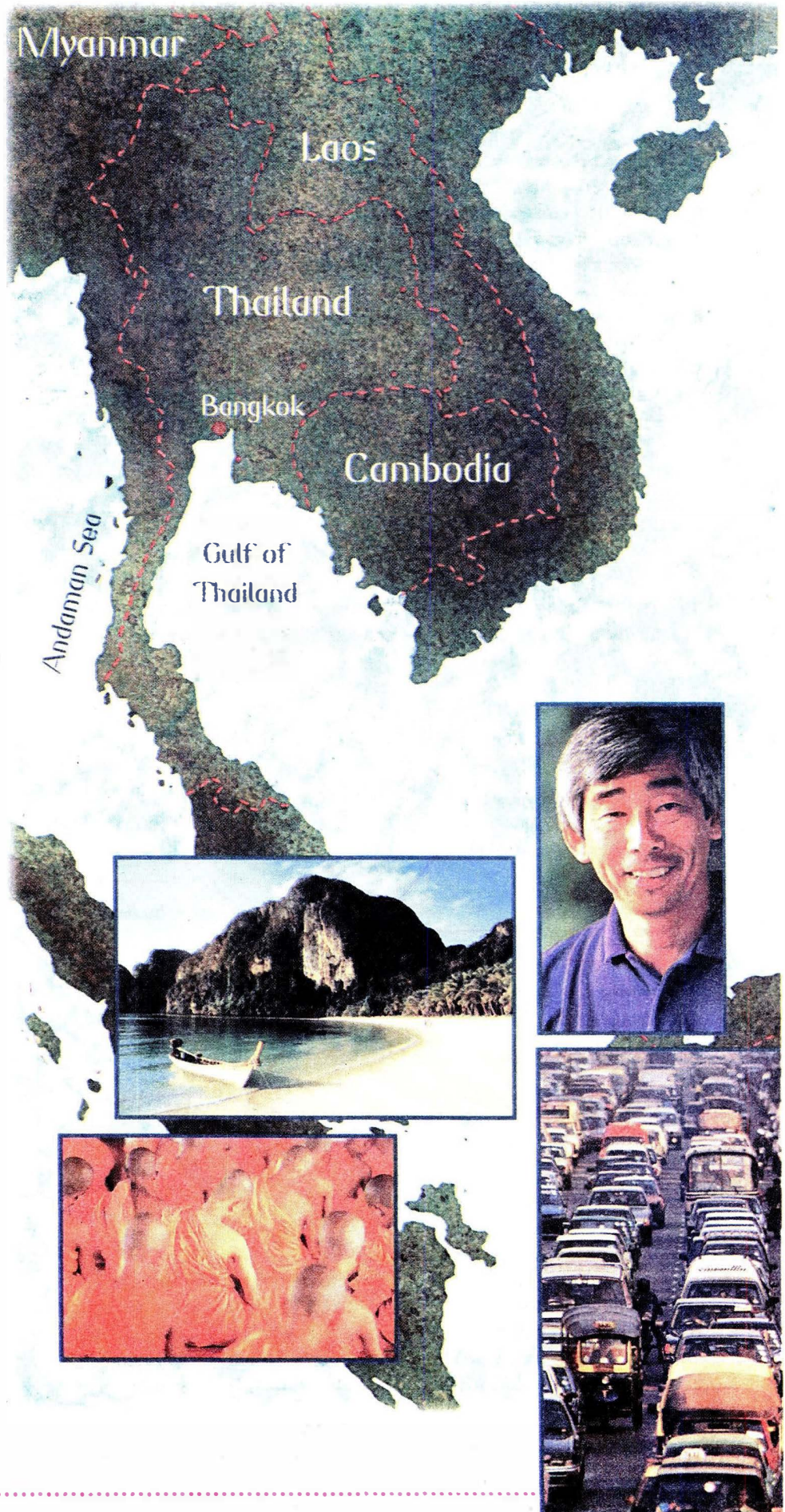
"Most (French / Italian) people ..."

"Normally / Usually you ..."

"Generally, people ..."

"On the whole, people ..."

[www.irLanguage.com](http://www.irLanguage.com)





## Preparation for task

1 Look at the map and pictures of Thailand. What do you know about Thailand? Can you imagine how social customs there differ from those in your country?

2 Below is an extract from a travel guide to Thailand, which gives “tips” to foreign visitors about social behavior and customs. Read the extract and answer the following questions.

- Which social situations are mentioned?
- Some of the tips have two alternatives – can you guess which is the correct one?

3 [7.4] Nikam Nipotam was born in Thailand, but was raised in England. You are going to hear him talking about customs to a colleague who is going to Thailand. Listen and underline the correct alternatives in the extract below.

4 Compare your answers with a partner. Were you surprised by anything Nikam Nipotam said?

### Tips for foreign visitors to Thailand

Thailand is famous for its hospitality, and the average visitor will have no difficulty in adapting to local customs. The following tips are mostly common sense, but to avoid giving offense, foreign visitors may find them useful.

- When addressing a Thai person it is polite to use just *their first name* / *their surname*.
- In more formal situations you should use the word “khun.” This is like “Mr.” and is used for addressing *men* / *both men and women*.
- It is not usual to shake hands when you meet a Thai person. Instead you do a “wai” – you put your hands together as if you are saying a prayer, and bow your head slightly. You should always use this greeting when you meet *older people* / *your friends*.
- Couples should be careful about how they behave. You don’t see Thai couples *holding hands* / *kissing in public*.
- The head is very important in Thai culture. It is *very respectful* / *not respectful* to touch another person’s head.
- If you’re invited to someone’s home, you should *always take off your shoes* / *never take off your shoes*. It’s very important to remember this!
- When eating a meal with Thai people, you should expect the food to be served in large bowls in the center of the table. Everyone helps themselves, using *chopsticks* / *a spoon and fork*.
- Finally, you should never insult the Thai royal family. Thais always show respect towards their royalty, and they expect visitors to do the same.

## Task

1 Imagine that a visitor from a different culture is coming to your country (a British or American tourist, a Thai person like Nikam Nipotam, or one of your fellow students). You are going to draw up a list of eight tips about social behavior, like the ones in the extract. Make a list of ideas under the following headings:

- addressing people
- meeting and greeting
- gestures
- public behavior
- an invitation to someone’s house
- at a meal
- dress code
- other important “dos” and “don’ts”

Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box.

2 When you have finished, you can:

*Either:* listen to the other students’ lists to see if they included any useful tips that you didn’t think of. Then work with a partner and act out a conversation like Nikam Nipotam’s. Imagine your partner is either:

- a foreign guest staying with your family.
- a foreign business associate.

or: give a talk to the rest of the class about social customs in your country. Listen to the tips that other students give you about their countries and note down any customs that are very different from those in your country. Discuss the ones that you find most interesting / surprising and ask questions about anything that you do not understand.

Look at the phrases in the *Useful language* box.

### Optional writing

Write up the tips for foreign visitors to your country, as in the extract for people visiting Thailand.





## Task link

### Making generalizations

A. The majority of Inuit people from Alaska are nomads, moving from one place to another, hunting and fishing to survive. They don't tend to live in houses, preferring tents or houses built from ice, called "igloos." Even today, it is quite common for a man to have several wives.



B. In some parts of Kentucky and Virginia, it is quite normal for girls of twelve or thirteen to get married and start a family. Often their husbands are only sixteen or seventeen, so young couples tend to live with their parents until they finish their education. Many schools in these areas have day-care centers to look after their students' babies while they are studying.

C. The Hopi Indians of Arizona generally live in family groups called "clans." It is usual for the woman to be the head of the family and the owner of the family home. When a young couple get married, most new husbands go and live with their wife's family and their children become members of her clan, rather than his.

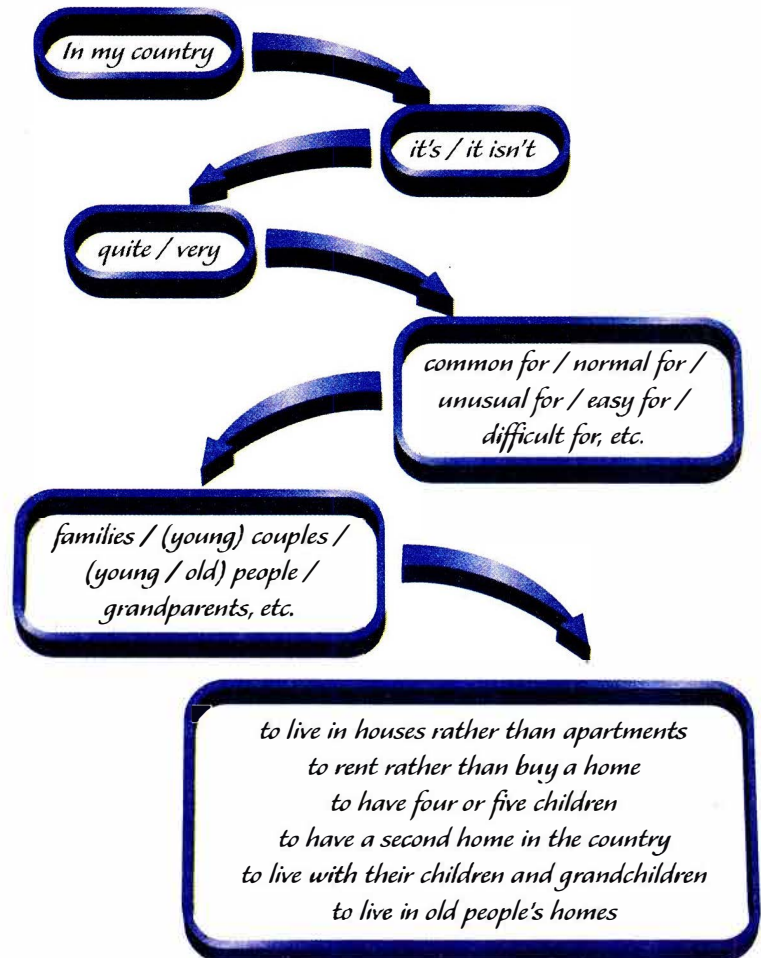
1 The extracts above describe different cultural groups in the US. The customs described in two of the extracts are still true today, but one is no longer true. Can you guess which it is?

2 In the extracts above the writer is talking generally about the customs of different groups of people. Read the extracts again and underline the phrases used to make generalizations. The first extract has been done for you. Then read *Language summary C* on page 146.

3 Circle the best alternative in the following sentences to describe what generally happens in your country. Compare your answers in groups. Did you agree / disagree?

- a Quite a lot of people / Not many people / Nobody get(s) married in their teens.
- b It is quite common / It is uncommon for girls in their teens to have babies.
- c It is usual / It is quite normal / It is unusual for young couples to live with their parents after they get married.
- d The majority of young people / Some young people / Very few young people stay with their parents until they get married.
- e Women tend to / don't tend to take their husband's name when they get married.
- f Almost everybody / Many people / A few people / Nobody still wear(s) traditional dress.
- g Most people / Some people / Very few people still live(s) in traditional-style houses.

4 In pairs, use the words and phrases in the diagram below to make at least four more sentences about your country.





# Real life

## Making a social arrangement

**1** [7.5] Laurence is phoning Roger.  
Read Laurence's part of the conversation and answer the following questions. Then listen to check.

- What do you think the relationship is between Roger, Laurence, and Millie?
- Can you guess what Roger is saying?



ROGER: .....  
LAURENCE: Hello, Roger. It's Laurence.  
ROGER: .....  
LAURENCE: Fine. We've just got back from a few days away with some relatives down on the coast. Anyway, how are things with you and Millie?  
ROGER: .....  
LAURENCE: Yes, I can hear you're busy! Listen, I won't keep you. I was just phoning to ask if you and Millie are doing anything next Saturday night. If not, would you like to come for a meal? Patrick and Colin are coming over, and we thought it would be nice if you were there too.  
ROGER: .....  
LAURENCE: Yeah, it is a shame ... I know, how about the following Saturday instead? I don't think we have anything planned that night.  
ROGER: .....  
LAURENCE: Great! We'll look forward to seeing you. I'll let you get back to the family now. Give me a ring in a week or so to arrange a time.  
ROGER: .....  
LAURENCE: Yeah, see you!

**3** a) Listen again, paying particular attention to Roger's part of the conversation. Which of the phrases in columns 3 and 4 does he use to accept / refuse Laurence's invitation?

b) Do you hear any other useful phrases for talking on the telephone? Write them in the correct column.

**4** a) Practice saying the phrases, copying the voices on the cassette. Do you know any other phrases that you could add to these lists?

b) Work with a partner. Choose a situation below and have a conversation like Roger and Laurence's. Invite your partner:

- to go to a concert / soccer game / club / movie / exhibition.
- to come to your house for a meal / drink / party.
- to go out for a drink / meal / cup of coffee.

Suggest a day and a time. Your partner will accept or refuse, giving a reason. Then swap so your partner invites you.

**2** Look at Laurence's part of the conversation again. Write the phrases he uses into columns 1 and 2 of the table below.

| 1 useful phrases for talking on the phone | 2 inviting and arranging | 3 accepting an invitation   | 4 refusing an invitation   |
|---|--------------------------|---|--|
| <i>Hello, Roger. It's Laurence.</i>       |                          | Thank you very much – that would be lovely.<br><br>I think that should be fine.<br><br>That'd be great!<br><br>I'll call you back if there's any problem. | We can't, I'm afraid.<br><br>Sorry, but we're busy.<br><br>What a shame! |



# Do you remember?

①

a) Think of two possible answers to each of the following sentences, one meaning "yes" and one meaning "no."

For example:

Is it all right if I go home now?

(yes) *Yes, of course, no problem.*

(no) *Sorry, but I'm afraid I need you to stay.*

- Would you mind giving me a lift downtown?  
(yes) .....  
(no) .....
- Do you mind if I use your phone?  
(yes) .....  
(no) .....
- I'll carry those books for you.  
(yes) .....  
(no) .....
- Would you like to play tennis this weekend?  
(yes) .....  
(no) .....
- Shall I wash the dishes?  
(yes) .....  
(no) .....

b) Can you change the words underlined so that the sentences still have the same meaning (and are still as polite)?

c) Practice asking and answering with a partner. Use polite intonation.

②

Correct the following sentences.

- a) Is very common for Brazilians to have big families.
- b) After work I'm going to shopping.
- c) It's very hard for young people find a job at the moment.
- d) Go on! I don't want to talk to you!
- e) Shall we go for drink after class?
- f) If you're tired, why don't you go to the bed?
- g) "Hello, Jack. Is Fiona."

③

Explain the difference in meaning (if any) between the following things.

- a) • lending something  
• borrowing something
- b) • going out for the night  
• going away for the night
- c) • going around to a friend's house or apartment  
• visiting a friend
- d) • shaking hands with someone  
• holding hands with someone
- e) • waving to each other  
• bowing to each other
- f) • paying the check in a restaurant  
• leaving a tip in a restaurant
- g) • prices decreasing  
• prices going up
- h) • passing something to someone  
• going past someone

④

Circle the correct verb form in the following sentences.

- a) Everybody *love* / *loves* soccer in this country.
- b) Most people *live* / *lives* uptown rather than downtown.
- c) People *tend* / *tends* to go to the country on weekends.
- d) Nobody *believe* / *believes* what he says.

⑤

Complete the missing words in the following boxes.

|    |           |                         |
|----|-----------|-------------------------|
| a) | verb      | to respect              |
|    | adjective | to be <i>respectful</i> |
| b) | noun      | .....                   |
|    | verb      | to behave               |
| c) | noun      | invitation              |
|    | verb      | to .....                |
| d) | verb      | to accept               |
|    | adjective | to be .....             |

Can you remember the pronunciation of these words?

⑥

Look back through Module 7 and write two more review questions of your own to ask other students.



# module 8

## Things of importance

### Part A Language

Defining relative clauses  
Quantifiers (*a few, a lot of, etc.*)  
Reading: *How to be a successful inventor*  
Vocabulary: machines  
Wordspot: *something*

#### Language focus 1

##### Defining relative clauses

Take the quiz opposite to find out how much you know about computers.

#### Analysis

- 1 Look back at the quiz and underline the defining relative clause in each definition.
- 2 Complete the following rules.
  - a ..... and *that* are used to refer to people.
  - b ..... is used to refer to things.
  - c ..... is used to refer to possessions.
  - d ..... is used to refer to places or locations.
- 3 In **two** of the definitions in the quiz we can leave out the relative pronoun. Which are they? Why?

Now read Language summary A on page 146.

**a** ~~.....~~ n [C] someone ..... eats only vegetables, bread, fruit, eggs, etc. and does not eat meat or fish

**d** ~~.....~~ n [C] 1 a building or place with a stage ..... plays are performed

Match a word in the box with a definition to find out what you know.

- a modem
- a computer nerd
- a disc
- a mouse
- the Internet
- cyberspace
- a technophobe
- a cyberbuddy

### Are you a "computer nerd" or a "technophobe"?

- a a person who doesn't like modern machines, especially computers
- b a computer system that allows millions of computer users around the world to exchange information
- c a piece of electronic equipment that allows information to be sent along telephone wires from one computer to another
- d a friend who you only ever communicate with through computers
- e a small object that you move with your hands to give instructions to a computer
- f a flat piece of plastic that you use for storing computer information
- g the imaginary place where electronic messages, information, pictures, etc., exist when they are sent from one computer to another
- h someone whose life is dominated by computers

#### Practice

- 1 **a)** Look at the dictionary definitions below and decide:
  - which relative pronoun(s) can go in the sentence.
  - whether the pronoun can be omitted or not.**b)** Which word is being defined?

- 2 Work in pairs, A and B. Student A should look at the words in the box on page 135, and Student B should look at the words in the box on page 138. Write definitions for the words and read them to your partner. Can he / she guess the word?

**b** ~~.....~~ n [C] a piece of equipment ..... measures the temperature of the air, of your body, etc.

**e** ~~.....~~ n [C] 1 a long narrow piece of material ..... you wear around your neck to keep warm

**c** ~~.....~~ n [C] 1 a woman ..... husband has died and ..... has not married again

**f** ~~.....~~ n [C] the person ..... you try to defeat in a competition, game, or fight



## Reading

**1** You are going to read an article about important inventions. Discuss the following questions in groups.

- There is a connection between a picture on the left and a picture on the right. Can you guess what it is?

Did Caselli invent the telephone?

No, I think he invented the ...

- When do you think the things on the left were invented?

**2** Read the article and see if you guessed correctly.

**3** Answer the following questions in pairs.

- Did Caselli's "fax machine" actually work?
- Who designed the first steam engine?
- Who built the first steam engine?
- Why does the story of the light bulb show that inventors need to be patient?
- Who invented the first telephone?
- What did the inventors of Velcro and of paper have in common?
- What was the purpose of the exhibition at the National Laboratory at Upton in 1958?
- Did Professor Higinbotham understand the potential of his "computer game"?

**4** Discuss the following questions in pairs.

- Which information in the article did you already know?
- Which information did you find most surprising?

# How to be a successful inventor

## What do you need for an invention to be a success?

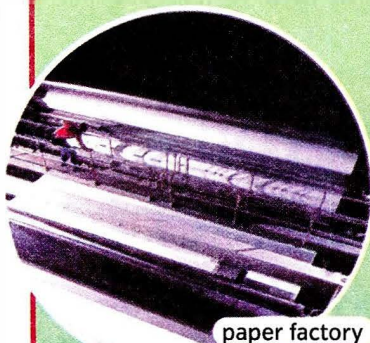
Well, good timing for a start. You can have a great idea that the public simply doesn't want ... yet. Take the Italian priest, Giovanni Caselli, who invented the first fax machine using an enormous pendulum in the 1860s. Despite the excellent quality of the reproductions, his invention quickly died a commercial death. It was not until the 1980s that the fax became an essential piece of equipment in every office ... too late for Signor Caselli.

Money also helps. The Frenchman Denis Papin (1647–1712) had the idea for a steam engine almost a hundred years before the better-known Scotsman James Watt was even born ... but he never had enough money to build one.

You also need to be patient (it took scientists nearly eighty years to develop a light bulb that actually worked) ... but not too patient. In the 1870s, Elisha Gray, a professional inventor from Chicago, developed plans for a telephone. Gray saw it as no more than "a beautiful toy," however. When he finally sent details of his invention to the Patent Office on February 14, 1876, it was too late; almost identical designs had arrived just two hours earlier ... and the young man who sent them, Alexander Graham Bell, will always be remembered as the inventor of the telephone.

Of course what you really need is a great idea – but if you don't have one, a walk in the country and a careful look at nature can help. The Swiss scientist, George de Mestral, had the idea for Velcro when he found his clothes covered in sticky seed pods after a walk in the country. During a similar walk in the French countryside some 250 years earlier, René-Antoine Ferchault de Réaumur had the idea that paper could be made from wood when he found an abandoned wasps' nest.

You also need good commercial sense. Willy Higinbotham was a scientist doing nuclear research in the Brookhaven National Laboratory in Upton, USA. In 1958 the public were invited to the Laboratory to see their work; but both parents and children were less interested in the complicated equipment and diagrams than in a tiny 120 cm screen with a white dot that could be hit back and forth over a "net" using a button and a knob. Soon



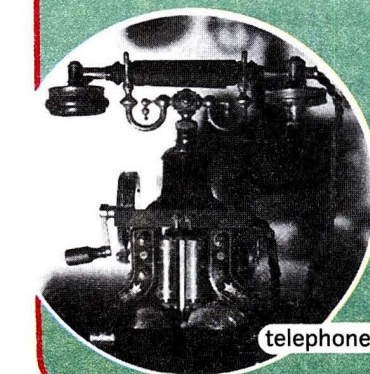
paper factory



Velcro

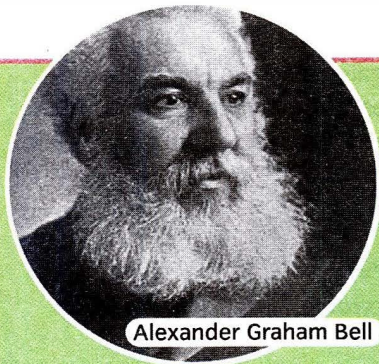


fax machine



telephone





Alexander Graham Bell



wasps' nest



Giovanni Caselli



seed pods

hundreds of people were ignoring the other exhibits to play the first ever computer game – made from a simple laboratory instrument called an “oscilloscope.” Higinbotham, however, never made a cent from his invention: he thought people were only interested in the game because the  
60 other exhibits were so boring!

## Vocabulary

### Machines

- 1 [8.1] Listen to some conversations and decide which of the items in the box the speakers are talking about.

CD player   dishwasher   home computer   fax machine   vacuum cleaner  
photocopier   VCR   washing machine   answering machine

- 2 a) Match a word / phrase from box A with one from box B.  
Listen again to check your answers.

| A           | B           |
|-------------|-------------|
| press       | flashes     |
| hold        | that button |
| a red light | the button  |
|             | down        |

| A      | B     |
|--------|-------|
| plug   | it    |
| unplug | it on |
| switch | it in |

| A        | B           |
|----------|-------------|
| pick up  | the tone    |
| dial     | the handset |
| wait for | the number  |

| A            | B                |
|--------------|------------------|
| put          | the cassette out |
| the cassette | a cassette in    |
| get          | gets stuck       |

- b) Which of the words / phrases above could be used about:

- a cassette recorder?
- a telephone?
- a camera?

- 3 Think of a machine you often use and describe to a partner how it works. If you have it with you, show it to your partner as you are explaining.

### Pronunciation

- 1 Notice the stress patterns in compound nouns:

NOUN + NOUN

phone message

ADJECTIVE + NOUN

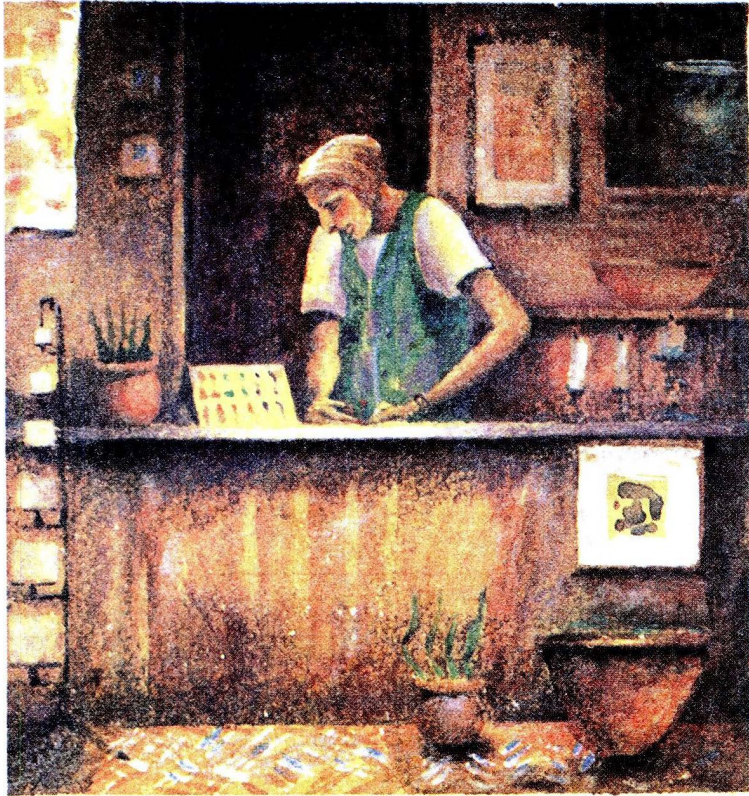
central heating.

Where do you think the stress will be in the following words?

- cellphone
- dark glasses
- electric guitar
- washing machine
- swimming pool
- answering machine
- electric stove
- dishwasher
- dining room
- car radio

- 2 [8.2] Listen and check. Practice saying the words.





## Language focus 2

Quantifiers (a few, a lot of, etc.)

### Minitask

Work in pairs. Try to think of as many things as possible that your partner might keep in his / her:

- bag.
- pocket.
- desk at work.

Tell your partner what you think. Were you right? Tell the class about anything unusual you discovered.

**1** Denise Connor owns a small arts and crafts store. Look at the picture above and discuss what kind of things it might sell.

**2 a)** [8.3] Listen to Denise talking about her store. Check (✓) the things that she sells.

plates mugs bowls ashtrays pins necklaces  
earrings watches dresses bathrobes cards  
handkerchiefs candles lamps mirrors picture frames

**b)** What does Denise say are the good and bad points about the store's location?

**3** Listen to Denise again. When you hear the following sentences, ask your teacher to stop the cassette. Complete the sentences with the words you hear.

- a I've only been here for ..... of years.
- b ..... the things are imported from abroad.
- c I have ..... ceramics from Greece and Portugal.
- d I sell ..... of jewelry.
- e I sell ..... clothes.
- f There are ..... other little stores and coffee shops nearby.
- g There are ..... students and young people living around here.
- h And I have ..... friends who live or work in this area.
- i There just isn't ..... space.
- j I have got far ..... things in this tiny little store.
- k I'd love to have ..... space for a little coffee shop and a cake store as well.

## Analysis

**1** Mark the "quantifiers" below as follows:

- **C** if they can only be used with countable nouns.
- **U** if they can only be used with uncountable nouns.
- **C / U** if they can be used with both.

|                      |                          |               |                          |
|----------------------|--------------------------|---------------|--------------------------|
| • a lot of / lots of | <input type="checkbox"/> | • a little    | <input type="checkbox"/> |
| • too much           | <input type="checkbox"/> | • not much    | <input type="checkbox"/> |
| • too many           | <input type="checkbox"/> | • not many    | <input type="checkbox"/> |
| • some               | <input type="checkbox"/> | • one or two  | <input type="checkbox"/> |
| • a few              | <input type="checkbox"/> | • no          | <input type="checkbox"/> |
| • (not) enough       | <input type="checkbox"/> | • loads of    | <input type="checkbox"/> |
| • plenty of          | <input type="checkbox"/> | • (not) any   | <input type="checkbox"/> |
| • several            | <input type="checkbox"/> | • a couple of | <input type="checkbox"/> |

**2** Is there any difference in meaning between the following pairs of sentences? If so, can you explain what it is?

- a • The car costs too much money.
- The car costs a lot of money.
- b • We have enough time.
- We have plenty of time.
- c • We had no problems getting there.
- We didn't have any problems getting there.

Now read Language summary B on page 147.



## Practice

**1** In pairs, discuss which quantifiers best complete the following sentences about your classroom or workplace.

- a There's ..... space for everyone to work.
- b There are ..... comfortable chairs.
- c There's ..... natural light.
- d There's ..... fresh air.
- e There are ..... notices on the wall.
- f There are ..... plants.
- g There's ..... valuable equipment.
- h There are ..... stairs.
- i There's ..... noise from outside.
- j There are ..... people to talk to.

**2** In pairs or groups, discuss the features of the city / town / village where you live using appropriate quantifiers. Think about the following things:

- movie theaters
- green space
- stores
- theaters
- pollution
- places to eat
- sports facilities
- traffic
- atmosphere

I think there are too many movie theaters.

There definitely isn't enough green space.

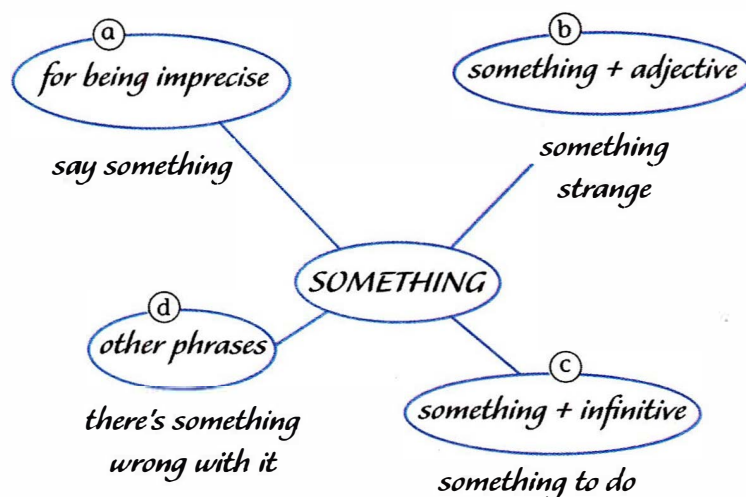
I don't agree! There are loads of parks!

## Wordspot

## something

**1** The diagram below shows some very common phrases with *something*. Read the following examples of phrases with *something* and add them to the correct section of the diagram. (Some of them have already been done for you.)

- a "And when you've finished that there's **something** else I want you to do as well."
- b "Can you send someone up to my room to fix the shower? There's **something** wrong with it."
- c "Did you know that there are **something** like 300 million people in the world who speak English?"
- d "I'm bored! I really must find **something** to do."
- e "I'm not exactly sure what *voltage* is, but I think it's **something** to do with electricity."
- f "Mom ... Dad ... Lucy and I have **something** to tell you ... we've decided to get married!"
- g "I'm not sure exactly how old Clare is, but she must be **thirty-something**, I suppose."
- h "I really believe the administration should **do something** about the problem of unemployment."
- i "I didn't agree at all with her idea. I really felt I should **say something**."
- j "There was **something** strange about the way she spoke. I knew there must be a problem."
- l "Please come in and sit down. Can I offer you **something** to drink?"



**2** Work in pairs, A and B. Student A should read the instructions / questions on page 135, Student B should read the instructions / questions on page 138. Listen to your partner's instructions / questions, and answer them using a phrase / sentence with *something*.

**3** Copy the diagram above to make a poster for your classroom wall showing the uses of *something*. Add new expressions when you meet them.



## Part B Task

Describe a personal or ideal possession

Task link: describing objects

Real life: writing "thank-you" letters

### Personal vocabulary

#### Useful language

##### Describing things you own

"One of the most precious things I own is ..."

"It's made of ..."

"I bought it in ..."

"It was a birthday present ..."

"It used to belong to ..."

"It reminds me of ..."

##### Describing things you'd like to own

"What I'd really like is ..."

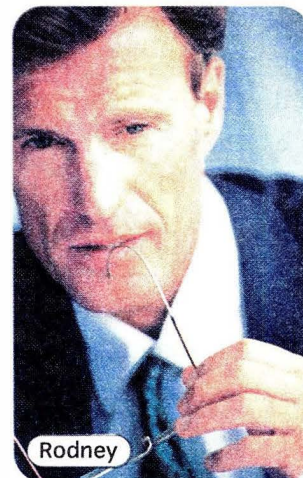
"I'd love a ..."

"I've always wanted ..."

"Something I'd love to own is a ..."



Emma



Rodney



David



Daphné



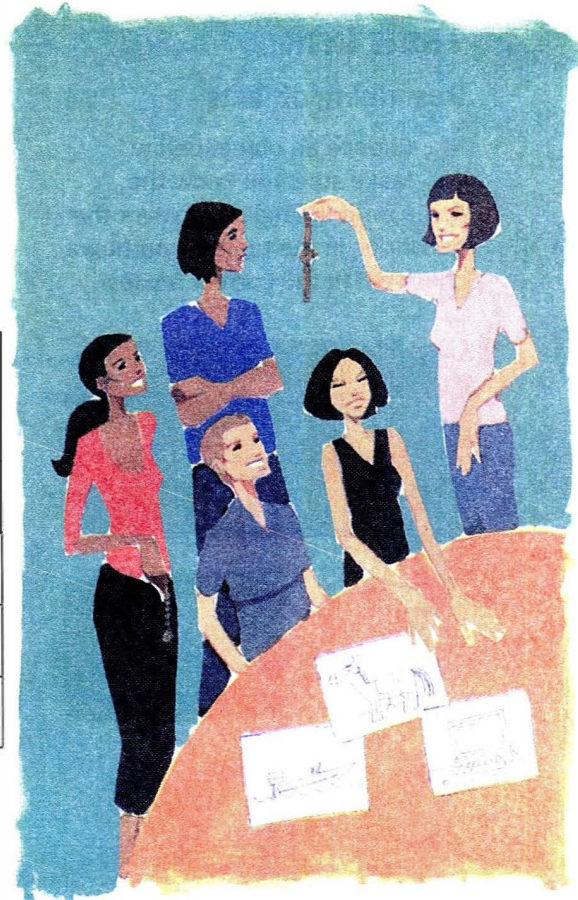
## Preparation for task

1 Look at the pictures of the objects and people opposite. Which object do you associate with each person? (There is one object too many.)

2 [8.4] *Either*: listen to the four people talking about one of the objects in the pictures. Complete the table below with the information you hear.

|          | what the object is<br>(do they own one already?) | words / phrases<br>used to describe<br>the object | why the object is<br>important |
|----------|--|---|--------------------------------|
| 1 Emma   |  |   |                                |
| 2 Rodney |  |   |                                |
| 3 David  |  |   |                                |
| 4 Daphné |  |   |                                |

or: listen to your teacher talking about an object of importance to him / her, or about something he / she would really like to have. Make notes under the headings in the table above. Ask your teacher questions to find out more about the object.



2 Work in groups. Give your talk and listen to other students' talks. Show your object or draw a picture if possible. Answer any questions other students have, and think of some questions to ask them about their objects.

How long have you had it?

Is it valuable?

Do you think you'll ever really get one?

## Task

1 You are going to give a short talk similar to the ones you have heard above. If possible, you will also show the object to the other students or draw a picture of it. Make notes under the following headings. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary box*. Look at the phrases in the *Useful language box*.

| what the object is | description of the object | why it's important to you / why you would like to have it |
|--------------------|---------------------------|---|
|                    |                           |   |

### Optional writing

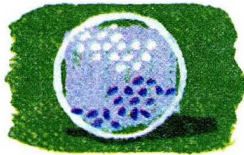
Write about your object, including the information that was in your talk. (Do not put your name on the piece of paper.) Your teacher will collect the descriptions and read them out. Try to guess who wrote each one.



## Task link

### Describing objects

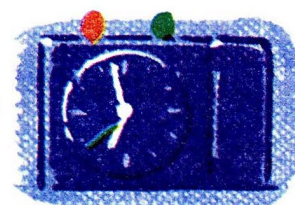
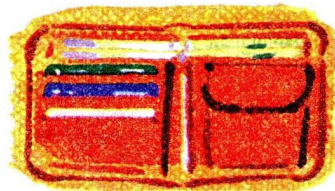
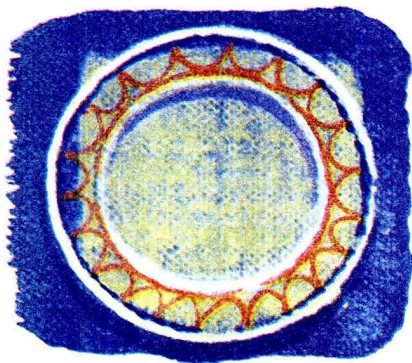
**1** Choose an object below.  
Make sure you know the name for it in English. Answer the questions in the table by putting a check (✓) in the correct box(es).



|   | Yes, usually<br>or always. | Sometimes,<br>but not usually. | No, never. |
|---|----------------------------|--------------------------------|------------|
| Is it round / square / rectangular?         |                            |                                |            |
| Is it made of leather?                      |                            |                                |            |
| Does it make a noise?                       |                            |                                |            |
| Does it fit easily into your pocket ?       |                            |                                |            |
| Does it have a handle ?                     |                            |                                |            |
| Is it found in the kitchen?                 |                            |                                |            |
| Is it easily breakable?                     |                            |                                |            |
| Is it useful for making things?             |                            |                                |            |
| Could it be made of wood?                   |                            |                                |            |
| Does it need batteries or do we plug it in? |                            |                                |            |

**2** Work in pairs. Look at your partner's table and the boxes he / she has checked (✓). Can you guess which object your partner chose?

**3** Work in pairs again. Think of an object that we use every day. Your partner will ask you fifteen questions to find out what the object is. When you have finished, change places.





## Real life

### Writing thank-you letters

**1** Here are some things we usually do when writing a letter to thank someone for a present.

- Write as soon as possible after receiving the present. ☐
- Mention what the present you received was, why you like it, and how you will use it. ☐
- Include some personal news. ☐
- Ask about the receiver's personal news. ☐
- Sign off in a friendly way. ☐

Read the letter opposite. Check (✓) the things above that the writer does, and put a cross (X) next to those he does not do.

**2** Look at more extracts from thank-you letters and notes opposite. Which one comes from:

- a a business letter? ☐
- b a card sent to a couple after a dinner party? ☐
- c a reply to a party invitation? ☐
- d a message written on a card for someone leaving a job? ☐
- e a letter from a language student to her former host family? ☐
- f a thank-you note left on someone's desk? ☐

**3** What do you think the writer said before and after these extracts? Choose one and write the complete letter or note. (If it is a letter, remember to put in the address and date, as well as an appropriate beginning and ending.)

October 3

Dear Valerie and Walter,

It's been nearly three months since the wedding, so I thought it was time to stop being lazy and finally thank you for your lovely present. It was really kind of you to think of us. We both liked it very much, and Anne has found just the right place for it.

What a pity you couldn't come to the wedding – it really was a great day, and all the guests seemed to enjoy themselves. Still, it is a very long drive from where you are, and I'm sure you were right when you said it might be too tiring for you to come all this way.

I do hope you are both feeling better now, Walter, and that you're both enjoying life. We're both fine – after a lovely honeymoon in Greece (plenty of sun, sea, and relaxation!) we're both back at work and settling down in the new apartment. Perhaps you'll be able to come and see us one day soon!

Thanks again and take care,  
Jeremy and Anne

1 *Thank you for all your hard work in the Accounts Department and your great contribution to ...*

2 *Many thanks for a lovely meal and your hospitality on Friday – we had a great time. We must do it again some time ...*

③ *Thanks a lot for lending me your leather jacket. It was ...*

4 *... thanks for the invitation – we'd love to come! Shall we ...*

5 *... arrived back safely. I'd like to thank you again for all your kindness during my stay in Edinburgh. I had a really great time and I'll never forget ...*

⑥ *Thank you for your letter of August 31 concerning your plans to ...*



# Consolidation

## modules 5–8

### A Future forms / future time clauses

Complete the sentences in the following article with the correct form of the verb in parentheses, or with a word from the box. (There may be more than one possibility.)

because before unless once if when until

#### ... HOT GOSSIP ... HOT GOSSIP ... HOT GOSSIP

*For the hottest, latest gossip on the good, the bad, and the famous, read Imelda!!*

Actress Glynnis Parsley and tennis star Andy Martinez have finally decided (1) ..... (get) married – (2) ..... Andy's first wife Alana agrees to a divorce!! However, I have heard that Alana (3) ..... (not / give) Andy a divorce (4) ..... he hands over the couple's \$20 million mansion in Palm Beach. "We hope (5) ..... (marry) later this year," a smiling Glynnis told me. Or maybe next ...

CSN TV have announced that Britain's Duchess of Cumberland (6) ..... (present) her own talk show on cable television later this year. The program (7) ..... (start) filming (8) ..... the Duchess (9) ..... (return) from her latest skiing holiday in Austria – and (10) ..... (feature)

Hollywood stars as well as many of the Duchess's own friends. "I really want (11) ..... (do) the best job I can as a television presenter," the Duchess told me last week. "I'd like people (12) ..... (recognize) me as a talented media person, and not just one of the best-dressed and most glamorous women in the world."

Rock star, actress, and mother Myra Meckenridge is about (13) ..... (buy) a very special vacation home for herself and her baby daughter, Dolores ... the Mediterranean island of Santo Domingo! She is also planning (14) ..... (build) a copy of the cathedral in Florence at her home in Florida, and is thinking of (15) ..... (convert) her ranch in Colorado into a private zoo for Dolores and herself. But she will not allow Dolores to have a boyfriend (16) ..... she is 21: "Like any mother, I just want Dolores (17) ..... (have) a normal life," Myra told me.

Show-business legend Valerie Reinhard, who (18) ..... (hold) her 70th birthday celebration at the Astoria Hotel, Las Vegas, on Friday of next week, says she intends (19) ..... (invite) all seven of her ex-husbands to the party. "What if all of them (20) ..... (arrive) at the same time?" I asked Valerie last week. "I'm sure that (21) ..... they finally all meet each other, they (22) ..... (find) plenty to talk about!" she replied.

#### ... HOT GOSSIP ... HOT GOSSIP ... HOT GOSSIP

### B Vocabulary: megamemory

1 Work in pairs. The box below contains twenty-four words and phrases you have studied in Modules 5–8. As quickly as possible find three:

- a things you can do over the telephone.
- b machines you might have in your home.
- c things you might do if you see a friend in the street.
- d types of work.
- e things you might do in the evening.
- f types of television program.
- g words that can describe a job.
- h words that describe negative feelings.


challenging schoolwork  
a vacuum cleaner a cartoon  
arrange a night out  
kiss each other annoyed  
well paid homework  
a soap opera depressed  
take a message stay home  
a documentary terrified  
stressful a freezer  
book a vacation a dishwasher  
shake hands wave  
housework go on a date  
go around to a friend's

2 You have five minutes to memorize the words / phrases. Close your books. Work with a partner and write down as many of the phrases as you can remember. Which pair remembered the most?



3 Look at the categories of words in Exercise 1 again. Can you add any other words or phrases to each group?

## C Listening: famous firsts (passives)

 [1] You are going to hear some information about two people and a dog who are famous for being first at something. Listen and complete the first sentence for each one. Then make sentences using the words / phrases given, using the correct passive or active form.

a Harry Belafonte made the first album in history to:

*sell a million copies worldwide*

• grow up

.....

• first album

.....

• third album Calypso

.....

• politically active

.....

• movies

.....

b Nadia Comaneci was the first Olympic gymnast to:

*Heroine of the Year*

• escape

.....

• the United States

.....

c Laika was the first animal:

*the Russian Sputnik 2*

• bring back to Earth

.....

• die

.....

• Laika Foundation

.....



## D Role play: asking favors

1 Work in pairs, A and B. You are going to write and act out a dialog in which Student A asks Student B a favor. Choose one thing from each of the boxes below. Spend about fifteen minutes writing and practicing your dialog.

**Who are you?**

- parent and child
- two friends / colleagues
- boss and employee
- husband and wife

**Where are you?**

- on the phone
- at home
- at work
- in the bar / a restaurant
- somewhere else?

**What favor does Student A want?**

- help with filling out an important form or writing an important letter (what?)
- to borrow something (\$100 / an item of clothing, etc.)
- to have a lift somewhere (where?)
- someone to look after your pet / baby / plants, etc.
- someone to mend your radio / washing machine, etc.

**Why?**

- you're going on vacation
- you have an appointment
- you can't do it yourself
- you don't have any money
- you're really worried about it
- another reason?


**What problem does Student B have?**

- you're tired / ill / busy yourself at the moment
- you have to be somewhere else at that time
- you're fed up with Student A asking you to do things

**Conclusion**

- How does Student A try to persuade Student B?
- What is agreed in the end?

2 Act out your dialog for the rest of the class. Listen to other students' dialogs and try to answer the questions in the boxes above.

3  [2] You are going to hear some native speakers in two of the situations above. Listen and answer the questions in the boxes. Did they use any words / phrases that might have been useful in your dialog? Listen again to check.



# module 9

## Society and the future

### Part A Language

Making predictions (modal verbs and other phrases)

Real and hypothetical possibilities with *if*

Reading: *The Lucky Generation*

Vocabulary and speaking:

society and change

Wordspot: *make*

### Reading

1 a) Predict one change that might happen in the following areas during the next fifty years. Look at the pictures to help you.

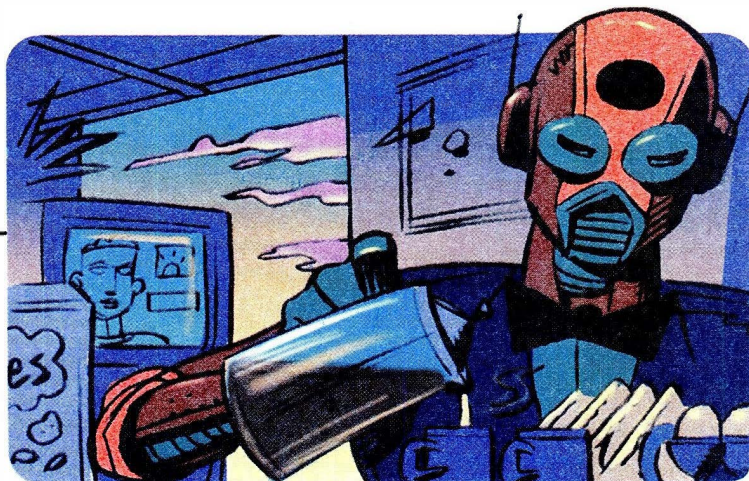
- space travel ☒
- robots and computers ☐
- work ☐
- education ☐
- life expectancy ☐
- the media ☐
- money ☐
- family life ☐

Personally, I think we'll ...

Who knows? Maybe we'll ...

b) Compare your answers in groups. Are your predictions about the future generally optimistic or pessimistic?

2 You are going to read a text that comes from a book about life in the year 2050. Read the text quickly and match the topics above with a paragraph in the text, as in the example.



## The Lucky Generation

1 It's March, 2050.

2 Frank and Mary Smith wake up in their comfortable house overlooking the sea and switch on the bedroom computer to give them a news update. They used to take *The Times*, but changed to electronic newspapers many years ago.

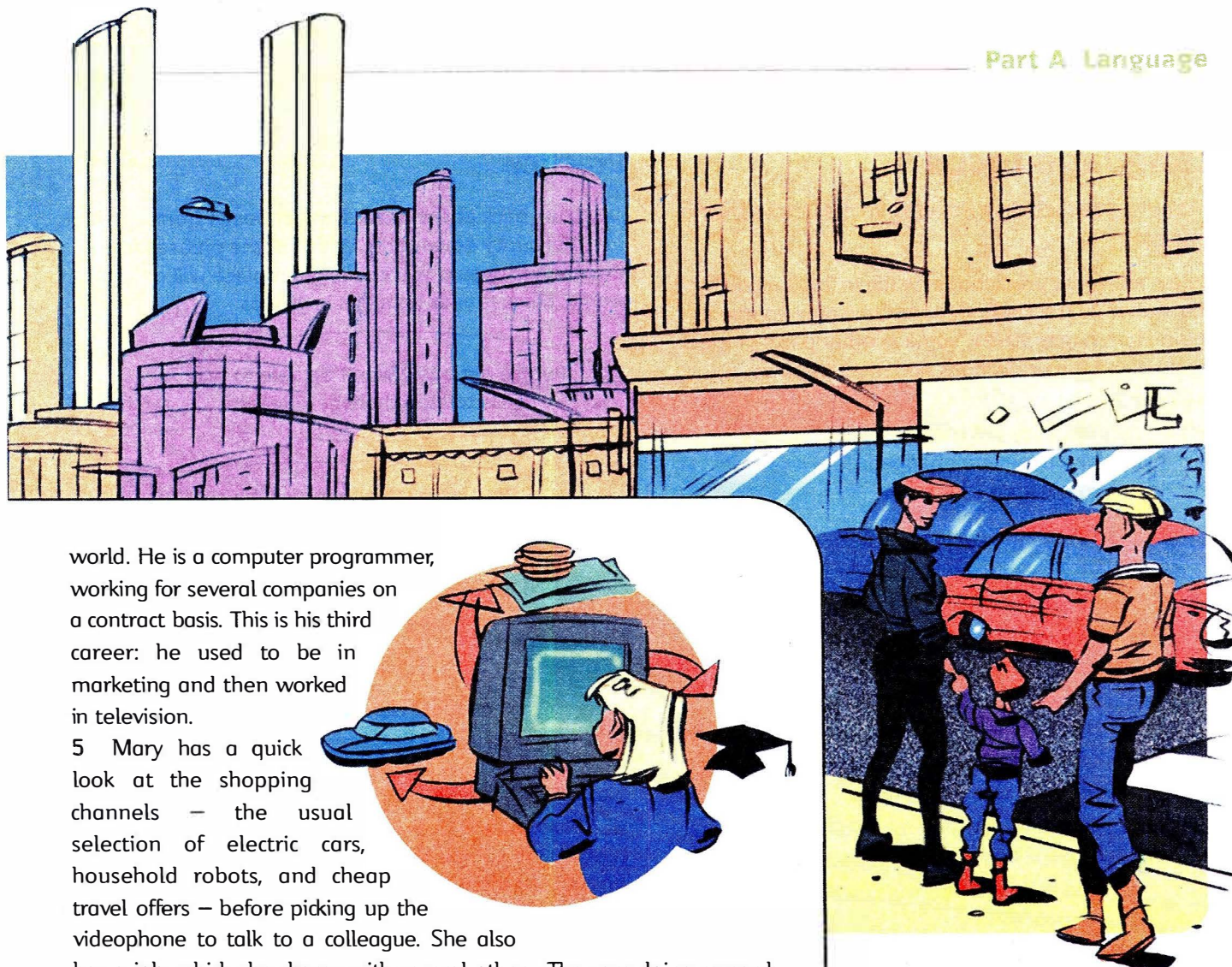
3 There is the usual stuff about space: another mission has returned from Mars and scientists have discovered a new planet. No big deal. There was great excitement back in 2027, when signals were received from Titan, which indicated that there might be life on a remote moon, but efforts to make contact came to nothing and no aliens have

appeared on Earth to say "hello." The Catholic Church has elected a black Pope. Interesting, but religion does not play a significant role in their lives. Financial news: the euro has risen sharply in Shanghai, one of the world's leading business centers. Mary tells the computer to buy 5,000 euros, and there is instant confirmation that the transaction has been done. Not for the first time she wonders why Europe ever bothered to have so many different currencies.

4 As they watch the screen, Frank and Mary take their usual weight control pills, and order one of the household robots to make coffee. Frank disappears into the study to join a live videoconference with his colleagues around the







world. He is a computer programmer, working for several companies on a contract basis. This is his third career: he used to be in marketing and then worked in television.

5 Mary has a quick look at the shopping channels – the usual selection of electric cars, household robots, and cheap travel offers – before picking up the videophone to talk to a colleague. She also has a job, which she shares with several others. They are doing research into genetic engineering, which has become a major industry. Both she and Frank used to have an office desk in London, but in 2014 they decided to move to the coast and work from home.

6 Frank and Mary have one child, Louise, who also has her own workstation in the family home. She goes to school only one day a week, mainly to play with other children. Classrooms vanished in 2030 because there was no longer any need for them: interactive communications systems have made it much easier to learn at home. Louise, now thirteen, is currently studying Chinese, which has become as important as English as a world language. Louise has many Chinese friends with whom she communicates by computer.

7 According to medical experts, Louise will live to at least 130. She intends to work for a few decades and then devote her time to music and painting. Louise has given little thought to marriage, which she regards as an old-fashioned concept, and she is not sure whether she will ever want to have a child. She likes the idea of a serious relationship, and thinks there will probably be several during her lifetime, but why should she tie herself down to one person?

from *The Lucky Generation* by William Davis (1996)

3 a) Read the text again. How many of the predictions in the text were the same as yours?

b) From the text, find two differences:

- a between domestic life in 2050 and the present day.
- b between working life in 2050 and the present day.
- c between a child's life in 2050 and the present day.

4 Work in pairs and discuss which aspects of the life described in the text:

- seem more attractive than life nowadays.
- seem less attractive than life nowadays.

Do you agree that people in 2050 will be "the lucky generation"? Why? / Why not?



## Language focus 1

### Making predictions (modal verbs and other phrases)

Below are some predictions for life in 2050 made by the author of *The Lucky Generation* (some appear in the text on pages 90–91, some in other parts of the book). Read the predictions and mark them as follows:

- (✓) if you think they will happen.
- (✗) if you think they won't happen.
- (?) if you are not sure.

- a You *will* be able to take pills to stop you getting fat. ☐
- b All housework *will* be done by robots. ☐
- c There *will* be no dentists because there will be a vaccine against tooth decay. ☐
- d The administration *will* spend less on healthcare because there will be a cure for most diseases. ☐
- e Children *won't* go to school – they *will* be able to study at home using a computer. ☐
- f China *will* be a very important world power and Chinese *will* be a world language. ☐
- g People *will* do all their shopping by computer. ☐
- h There *will* be no more crime as technology *will* make it impossible. ☐

### Analysis

All of the predictions above use *will* or *won't*. Below are some more words / phrases we can use to show how sure or not we are about the predictions we make. Put the words / phrases in the correct place on the line.

- *will probably* • *probably won't*
- *will almost certainly* • *almost certainly won't*
- *is / are likely to* • *isn't / aren't likely to*
- *may (not)* • *might (not)* • *could* • *may well*

← *will* / *definitely*                      *definitely* / *won't* →

Now read Language summary A on page 147.

## Practice

- 1 Look back at the predictions opposite from *The Lucky Generation*. Which of the phrases from the *Analysis* would you choose to replace *will* or *won't*? Discuss your opinions in groups.

People definitely won't be able to take pills to stop them getting fat.

Oh – I think they may well be able to ...

I think housework will probably be done by robots.

Really? I don't think robots ...

- 2 Here are some predictions about the more immediate future. Discuss with a partner the best way to complete the sentences with a phrase from the *Analysis*.

- a Someone *may well* sneeze before the end of this lesson.
- b There ..... be a thunderstorm tomorrow.
- c We ..... talk in pairs before the end of the lesson.
- d It ..... snow this month.
- e My mother ..... phone me today.
- f Italy ..... win the next World Cup.
- g It ..... be dark by the time I get home tonight.
- h I ..... win the lottery this week.
- i The teacher ..... give us some homework before the end of the lesson.

- 3 Write your own predictions for the distant or immediate future about:

- yourself.
- a member of your family.
- a close friend.
- one of your classmates.
- your teacher.

For example:

*I'll almost certainly get married in the next ten years.*

*My brother Juan definitely won't pass his exams!*



## Vocabulary and speaking

### Society and change

**1** For the topics listed below, which of the two options do you think is happening? Put a check (✓) next to it. If necessary, check the meaning of the words / phrases in your *Minidictionary* or with your teacher.

| TOPIC  |                              |                          |  |
|--|------------------------------|--------------------------|--|
| HEALTHCARE                                     | is getting worse.            | <input type="checkbox"/> |  |
|  | is getting better.           | <input type="checkbox"/> |  |
| THE NUMBER OF PEOPLE LEARNING ENGLISH          | is decreasing.               | <input type="checkbox"/> |  |
|  | is increasing.               | <input type="checkbox"/> |  |
| ROADS  | are becoming more dangerous. | <input type="checkbox"/> |  |
|  | are becoming less dangerous. | <input type="checkbox"/> |  |
| THE COST OF TRAVEL                             | is going down.               | <input type="checkbox"/> |  |
|  | is going up.                 | <input type="checkbox"/> |  |
| UNEMPLOYMENT                                   | is falling.                  | <input type="checkbox"/> |  |
|  | is rising.                   | <input type="checkbox"/> |  |
| THE QUALITY OF TELEVISION PROGRAMS             | is deteriorating.            | <input type="checkbox"/> |  |
|  | is improving.                | <input type="checkbox"/> |  |
| THE ECONOMIC SITUATION:                        | is getting worse.            | <input type="checkbox"/> |  |
|  | is getting better.           | <input type="checkbox"/> |  |
| THE NUMBER OF PEOPLE GOING ABROAD ON VACATION  | is rising.                   | <input type="checkbox"/> |  |
|  | is falling.                  | <input type="checkbox"/> |  |
| THE EDUCATION SYSTEM                           | is deteriorating.            | <input type="checkbox"/> |  |
|  | is improving.                | <input type="checkbox"/> |  |
| THE NUMBER OF PEOPLE WHO TAKE REGULAR EXERCISE | is decreasing.               | <input type="checkbox"/> |  |
|  | is increasing.               | <input type="checkbox"/> |  |

**2** Why do you think these things are happening? Discuss and explain your opinions.

Do you think healthcare is getting better?

Yes, I think it's improving. Technology and doctors' skills are getting better all the time.

**3** Close your book and write down as many opposite pairs of words / phrases as you can remember. Mark where the stress falls in each word / phrase.

For example:

to decrease > to increase.

## Language focus 2

Real and hypothetical possibilities with *if*

### Minitask

Look at the questions in *Never say never* below and choose **one** of them. Make a list of all the possible circumstances in which someone might do this. Then work in groups and compare your list with other students. Ask your teacher about any words or phrases you need.

### Never say never

Under what circumstances, if any, would you:

- a** lie to someone close to you?
- b** walk out of a restaurant without paying the check?
- c** give a lift to a complete stranger?
- d** walk out of your job, or drop out of college?
- e** steal something from a store?
- f** hit someone?
- g** lend a large amount of money to a friend?
- h** leave your country forever?

**1** [9.1] You are going to hear some people discussing the questions in *Never say never*. Listen to each part in turn and answer the following questions.

- a** Which of the topics are the people talking about?
- b** Under what circumstances would each person do this?



2 Listen again to the three people in Part 1 and complete the sentences in the following extracts.

- a "Maybe if it ..... a very good friend, who ..... a very good reason for borrowing it ... I don't know ... if he or she ..... an urgent operation, or something like that."
- b "I' ..... never lend a friend a large amount of money, because I think it ..... almost certainly be the end of the friendship. It's an awful thing to say, but unfortunately I think it's true."
- c "I don't have any money – I never have any money, so it's a completely hypothetical question! But, theoretically, I think I' ..... probably lend money to any friend ... if I ..... they really ..... it, and if I ..... sure they ..... pay it back!"

## Analysis

- 1 Which sentence below refers to:  
a a real possibility in the future?  
b an imaginary situation?
- *I'd never lend a friend a lot of money.*
  - *I'll never lend her any money again.*
- Which verb form is used in each case?  
Find two more examples with *would* in Exercise 2 above.
- 2 We often talk about hypothetical situations using *if*. Find three examples of this in Exercise 2 above. Which tense is used after *if*? Does it refer to a past time?
- 3 Sometimes (but not always) the hypothetical forms in questions 1 and 2 are used together. Which one of the sentences below is incorrect?
- *If he or she really needed it, I'd lend a large amount of money to a friend.*
  - *If my friend would need it, I would lend a large amount of money to him or her.*
  - *I might lend a large amount of money to a friend if he or she really needed it.*

What is the difference between the two correct sentences?

Now read Language summary B on pages 147–148.

## Practice

1 Look back at *Never say never* and write at least one sentence for each situation.

Compare answers in groups.

For example:

*I would / might lie to a close friend if I didn't want to hurt her feelings.*

*I'd never lie to a close friend, even if the truth hurt her feelings.*

2 Do the following refer to real possibilities in the future or imaginary situations? Make questions from the words given using the pronoun *you* in each case.

- a If / can live / anywhere in the world / where / live? What kind of home / choose?
- b What / do / if / have some free time this evening?
- c If / can / become / famous person for a day / who / be? Why / choose this person?
- d If / go shopping next weekend / what / buy?
- e Where / go / if / have a vacation next year? Who / go with?
- f How / your life / be different / if you / be a member of the opposite sex? What be / best and worst things about it?

3 In groups ask and answer the questions above. Remember – you do not have to answer in complete sentences!

*I'd probably live in downtown New York.*

*Perhaps I'll phone some friends for a chat.*

## Pronunciation

- 1 [9.2] Listen to some people talking about the topics in Exercise 2, and circle the contraction you hear. Which topic are they talking about?
- a I probably *won't* / *wouldn't* do anything special.
- b *I'll* / *I'd* move to a big house somewhere by the sea.
- c *I'd* / *I'll* probably buy some new jeans.
- d I expect *I'll* / *I'd* just go to the beach and relax.
- e I think *I'll* / *I'd* be the Prime Minister ... *it'll* / *it'd* be really interesting.

2 Practice saying the sentences. Make sure you pronounce the contraction correctly.



# Wordspot

## make

1 Match a question / statement in box A with a response in box B.

A

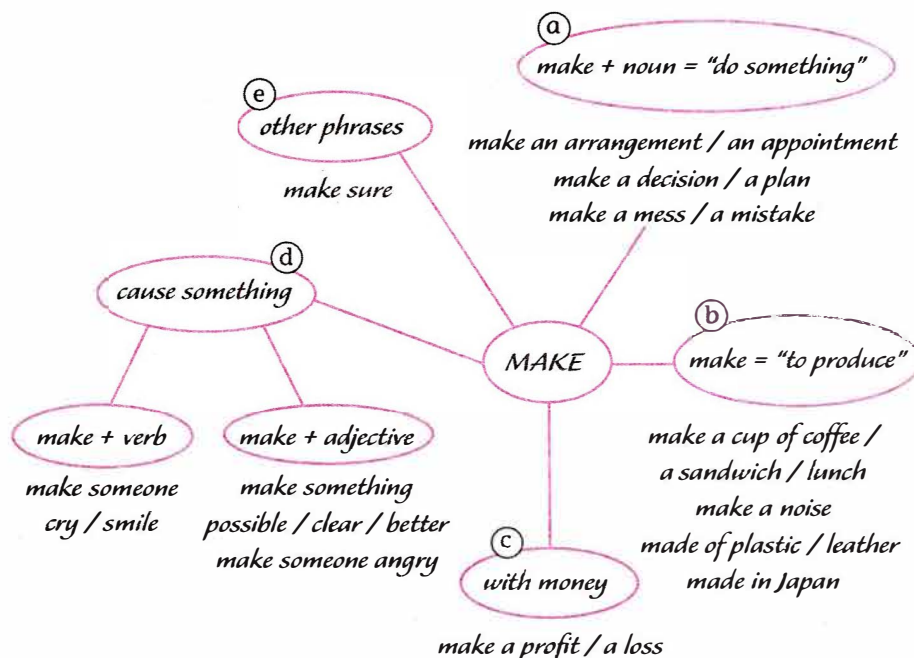
- a I can't decide what to wear.
- b Do you think this car's making a funny noise?
- c So, what do you want me to do?
- d Have you locked all the doors?
- e Did you like that book I lent you?
- f What a lovely shirt – what's it made of?
- g Sorry, but I don't think that's a very good idea.
- h There's a hole in my T-shirt.

B

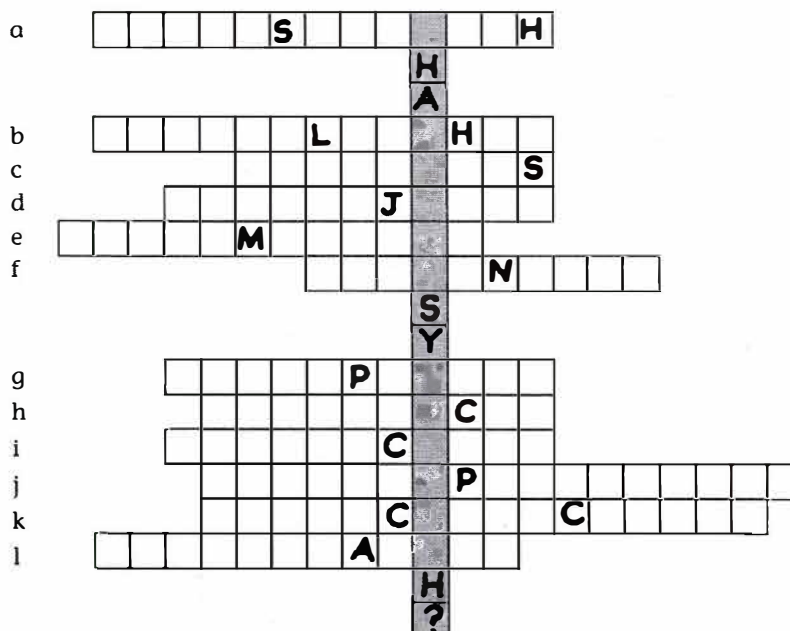
- 1 Well, can you make a better suggestion, then?
- 2 Well, don't put your finger in it, you'll make it worse!
- 3 Well, hurry up and make up your mind!
- 4 Yes – it was fantastic. It really made me laugh!
- 5 If I make the dinner, would you mind tidying up a bit?
- 6 I don't know ... I think it's just cotton.
- 7 It sounds OK to me.
- 8 I think so ... I'll just make sure.

2 [9.3] Listen and check your answers. Work with a partner and practice the dialogs (look at the tapescript on page 163 if necessary).

3 The diagram below shows the most important uses of *make*. Underline the phrases with *make* in the dialogs in Exercise 1, and write them in the correct section of the diagram.



4 Work in pairs (A and B) to complete the puzzle below using phrases with *make* from the diagram above. Student A should look at the clues on page 136 and Student B should look at the clues on page 138. Take turns to read out the clues and complete the gaps. What is the hidden message?



5 Copy the diagram in Exercise 3 to make a poster for your classroom wall showing the uses of *make*. Add new expressions when you meet them.



## Part B Task

Decide how to spend lottery money

Task link: ways of saying numbers

Real life: dealing with money

## Personal vocabulary

### Useful language

#### Giving and explaining opinions

"We should definitely give some money to ..."

"Personally, I don't think we should give any money to ..."

"I think we should spend ... on ..."

"... will make more money for the country because ..."

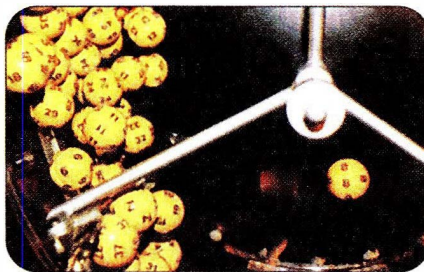
"It's very important to help / improve / provide ..."

#### Agreeing / disagreeing

"I agree / don't agree ..."

"Yes, but ..."

"Shall we come back to that later?"



## Preparation for task

1 Do you have a lottery in your country? How does it work? Have you ever entered it? Have you (or someone you know) ever won anything?

2 Read the information opposite about the state lottery in St. Ambrosia and answer the following questions.

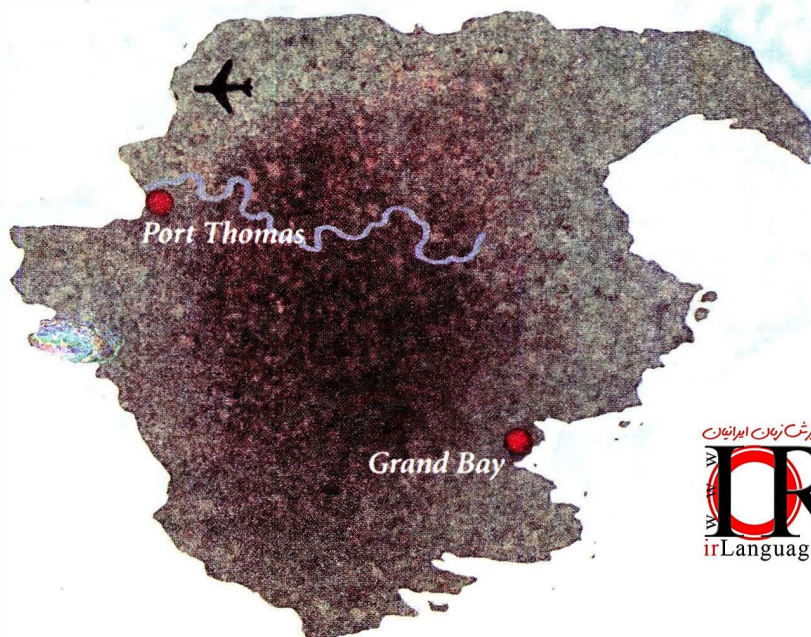
- Has the lottery been successful or not?
- How much money has it made?
- How will this money be spent?

## St. Ambrosia


Six months ago, the independent island republic of St. Ambrosia decided to organize a state lottery for the first time. It was agreed that profits from the lottery should go to "help improve the lives of St. Ambrosians." The lottery has been a great success; SA\$10 million have been made in profit. Many applications have been received asking for money to help various projects. Now the Lottery Commission must decide how the money will be spent.

### St. Ambrosia

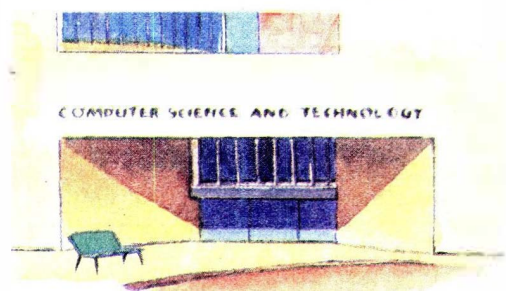
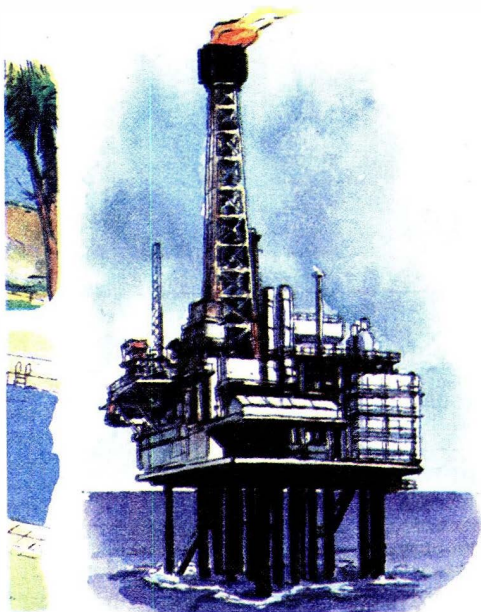
Area: 630 km<sup>2</sup>  
Population: 250,000  
Unemployment: 15 percent  
Capital: Port Thomas (population 55,000)  
Climate: warm coastal, 18–30°C  
Currency: St. Ambrosian dollars (SA\$)





**3**  **a)** [9.4] You will hear representatives from five groups who would like to receive lottery money. Check the meaning of the words in the box in your *Minidictionary* or with your teacher. Then listen and complete the sentences in the first column of the table.

foreign investors      oil deposits  
sports facilities      budget  
medical equipment



| name of organization   | reasons for giving money to this project | your budget (SA\$) |
|--|--|--------------------|
| 1 St. Ambrosian Hotel and Tourism Association<br>Need SA\$ .....<br>for..... |  |                    |
| 2 St. Ambrosian Sports Association<br>Need SA\$ .....<br>for.....            |  |                    |
| 3 University of St. Ambrosia<br>Need SA\$ .....<br>for .....                 |  |                    |
| 4 St. Ambrosian Children's Hospital<br>Need SA\$ .....<br>for.....           |  |                    |
| 5 International Petroleum Incorporated<br>Need SA\$ .....<br>for.....        |  |                    |

**b)** Listen again and complete the second column of the table.

## Task

**1** **a)** Decide how you think the SA\$10 million should be spent. Note down the amount you think each organization should receive in the column "your budget." You can divide the money between different organizations, or give all of it to one or two of them.

**b)** You will have to justify how you want to spend the money to other students, so spend a few minutes planning what to say. Ask your teacher for any words or phrases you need and write them in the *Personal vocabulary* box.

**2** Work in groups. Discuss how you think the money should be spent and agree on a budget together. Look at the phrases in the *Useful language* box.

**3** Present your budget to the class, giving reasons for your decisions. Then listen and note down how much money other groups give to each organization. Which organization is the most / least popular? What are the main differences between the budgets?



## Task link

### Ways of saying numbers

**1** [9.5] Look at the following figures. How do you say each one? Listen and practice saying them.

- 71%
- 26,000
- 483,080 m<sup>2</sup>
- 5.7 billion
- 55,680,000 km
- 300,000 km / sec.
- 199,859
- 99.9999%
- 86,000,000
- -89°C

**2** [9.6] What do you think the figures represent? Which do you think is:

- a the estimated population of the world in mid-1995?
- b the lowest temperature ever recorded (in Vostok, Antarctica)?
- c the proportion of the world's surface that is covered in water?
- d the closest distance between Earth and the planet Mars?
- e the largest crowd ever for a sporting event (the World Cup Final between Brazil and Uruguay in 1950)?
- f the speed of light?
- g the estimated number of babies born in the world every year?
- h the area of the world's largest shopping mall (in Alberta, Canada)?
- i the proportion of people who voted for the communist party in the Albanian elections of 1982?
- j the number of murders the average American child has seen on television by the time he / she is eighteen years old?

Listen and check your answers. Write the correct number in the box.

**3 a)** Work in pairs, A and B. Student A should look at the information about Russia, the largest country in Europe, on page 136. Student B should look at the information about Monaco, one of the smallest countries in Europe, on page 139.

**b)** Ask and answer questions to complete the information on your chart about the other country. Do not show each other the numbers, say them! Which statistics do you find the most surprising?

What's the area of Monaco?

It's ...

## Real life

### Dealing with money

**1** Look at the people in the pictures. Where are they and what is the relationship between them?

**2** Look at the sentences in the first column of the table below. Which picture does each one relate to? Who says it? Who do they say it to?



| Sentence   | Picture |
|--|---------|
| a "Is there a discount for students?"            | 3       |
| b "How would you like to pay, sir?"              |         |
| c "How much do you want for these?"              |         |
| d "How much will it cost roughly?"               |         |
| e "You can have them both for £20 – how's that?" |         |
| f "It's free for children under twelve."         |         |
| g "How much do I owe you?"                       |         |
| h "I'd like to pay by credit card, please."      |         |
| i "It's OK, you can keep the change."            |         |
| j "I'll give you £18 for both of them."          |         |
| k "If you'd just like to sign there, please."    |         |



[illegible]

**4** Work in pairs. Choose one of the situations below and decide who you are going to be. Spend a few minutes planning what you are going to say. Then act out a short dialog like the ones on the cassette.

**Together** a Decide what kind of store you are in.  
b Decide what the customer has just bought and how much it costs.

**Customer** Decide how you are going to pay. You don't have much cash.

**Together** Decide where you are.

**Passenger a** Decide where you want to go. Try to find out how much it will cost before you start your journey.

**b** Decide if the taxi driver is polite and honest or not, and whether he / she deserves a tip.

**Together** Decide where you are (a museum, art gallery, movie theater, etc.)

**Visitor a** Decide how many people you are going to buy tickets for, and how many are students / children.

**b** Find out the price of tickets, and whether there is a discount for students / children.

**Together a** Decide what kind of market you are at, and what your booth is selling.

**b** Find out what article the customer is interested in.

**Vendor** Decide how much you will accept for the article that the customer is looking at.

**Customer** Decide on something you like at the booth, and how much you are prepared to pay for it.



# Do you remember?

1

a) Mark the stress and /ə/ sounds in the following words.

For example:

/ə/ • /ə/ education

- inflation
- unemployment
- technology
- facilities
- percent
- pollution
- government
- definitely
- certainly
- probably
- perhaps

b) Practice saying the words.

2

Look back at the words and phrases used for making predictions on page 92. Use these phrases to make predictions about the following topics, as in the examples.

- a) Soccer and other sporting results this year.  
*Milan may well win the European Cup.*
- b) Fashions for next season.  
*The color red will definitely be in fashion.*
- c) Stories that are in the news at the moment.  
*The Democrats are likely to win the election.*
- d) Famous people who are in the gossip columns.  
*Madonna might have more children one day.*

3

Which word does not belong to the following groups of words / phrases. Why?

- a) to rise / to increase / to get worse
- b) to decrease / to fall / to go up
- c) to improve / to deteriorate / to get better

4

Check (✓) the possible endings to the following sentences with *if*.

- a) If I met someone really famous,
- *I probably don't know what to say.* ☐
  - *I probably won't know what to say.* ☐
  - *I probably wouldn't know what to say.* ☐
- b) I'll phone you if
- *I will decide to go out tonight.* ☐
  - *I decide to go out tonight.* ☐
  - *I would decide to go out tonight.* ☐
- c) I might steal if
- *I don't have anything to eat.* ☐
  - *I didn't have anything to eat.* ☐
  - *I wouldn't have anything to eat.* ☐
- d) If I won the lottery,
- *I'll retire.* ☐
  - *I might retire.* ☐
  - *I'd retire.* ☐

5

Work in groups. Say a phrase from one of the columns below. The other students must listen and say if it comes from column A, B, or C. Do the same with five other phrases in the table.

| A                         | B                       | C                          |
|---------------------------|-------------------------|----------------------------|
| • <i>I see.</i>           | • <i>I'll see.</i>      | • <i>I'd see.</i>          |
| • <i>They agree.</i>      | • <i>They'll agree.</i> | • <i>They'd agree.</i>     |
| • <i>I want to go.</i>    | • <i>I won't go.</i>    | • <i>I wouldn't go.</i>    |
| • <i>I want to do it.</i> | • <i>I won't do it.</i> | • <i>I wouldn't do it.</i> |

6

Say the following numbers.

- 98.5%
- 48.5 m<sup>2</sup>
- 76.4 million
- 6,000,000,000
- 455,000
- 100,000 km<sup>2</sup>
- -5°C
- 29°C

7

Look back through Module 9 and write two more review questions of your own to ask other students.



# module 10

## Another story

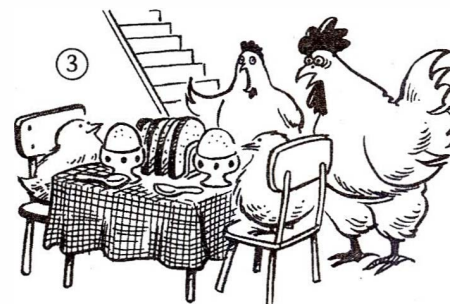
### Part A Language

Past Perfect and Past Simple  
Reported speech and reported questions

Reading and listening:

*The Knightsbridge safe-deposit robbery*

Wordspot: say and tell

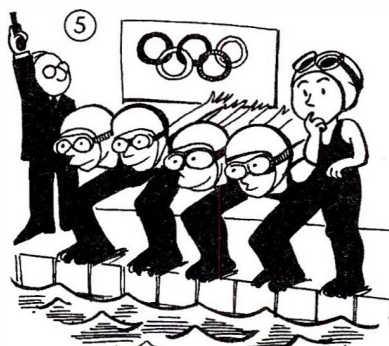
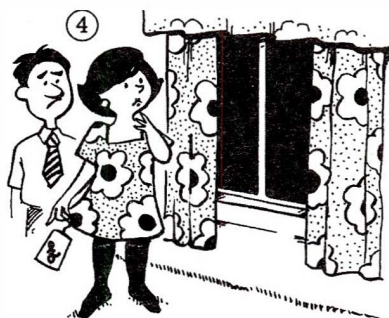


### Language focus 1

Past Perfect and Past Simple

Match the cartoons opposite with the captions below. Which cartoon does not have a caption? Write one with a partner.

- When they got downstairs, Tom and Fiona were surprised to see that the children had already made breakfast.
- As soon as she tried it on at home, Amanda knew she had bought the wrong dress.
- After he had finished his lunch Uncle Albert always liked to have one of his special cigars.
- Before he got a job in a fast-food restaurant, Fred had been an Olympic discus thrower.



### Practice

1 Work in pairs, A and B.  
Student A should read the instructions and information on pages 136–137. Student B should look at page 139 and do the same.

2 a) You are going to solve a "logic puzzle" by asking your teacher questions about the situation described below. Read the situation and draw a rough picture of the scene.

There was a telephone booth close to the sea. Inside the telephone booth a man was lying dead on the floor. The receiver was hanging off the telephone, and the glass was broken on either side of the telephone booth. Why?

b) Make a list of questions to ask your teacher to find out what happened. He / She will only be able to answer "yes" or "no."

Had the man had a heart attack?

c) [10.1] Listen to the solution. If you know any other "logic puzzles," tell the class.

### Analysis

- Underline the Past Perfect verbs in the cartoon captions above. How is the Past Perfect formed?
- Choose the correct alternative to complete the following rule:  
We use the Past Perfect:
  - to describe actions that happened a long time ago. ☐
  - to describe a past action that is linked to the present. ☐
  - when we are talking about the past and want to describe something that happened further in the past. ☐

Now read Language summary A on page 148.



## Language focus 2

### Reported speech and reported questions

#### Minitask

Discuss the following questions in groups.

- Do you spend much time talking on the phone?
- Have you ever spoken in English on the phone?
- Did you have any problems?

Think of a phone conversation you have had in which there was a problem or misunderstanding. What did you say to each other? What happened in the end?

**1** The story told below is true. Read **Part one** and answer the following questions.

- What had happened to Michael and Harry Findlater when they were young?
- What could Michael remember about his brother?
- Why did Michael look in his secretary's datebook on this particular day? What did he find there?

#### Part one

Michael and Harry Findlater were brothers, separated tragically during World War II when they were children. Michael had spent almost thirty years looking for Harry, who was sixteen years older than him. He remembered only one thing about his brother – he had an owl tattooed on the back of his hand.

One morning, Michael arrived at work to find that his secretary had called in sick. In order to check his appointments for the day, he looked at his secretary's datebook. The first item was a seven-figure number with the name "Bell" written against it and URGENT written in red ink. He dialed the number, and a woman's voice answered.

**2** Opposite is **Part two** of the story. Put the sentences in the correct order to find out how Michael and Harry were reunited.



#### Part two

##### On the phone ...

- ☐ The woman said that it was.
- ☐ The woman said she was sorry, but she had only just started working there, and she didn't know who Mr. Bell was.
- ☐ She told him that he had – a tattoo of an owl.
- ☒ Michael asked if he could speak to Mr. Bell.
- ☐ She asked him to call back later when her boss, Mr. Findlater, was there.
- ☐ Becoming excited now, Michael asked her whether she had ever noticed a tattoo on the back of Mr. Findlater's hand.
- ☐ Michael said he would call back later, and asked her if Mr. Findlater's first name was Harry.

##### The following day ...

- ☒ Thanks to this amazing coincidence, Michael found his brother at last.
- ☐ The secretary told him it wasn't a phone number; it was a bank account number for Mr. Bell, one of their customers.
- ☐ When Michael's secretary came back to work, he asked her who had given her his brother's number.



**3** [10.2] Below is the beginning of the actual conversations that Michael had. Read the story in Exercise 2 and complete the rest of the conversations. Listen and check.

MICHAEL: Can I speak to Mr. Bell?

WOMAN: I'm sorry, but I've only just started working here, and I don't know who Mr. Bell is. Can you ...?

MICHAEL: ...

WOMAN: ...

## Analysis

irLanguage.com

1 Look at the verbs in reported speech in Exercise 2 and compare them with the verbs you have written in direct speech in Exercise 3. Then complete the information below showing how they change.

| Direct speech        | Reported speech |
|----------------------|-----------------|
| Present Simple       | >               |
| Present Perfect      | >               |
| Past Simple          | >               |
| Future Simple (will) | >               |

2 Find four examples of reported questions in the story.

- What verb do we use to introduce reported questions? When do we use *if* or *whether*?
- What is the difference between the word order of reported questions and direct questions?

3 Look at this short dialog between Michael Findlater and someone interviewing him about the reunion.

**INTERVIEWER:** Have you and your brother stayed in contact?

**MICHAEL:** We're not very close, but we see each other from time to time.

Now look at this reported version:

**INTERVIEWER:** I asked Michael if he and his brother have stayed in contact. He admitted that they aren't very close, but he said that they still see each other from time to time.

- Why are the verb tenses the same in this case?
- Is it possible to change the tenses?

Now read Language summary B on page 149.

## Practice

1 What can you remember about the Findlater brothers? Which one was Harry? Which one was Michael? Decide who you think said the following sentences when they finally met up. Put them into reported speech.

- "I can't believe I've finally found you."  
*Michael said he couldn't believe he had finally found Harry.*
- "How did you get my phone number?"
- "Will you show me that tattoo of yours?"
- "You're certainly taller than when I last saw you!"
- "I spent nearly thirty years looking for you!"
- "Did you ever try to look for me?"
- "It's lucky that your secretary was off work that day!"
- "I think I'll give her a raise."

2 a) Spend a few minutes thinking about how you would answer the following questions.

- Do you often lose things? Do any of your friends or members of your family have this problem?
- Have you ever lost:
  - your identity card?
  - your driver's license?
  - anything else valuable?
- Have you ever found anything valuable on the street? What was it?
- Have you ever looked for something for a long time? What was it? Did you find it in the end?

b) Choose three of the questions and ask them to another student in the class. Make notes about his / her answers like this:

| Name    | Question   | Answer   |
|---------|------------|--|
| Roberto | Question 2 | Lost identity card five years ago at concert.          |
| Carla   | Question 4 | Yes – car keys, this morning. Found + em. under couch. |

c) Tell the rest of the class what you found out using reported speech.

I asked Roberto if he'd ever lost his identity card. He told me he'd lost it five years ago at a concert.

I asked Carla if she's ever looked for anything for a long time. She told me she looked ...



## Reading and listening

**1** Have any famous robberies ever taken place in your country? What happened? What was stolen? Were the criminals caught?

**2** You are going to read about a robbery that happened in London in 1987. Check the meaning of the words in the box in your *Minidictionary* or with your teacher.

a safe-deposit box to owe money  
a fingerprint to pretend to smash  
to trace a phone call / a person  
insurance money

**3** Read the first part of the story only (*Before the robbery*) and answer the following questions.

- What did people use Security Deposits for?
- Who are the two men in the pictures opposite? What problems did each man have?
- What was the relationship between the two men?

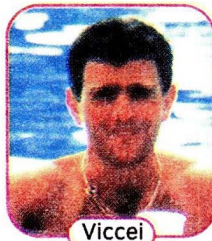
**4 a)** Work in pairs and imagine you are Latif and Viccei. What is your plan?

**b)** Read part two of the story (*The robbery itself*) and compare your plan to the real crime.

**5 a)** Work in pairs again and imagine you are Latif and Viccei. Decide what you will do to escape arrest. What do you think the police will do?

**b)** [10.3] Listen to the rest of the story (if you wish to read it as well, look at the tapescript on pages 164–165). Answer the following questions.

- Did everyone do as you predicted?
- What is the importance of pictures 1–5? Describe what happened in your own words.



Viccei



Latif

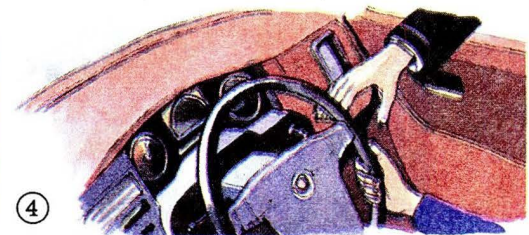
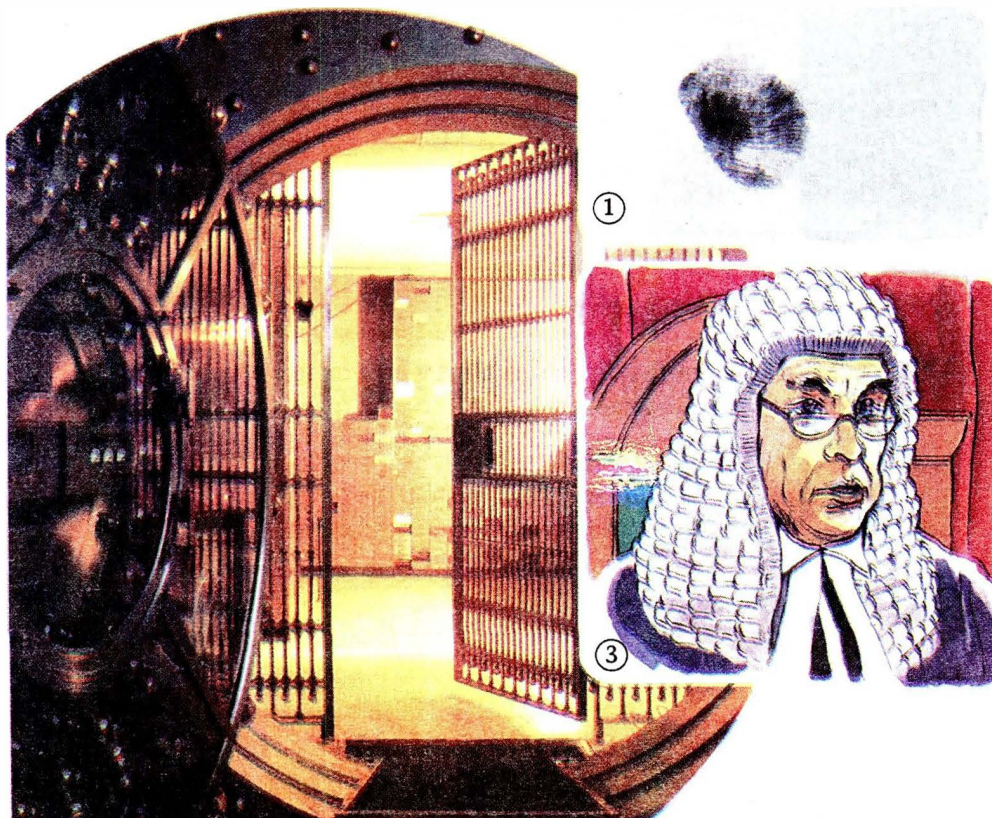
## The Knightsbridge Safe-Deposit Robbery

### The world's biggest robbery?

#### Before the robbery

"Security Deposits," situated in Knightsbridge, one of the most fashionable areas of London, was a company that provided lockable safe-deposit boxes in a secure building for its rich clients. It attracted the kind of people who preferred not to use banks, where money is easier to trace. Its owners, Z. A. and Parvez Latif had bought the business for nearly a million pounds in 1986, but things had not gone well – and in their first year they lost around £400,000. Latif owed more than £100,000, and had no way of repaying the money.

Around this time, Latif became friendly with a client of the firm, a wealthy young Italian named Valerio Viccei, who had a passion for good living and expensive cars. Viccei was wanted in his native country for bank robbery and had escaped to London, where he also



|        |            |               |
|--------|------------|---------------|
| May 10 | 9:20 a.m.  | 01924-761 423 |
| May 10 | 11:40 a.m. | 0171-261 498  |
| May 10 | 12:10 a.m. | 0171-264 789  |
| May 11 | 3:20 p.m.  | 0181-926 548  |

⑤



robbed banks whenever he needed money. Not surprisingly, he kept his money with "Security Deposits" rather than putting it in a bank. The two men, Latif and Viccei, began to socialize, often going out to restaurants together, and at some point they realized that by working together they could solve both their problems.

### The robbery itself

The two men began to prepare. Latif increased his insurance on the business to a million pounds, and Viccei contacted a gang of criminal associates, who would help them to carry out their plan. Soon they were ready.

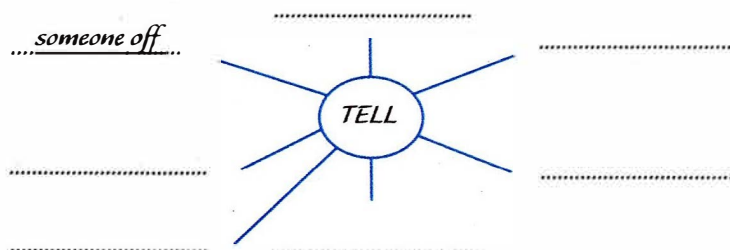
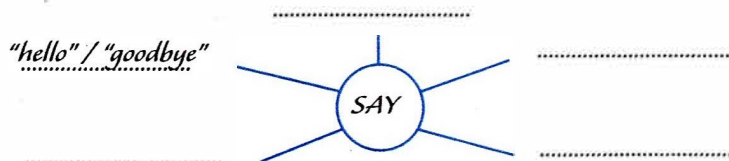
At around three o'clock on Sunday, July 13 1987, Viccei telephoned "Security Deposits" pretending to be a new customer who wanted to deposit his money with the company. Because it was a Sunday, only Latif and two security guards were there, so Latif "offered" to show the man around himself. He gave the impression that he was very eager to get a new customer. Viccei and another man arrived, and while Latif was showing them round, Viccei pulled out a gun. Latif pretended to panic. The thieves smashed open the deposit boxes and threw the contents into sacks. Viccei cut his hand badly, but continued with his work. No one knows exactly how much money was in the boxes, but when the thieves left the building at five o'clock that afternoon, it is estimated that they took between twenty and sixty million pounds with them!

## Wordspot

### say and tell

1 Do we *say* or *tell* the following things? Write them in the correct diagram below. Spend a few minutes memorizing the phrases:

- |                           |                                     |
|---------------------------|-------------------------------------|
| a someone off             | g "yes" / "no"                      |
| b the truth / lies        | h you're sorry                      |
| c someone to do something | i a prayer                          |
| d "hello" / "goodbye"     | j the difference between two things |
| e "thank you"             | k a story / joke                    |
| f someone about something | l someone what to do                |



2 Cover the diagrams above and complete the following sentences with the correct form of *say* or *tell*. Then choose three questions and ask other students in the class.

- Do you know how to ..... "thank you," "hello" or "goodbye" in a foreign language apart from English?
- Do you have an elder brother or sister? Did he / she ..... you what to do as a child?
- Are you good at ..... jokes? Can you ..... a joke in English?
- If your best friend asked if you liked her new hairstyle and you thought it looked awful, would you ..... her the truth?
- If you were in a minor car accident that you knew was your fault, would you ..... sorry to the other driver?
- Can you ..... me something about your last vacation?
- Do you think it is always wrong to ..... lies? When is it acceptable?
- Can you give some reasons why children might be ..... off at school?

3 Copy the diagram above to make a poster for your classroom wall showing the uses of *say* and *tell*. Add new expressions when you meet them.



## Part B Task

Invent a story using pictures

Task link: adverbs for telling stories

### Personal vocabulary

#### Useful language

##### Describing when things happen

"Many years ago ..."

"One night ..."

"Immediately ..."

"Afterwards ..."

"A few days / weeks later ..."

"Some / Many months / years later ..."

##### Making the story more interesting

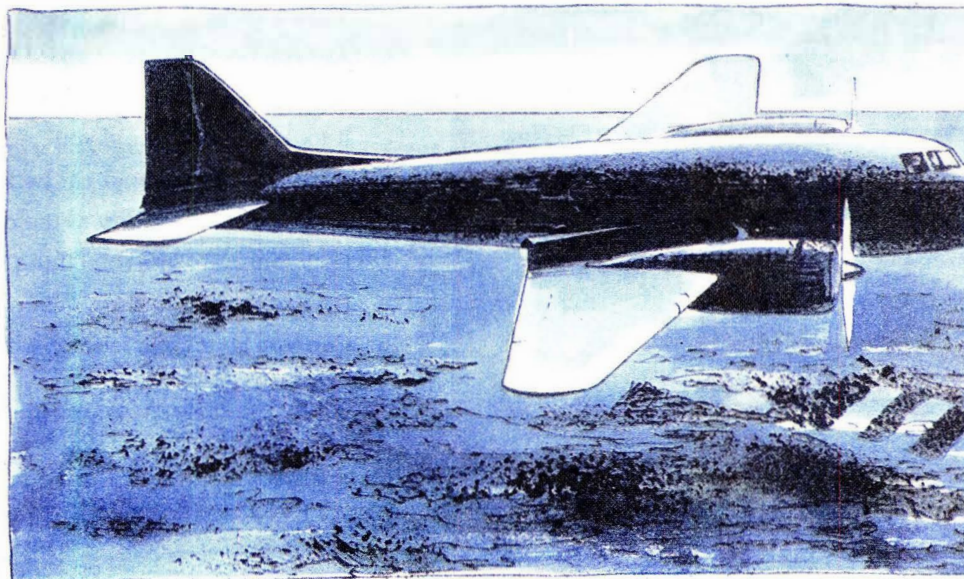
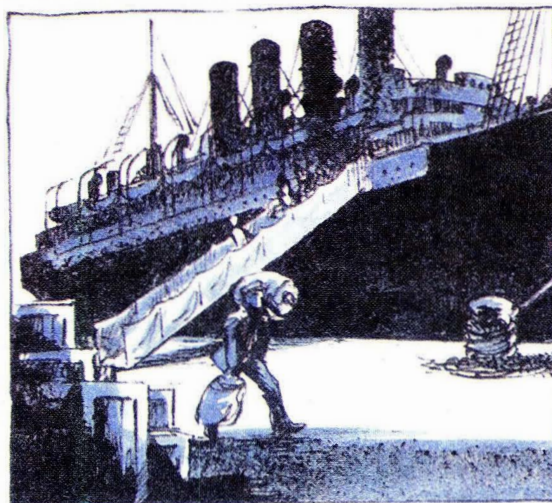
"To his horror / surprise ..."

"Luckily ..."

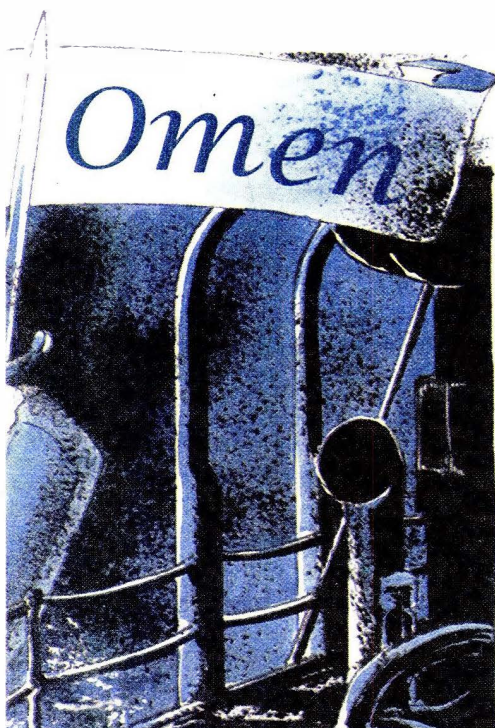
"Unfortunately ..."

"Amazingly ..."

# The Waratah



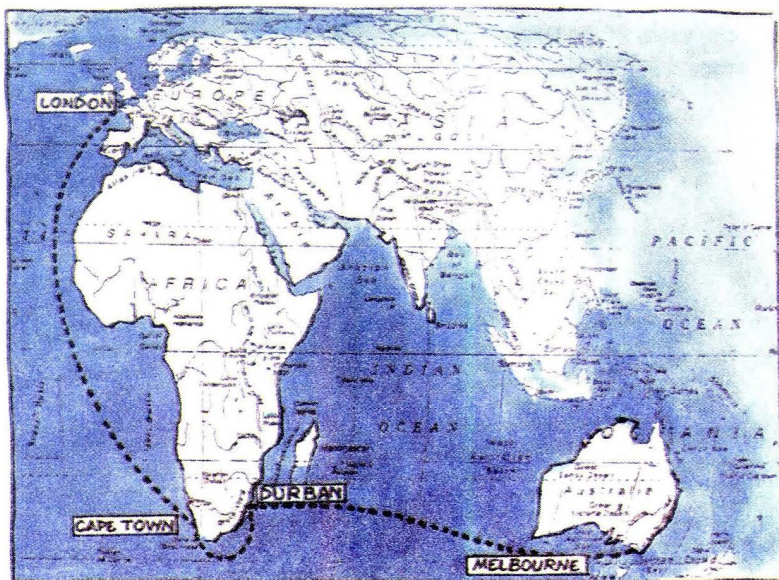
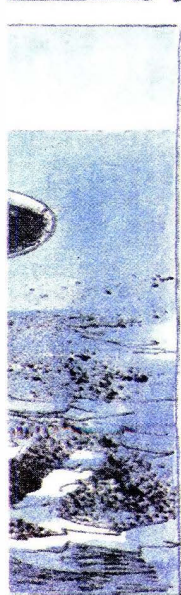
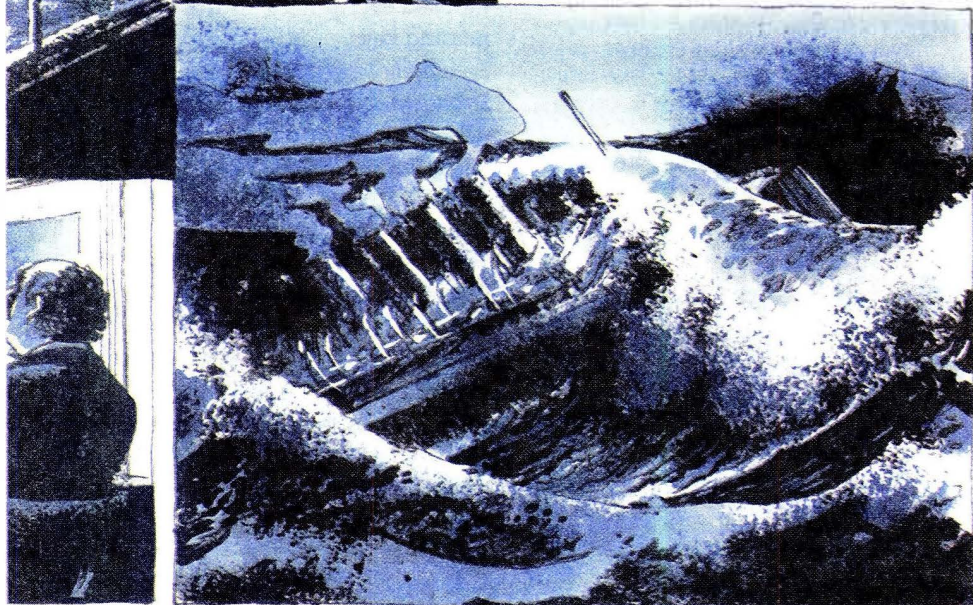




## Preparation for task

The pictures below all come from a story called *The Waratah Omen*. Look at the pictures and find the following things. If necessary, check the meanings in your *Minidictionary* or with your teacher.

- a knight in armor
- a gale
- someone screaming
- a cabin
- enormous waves
- a ship capsizing
- a liner
- a sword
- a pilot



## Task


**1** What do you think the story of *The Waratah Omen* was? Work in groups and invent a story using **all** the pictures. Think about the following questions.

- a How does the story begin? Where and when does each part of the story happen?
- b What are the most important places and characters? (Remember to give them names.) How can you describe them?
- c How can you make the story sound more dramatic and interesting for the listeners?
- d How does the story end?

Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box. You can make notes if you wish.

**2** Practice telling your story, either in groups or individually. Look at the phrases in the *Useful language* box.

**3** One person from your group should tell the story to the rest of the class. Listen to the other groups' stories and compare them to your own. Which story was the best?

**4**  [10.4] You are going to hear the story of what actually happened. Listen and decide which group's story was most similar to the real one. (If you wish, you can read the tapescript on page 165 as you listen.)

## Optional writing

Write the story of one of the following:

- *The Waratah Omen*.
- a description of a frightening dream you have had.
- a frightening story you know well.



## Task link

### Adverbs for telling stories

**1** If necessary, check the meaning of the words in the box in your *Minidictionary* or with your teacher. Then match the words to form opposite pairs of adverbs.

For example:

eventually > immediately

|              |              |           |           |       |               |
|--------------|--------------|-----------|-----------|-------|---------------|
| eventually ✓ | surprisingly | strangely | gradually | sadly | immediately ✓ |
| obviously    | fortunately  | suddenly  | naturally |       |               |

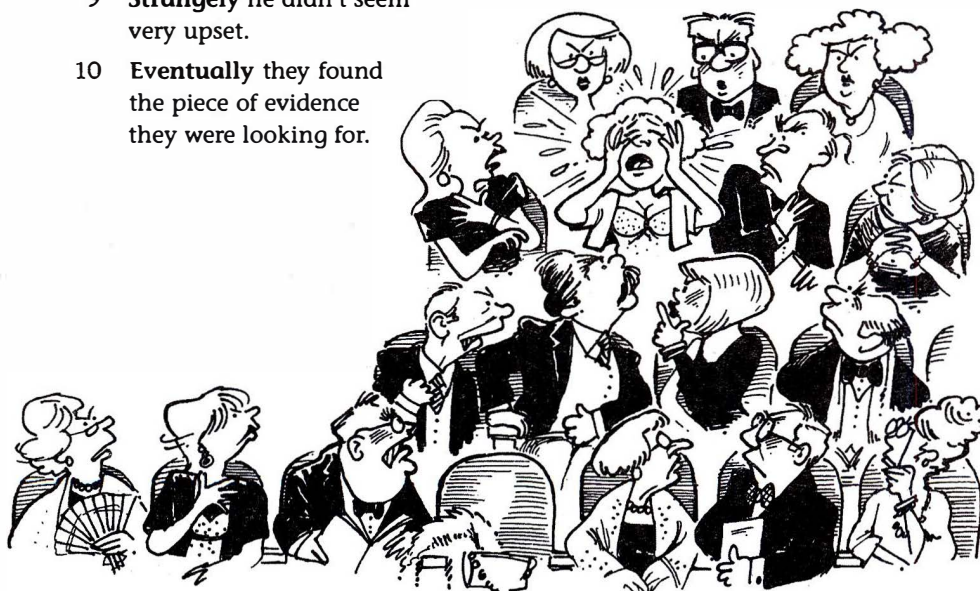
**2** Match a sentence in column A with a sentence in column B.

- A**
- a My brother took his driver's test yesterday.
  - b The audience were completely silent.
  - c Mrs. Brown was over eighty when she died.
  - d The police searched the area for several days.
  - e I looked in my pocketbook and realized I'd left my coin purse at home.
  - f Mike went into his boss's office and was told that he had lost his job.
  - g As the woman came round the corner, she was knocked off her bicycle by a passing car.
  - h My friend Robert really loves French food and culture.
  - i Hannah found out today that she didn't get that job she applied for.
  - j Jack started drinking heavily while he was at college.

- B**
- 1 **Sadly** she never saw her only grandchild as her son went to live in Australia a few years ago.
  - 2 **Surprisingly**, though, he has never actually visited France.
  - 3 **Naturally** he felt quite nervous beforehand.
  - 4 **Gradually** over the years he became an alcoholic.
  - 5 I **immediately** ran to see if she was all right.
  - 6 **Suddenly** a woman screamed, and everyone turned and stared at her.
  - 7 **Fortunately** I had my credit card in my pocket.
  - 8 **Obviously** she was very disappointed.
  - 9 **Strangely** he didn't seem very upset.
  - 10 **Eventually** they found the piece of evidence they were looking for.

**3** Continue the following sentences in a logical way using both adverbs.

- a My aunt fell down the stairs the other day.  
*Fortunately ...*  
*Obviously ...*
- b My dad's been on a strict diet for nearly a month now.  
*Strangely ...*  
*Naturally ...*
- c The first time I met my wife was at a party about five years ago.  
*Immediately ...*  
*Surprisingly ...*
- d When I first came to live in the United States, my English was very poor.  
*Gradually ...*  
*Naturally ...*
- e I looked everywhere for the missing keys.  
*Eventually ...*  
*Strangely ...*
- f All his life, Alan had dreamed of visiting Rome.  
*Sadly ...*  
*Eventually ...*
- g There was a silence as we all listened in the darkness.  
*Suddenly ...*  
*Strangely ...*
- h Rebecca rang the doorbell several times, but there was no answer.  
*Obviously ...*  
*Surprisingly ...*





# Do you remember?

①

**Look at the following pairs of sentences and answer the question below.**

- a) • George left the company when James started.  
• George had left the company when James started.

*In which sentence was George still at work when James began his job?*

- b) • Jill finished her work at ten o'clock.  
• Jill had finished her work by ten o'clock.

*In which sentence do we know exactly when Jill stopped working?*

- c) • My boss is in the hospital because he's broken his leg.  
• My boss was in the hospital because he'd broken his leg.

*Which sentence is about the present?*

②

**a) Here are some jokes in reported speech. Complete the sentences with what the people actually said.**

- An interviewer asked an 85-year-old lady at what age a woman stopped being interested in men. She said she didn't know, and told the interviewer to ask her again when she was older.

INTERVIEWER: .....

WOMAN: .....

- A man told his psychiatrist that he thought he was a dog. The psychiatrist said it was a very unusual problem, and asked him to sit down on the couch. The man said that he couldn't because he wasn't allowed on the couch.

MAN: .....

PSYCHIATRIST: .....

MAN: .....

**b) Write these jokes using reported speech.**

- PATIENT: Doctor, can you promise me that if I give up smoking, drinking, and women, I'll live longer?

DOCTOR: No, I can't, but it'll seem longer!

.....  
.....  
.....  
.....

- SCHOOLBOY: Miss, can I be punished for something I haven't done?

TEACHER: No, of course, you can't.

SCHOOLBOY: That's good, because I haven't done my homework!

.....  
.....  
.....  
.....

③

**Make a list of five things you say and five things you tell.**

④

**Which word does not belong to the following groups of words / phrases? Why?**

- a) thieves / security guards / robbers / criminals  
b) a gale / a knight / armor / a sword  
c) amazingly / naturally / strangely / surprisingly  
d) a wave / a liner / a ghost / a cabin  
e) the truth / a joke / a prayer / a lie

⑤

**a) Complete the gaps to make adverbs that are often used to tell stories.**

- s u d e n l y  
• - r - d - - - y  
• i - - - d - - - y  
• - v - - t - - - y  
• - o r - - - - - y  
• - b v - - - - - y

**b) Write sentences about yourself using three of these adverbs.**

⑥

**Look back through Module 10 and write two more review questions of your own to ask other students.**



# module 11

## Rules and freedom

### Part A Language

Obligation and permission  
Obligation and permission in the past  
Vocabulary and speaking: rules and behavior  
Listening: school rules  
Wordspot: do

#### Language focus 1

Obligation and permission

##### Minitask

How many rules and regulations can you think of for each of the following situations? Make a list.

- in this school
- until you're eighteen years old
- when there's a political election
- if you're in a foreign country

Compare your lists in groups.

How many of the rules on your lists are the same?

Are there any that you would like to change?

You have to take your passport with you.

1 a) In which public places do you see signs and notices in English in your country? Can you remember what they say?

b) The picture opposite shows the transit lounge of an international airport. How many signs and notices can you see? What do they mean?





- a • You can use a credit card in the duty-free shop.
- You have to use a credit card in the duty-free shop.
- b • You have to have a visa to leave the transit lounge.
- You must have a visa to leave the transit lounge.
- c • You can't smoke in the area at the back.
- You're allowed to smoke in the area at the back.
- d • The public mustn't go through the door that says "staff only."
- The public aren't allowed to go through the door that says "staff only."
- e • You mustn't smoke in the area at the front.
- You don't have to smoke in the area at the front.
- f • You must have your boarding pass ready when you board.
- You should have your boarding pass ready when you board.
- g • You mustn't leave luggage unattended.
- You shouldn't leave luggage unattended.
- h • Passengers should be careful of the wet paint.
- Passengers ought to be careful of the wet paint.

[illegible]

1 Look at the underlined verbs in the sentences above. Complete the following lists showing how the verbs are used.

|   |  |   |
|---|--|---|
| <b>a</b> <i>it is necessary</i><br><i>have to</i> | <b>b</b> <i>it is OK /</i><br><i>permitted</i><br><i>can</i> | <b>c</b> <i>it is a good idea /</i><br><i>the correct thing</i>                   |
| <b>d</b> <i>it is not</i><br><i>necessary</i>     | <b>e</b> <i>it is not OK /</i><br><i>it is prohibited</i>    | <b>f</b> <i>it is not a good</i><br><i>idea / not the</i><br><i>correct thing</i> |

- a • You must finish all the medicine – it's really important.
  - The doctor says I have to finish all the medicine – it's really important.
- b • You mustn't walk home alone in the dark – it's dangerous.
  - You don't have to walk home – we'll give you a lift.

111



## Practice

**1 a)** Complete the following sentences with *have to*, *don't have to*, *should*, *shouldn't*, and *are / aren't allowed to* so that they are true for your country.

• **downtown**

You ..... park wherever you like.

Trucks ..... drive through the downtown area.

You ..... pay to use public transportation.

You ..... cross the road anywhere you like.

• **on roads**

You ..... wear a seat belt.

You ..... pay to use expressways.

You ..... drive at 150 km / hour.

You ..... drive if you're seventeen years old.

• **on trains**

You ..... reserve your ticket in advance.

You ..... buy your ticket on the train.

You ..... travel in a first-class compartment if you have a second-class ticket.

You ..... smoke.

**b)** Compare answers with other students. Do you disagree with any of these laws?

**2 a)** Can you guess which place is being described below?

You have to wear trunks and sometimes a cap ... you're not allowed to run about or jump in ... and ... er ... you should never go in the deep end if you can't swim very well ...

**b)** Work in pairs, A and B. Student A should look at page 137 and Student B should look at page 139. For each place on your list think of at least three rules or pieces of advice. Tell your partner and see if he / she can guess which place you are talking about.

## Pronunciation

**1** [11.1] Listen and write down the exact words you hear. Which places are the people talking about?

**2** Notice the pronunciation of modal verbs in a sentence.

- can /kən/
- can't /kænt/
- must /məst/
- mustn't /məsənt/
- should /ʃəd/
- shouldn't /ʃʊdənt/
- have to /hævtə/
- don't have to /dəntəvtə/
- you're allowed to /əlaʊdət/
- you're not allowed to /əlaʊdət/

**3** Practice saying the sentences, paying attention to the pronunciation of modal verbs.

## Language focus 2

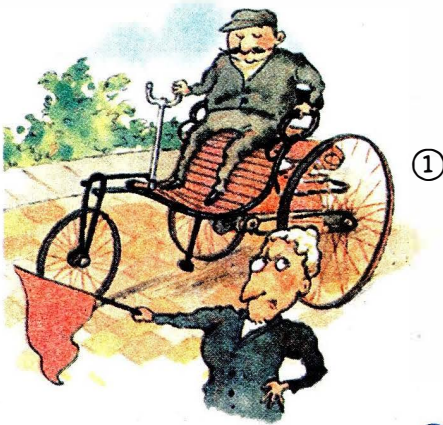
Obligation and permission in the past

**1** There have been some strange laws in the past. Below are some examples. Match them with a picture on the right.

- a In the times of Peter the Great in Russia, noblemen weren't allowed to have beards. If they wanted to keep their beards, they had to pay a special tax to the Czar's administration.
- b In eighteenth-century England, people had to pay "window tax" for each window in their house. However, this law was eventually changed because many poor people chose to live in houses without windows just so that they didn't have to pay!
- c In the nineteenth century, female teachers in the US couldn't get married, or even go out with men. If they got engaged, they had to resign from their job immediately. Male teachers, on the other hand, could get married and have children without any problem!
- d If you traveled in any motor vehicle in nineteenth-century Britain, the law said that someone had to walk in front of you waving a red flag, or at nighttime a red lamp. This meant, in practice, that you couldn't travel at more than about eight kilometers per hour!
- e In the US Midwest in the 1880s, you were not allowed to eat ice-cream sodas on a Sunday. Restaurant owners solved this problem by serving ice cream without soda, which became known as a "Sunday" or a "sundae."







## 2 Work in pairs and answer the following questions.

- What exactly were the laws in each case?
- Can you imagine any possible reasons for these laws?
- Which of the laws do you find:
  - the strangest?
  - the funniest?
  - the most unfair?

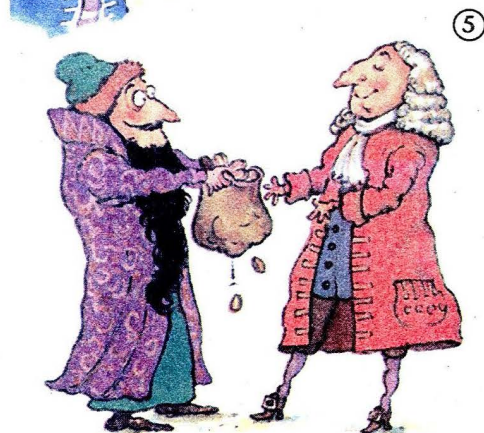
### Analysis

1 Write the past form of the following verbs where possible. Which verb does **not** have a past form? Which form is used?


- |                 |                             |
|-----------------|-----------------------------|
| • can           | • must                      |
| • can't         | • is / are allowed to       |
| • have to       | • isn't / aren't allowed to |
| • don't have to |                             |

2 Read the laws described in Exercise 1 and underline any examples of these verbs.

Now read *Language summary A (7)* on page 150.



### Practice

 [11.2] Here are some more unusual laws from around the world. Complete the sentences with a verb from the *Analysis* above. Then listen and check.

- In the 1920s in the US, "prohibition" meant that you ..... produce or consume alcoholic drinks. Eventually, though, the administration ..... change this law, because it was causing terrible crime, and people were drinking more alcohol than they had done before!
- During the French Revolution, you ..... use the polite form of "you" ("vous"), because this was the word servants used to speak to their masters. Instead, everyone ..... use "tu," the familiar form.
- In Italy, in the 1930s under Mussolini, Italians ..... use foreign words. That's why Italian is one of the few languages that doesn't use the word "football"!
- In Switzerland, women ..... vote until 1971. In New Zealand, on the other hand, females ..... vote from 1893 – making it the first country in the world to give women the vote.
- Until a few years ago, bars in Britain ..... stay open all day. They ..... open until eleven in the morning and ..... shut again at three in the afternoon. In the evening they ..... close at half past ten. The laws were even stricter on Sundays!



## Vocabulary and speaking

### Rules and behavior

1 Discuss the following questions in groups.

- Were your parents strict with you when you were younger?
- What rules did they have about:
  - homework?
  - household chores?
  - television and music?
  - clothes, jewelry, and hairstyles?
  - bedtime / staying out late?
- What happened if you broke the rules? (Give some examples.)

2 a) Check the meaning of the words and phrases in **bold** in your *Minidictionary* if necessary.

- Parents **let** their children do whatever they like.
- They **punish** their children.
- They **tell** their children **off**.
- They believe that their children have **rights**.
- They expect their children to **obey** them.
- Their children are often **badly behaved**.
- Their rules are **fair** and **sensible**.
- They don't have any **punishments**.
- They **smack** their children.
- They **treat** their children **with respect**.
- They **shout at** their children.
- Their children are generally **well behaved**.

b) Work in groups. Which of the types of behavior listed above is typical of:

- strict parents?
- liberal parents?

3 If you become a parent how will you behave with your children? Will you raise them in the same way that you were raised?

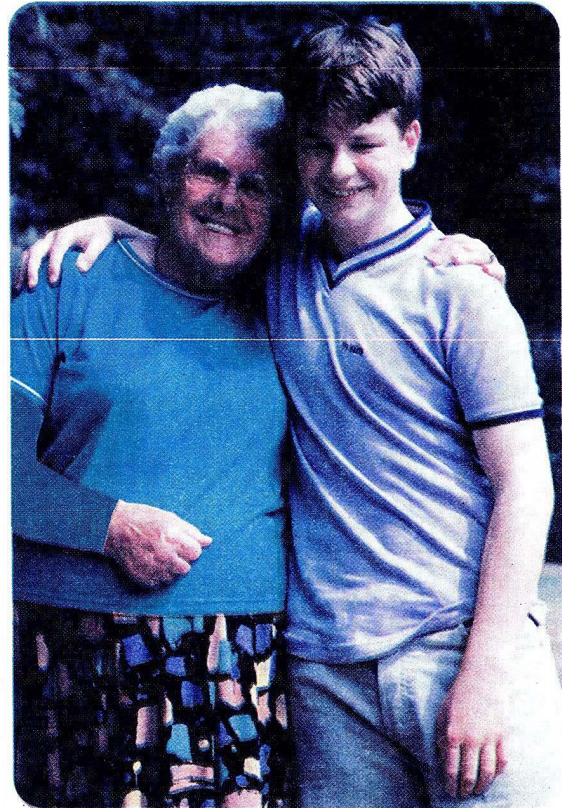


## Listening

### School rules

1 Look at the photo and read the paragraph below about Joan and Gareth's education.

Joan grew up in the 1930s, in the north of England. Between the ages of seven and twelve, she was sent to boarding school – a convent school in Belgium. Gareth, Joan's grandson, is fifteen, and attends a large high school near Cardiff in Wales.





**2** You are going to hear Joan and Gareth talking about their schools. Which of the following topics do you think Joan will mention and which ones do you think Gareth will mention?

- going to church ☐
- staying at school after class ☐
- snobbery ☐
- mealtimes ☐
- saying prayers ☐
- school uniform ☐
- good manners ☐
- speaking French ☐
- the chemistry lab ☐
- wearing sneakers ☐
- being lonely ☐

**3 a)** [11.3] Listen and mark each of the above J if Joan mentions it and G if Gareth mentions it. (One of them is not mentioned at all.) Did you guess correctly?

**b)** Can you remember exactly what the rules were for each thing? Listen again and check.

**4** Discuss the following questions in groups.

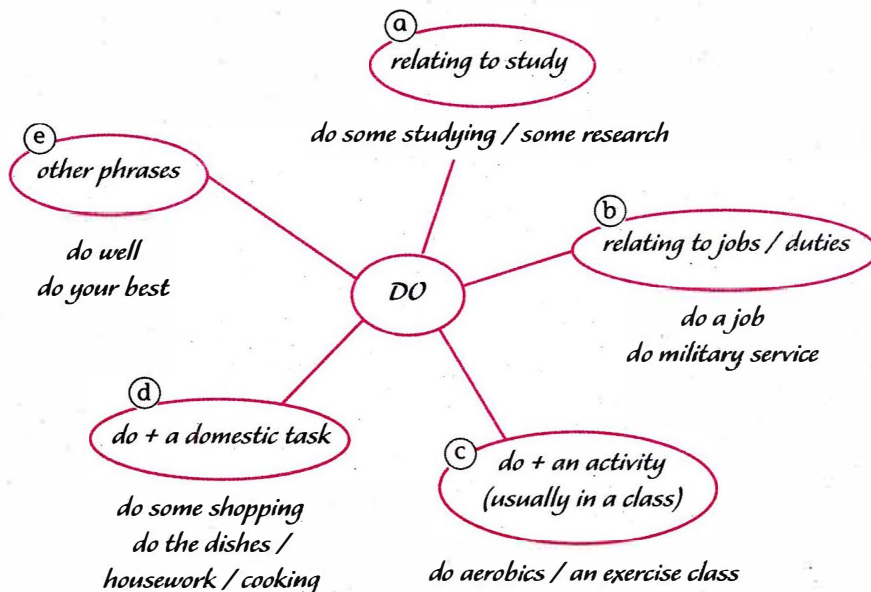
- What are the main differences between Joan and Gareth's schooldays? Do you think they were / are happy at school?
- Do the rules they describe seem sensible and fair to you?
- How do their schooldays compare with your own?
- Describe your last school and how you feel about it. Were the rules strict or not?

## Wordspot

do

**1** The diagram below shows the most important uses of *do*. Add the following phrases with *do* to the correct section of the diagram.

|                |                  |                |
|----------------|------------------|----------------|
| do badly       | do your homework | do the ironing |
| do nothing     | do overtime      | do a test      |
| do the washing | do some work     | do yoga        |



**2 a)** [11.4] Listen to some questions and write your answers *anywhere* in the box below. Do not write complete answers, just one word or a short phrase.

*maybe*

*Yes*

*about twice a week*

**b)** Work in pairs. Look at your partner's box and ask questions to find out the significance of the words and phrases he / she has written. Then change, so that your partner asks you questions.

Why did you write "maybe"?

Because, maybe I'm going to do some studying tonight – but maybe not!



## Part B Task

Discuss the advantages and disadvantages of different laws

Task link: linking words

Real life: agreeing and disagreeing

### Personal vocabulary

#### Useful language

##### Introducing opinions

"Personally, I think / don't think it's a good idea because ..."

"It seems to me that ..."

"I agree / don't agree with this law because ..."

##### Giving opinions

"I think everyone should have the right to ..."

"People should be free to ..."

"I think it's wrong to ..."

"This shouldn't be allowed because ..."

"On one hand ..., but on the other hand ..."

"I don't really have any strong opinions about ..."

# FREEDOM OF CHOICE?

Perhaps no issue is discussed more often than the rights and freedoms of the individual – how far should the state decide what is best for us, and how far should we have the right to control our own lives? Even in countries where social and political values are very similar, the laws about some of the world's most controversial issues can be very different.

## 1 THE RIGHT TO DIE?

In the Netherlands, the law allows doctors to help terminally ill patients to die if the patient states repeatedly that this is their wish. The doctor must follow very strict guidelines, and must be prepared to defend the decision in court. However, unlike in most other countries, he cannot be prosecuted if he has followed the guidelines correctly. Elsewhere in the world "Voluntary Euthanasia" groups continue to campaign for the right to decide if you no longer wish to live.

## 2

Recent medical advances mean that, with special treatment, women of almost any age can give birth. In most countries, this is only allowed for women up to about fifty, but in Italy until recently there were no laws to limit this, with the result that several women in their sixties have given birth. Some experts remain convinced that women of this age have the same right to have children as women in their forties, provided they are mentally and physically fit.

## 3

The second amendment of the constitution of the United States means that every citizen has the right to own and carry a gun if they wish to. In most other Western democracies, the law is very different – the ownership of guns is strictly controlled. In Britain, following terrible tragedies, all privately owned handguns are now banned.

## 4

In the Netherlands, people are allowed to carry small amounts of "soft" drugs such as cannabis for their own personal use. However, only special coffee shops licensed by local governments are allowed to sell these drugs. The Dutch government believes that this approach has helped to control the abuse of "hard" drugs, such as heroin. Similar attempts to legalize cannabis in other countries have been opposed by those who believe that this would worsen the drug problem.

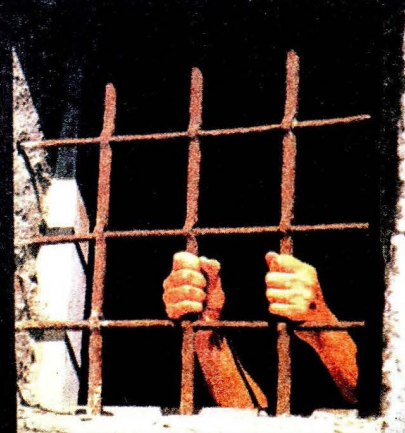
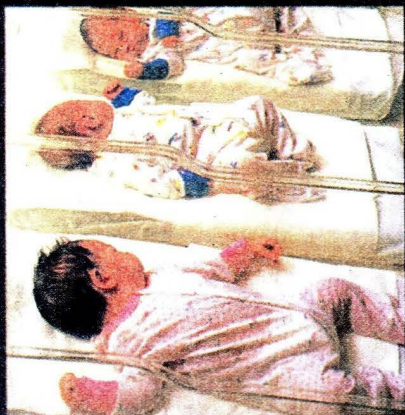
## 5

While some countries rely entirely on a professional army – the US, Britain, and France, for example – in most countries in the world, military service is still compulsory for young men, unless there is some medical reason why they cannot do it. The period varies from country to country: in countries such as Poland, Germany, and Italy it is a year to eighteen months. In Switzerland it is only a few weeks a year, but it continues until the man is in his midforties. In Israel, on the other hand, both men and women must go into the army: men for three years and women for two.

## 6

The state of California in the US has recently introduced a law which means that anyone convicted of three offenses – however small – is automatically sentenced to between twenty-five years and life in jail. This has meant life sentences for very minor crimes – stealing a pizza in one case. In Europe, some politicians would like to follow the Californian example in the hope of reducing crime.





## Preparation for task

1 The article on the opposite page describes some controversial laws and issues around the world. The following headings have been taken out of the article. Read the article quickly and match a heading with a paragraph. The first one has been done for you.

a **MOMS AT SEVENTY?**

b **THE RIGHT TO DIE?**

c **A DUTY TO SERVE YOUR COUNTRY?**

d **LEGALIZATION OF SOFT DRUGS?**

e **THE RIGHT TO BEAR ARMS**

f **'THREE STRIKES AND YOU'RE OUT'**

2 Mark the following statements T (true) or F (false). Then correct the false statements.

- a Euthanasia is possible in the Netherlands, although it is carefully controlled. ☐
- b In Italy, there are no laws stopping women in their sixties from having children. ☐
- c In the US, anyone can have a gun to protect themselves. ☐
- d In the Netherlands, anyone can use or sell cannabis. ☐
- e In Israel, both men and women have to do the same period of military service. ☐
- f In California, even if you only commit a minor crime, you go to jail for many years. ☐

Do you know of any countries in which opposite or very different laws exist?

## Task

1 a) Work on your own. Look back at the six laws described in the article. Mark them as follows:

- ✓✓ if you strongly agree with this law.
- ✓ if you partly agree with this law.
- ? if you don't know or aren't sure.
- x if you disagree with this law.

b) Why do you agree or disagree with these laws? Spend a few minutes thinking about how to explain your opinions. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box.

2 In groups explain and discuss your opinions about these laws. Look at the phrases in the *Useful language* box.

3 Now you are going to summarize for the rest of the class the opinions that people expressed in your group. Describe what you agreed about, and explain any differences in opinion.

4 Listen to the other groups' opinions and compare them to your own. Which issues were most controversial in your class?

### Optional writing

Write a paragraph or two about one of the laws described in the article, giving your opinion about what should happen.



## Task link

### Linking words

1 The words in the box are used to join sentences and link ideas. Put them into the correct category below. Then look at *Language summary B* on pages 150–151 to check your answers.

also although besides for this reason however  
as a result therefore what is more despite this

similar meaning  
to *and*

similar meaning  
to *but*

similar meaning  
to *so*

2 The following sentences can be continued in two possible ways. Complete the sentences using a suitable word / phrase from the box to link the two ideas. Add or change the punctuation as necessary.

- Everyone knows that smoking is bad for you.
  - What is more*, it can be very expensive.
  - ..... thousands of young people take up the habit every year.
- Regular exercise can prevent heart disease.
  - ..... medical experts recommend that everyone exercises at least three times a week.
  - ..... it can help to control your weight.
- Many people nowadays believe that it is wrong to eat animals.
  - ..... they believe that eating meat is unhealthy.
  - ..... more and more people are becoming vegetarians.
- Doctors agree that too much alcohol is bad for your health.
  - ..... small amounts of alcohol may actually be good for you.
  - ..... it can make you depressed.
- Doctors have found cures for many serious diseases in the last century.
  - ..... the average person is living longer and longer.
  - ..... there is still no cure for the common cold.

## Real life

### Agreeing and disagreeing

1 [11.5] Put the phrases below for agreeing and disagreeing on the line. Listen and mark where the stress falls.

strongly agree strongly disagree

a I think it depends.

b I'm not really sure.

c Yes, but ...

d I completely agree.

e I don't really agree.

f I agree in theory, but ...

g I agree in some ways.

h I completely disagree.

i I suppose so.

j That's absolute trash.

2 [11.6] Listen to six people expressing an opinion about different topics and respond with a phrase from above.

3 [11.7] Listen to the same opinions again, this time with responses from the listener. Did they agree or disagree with the speakers?

4 Make a list of the phrases used to express opinions (*I think ...*, etc.) Look at the tapescript on page 166 to check your answers. Practice reading the dialogs with a partner.

5 Write one strong opinion you have that other students might not agree with. You could write about:

- learning English.
- some aspect of your school.
- things men / women are better at.
- a news story that you have a strong opinion about.

Give the piece of paper to your teacher, who will read out the students' opinions. Listen and respond to each one.



# Do you remember?

①

**Explain the difference in meaning (if any) between the following pairs of sentences.**

- a) • You mustn't eat that.  
• You shouldn't eat that.
- b) • I must do some studying tonight.  
• I have to do some studying tonight.
- c) • You mustn't write anything.  
• You don't have to write anything.
- d) • I must stay in tonight.  
• I have to stay in tonight.
- e) • She ought to be careful.  
• She should be careful.
- f) • We must hurry.  
• We had to hurry.
- g) • They couldn't sell alcohol.  
• They weren't allowed to sell alcohol.
- h) • I didn't have to vote.  
• I wasn't allowed to vote.

②

**a) Match word partners in the box. Which word has no partner?**

(strict) well behaved housework  
a rule however to obey  
(liberal) therefore homework  
badly behaved to punish  
to be alone to disobey  
to be healthy a law to be lonely  
disadvantage a punishment  
despite this as a result  
to be unhealthy

**b) Spend three minutes trying to memorize the words. Close your book and write them down – there are a total of twenty-one! Compare answers with a partner. Who remembered the most words?**

③

**Which word in the list rhymes with the word in bold?**

- a) **can't**: want / (aren't) / ant
- b) **allowed**: cloud / road / bored
- c) **ought**: out / boat / bought
- d) **law**: know / four / now
- e) **should**: cold / food / stood
- f) **although**: so / cough / now

④

**There is a word missing in five of the following sentences. Find the mistakes and correct them.**

- a) She's always shouting her children.
- b) The teacher told them for being late.
- c) In the end, her mother let her go to the party.
- d) I'm going to do shopping. Do you want anything?
- e) I think it depends the situation.
- f) I agree with you.
- g) They missed the bus so they had walk home.

⑤

**Think of:**

- a) two things people usually do in the kitchen.
- b) two things you might do this evening.
- c) two things people often do when they're at school or college.
- d) two things you don't like doing.

**All your answers should include phrases with *do*.**

⑥

**Join the following sentences using *although*, *however*, *therefore*, *also*, *for this reason*, or *what is more*.**

- a) It was the middle of winter. The weather wasn't cold.
- b) The train drivers have not had a raise this year. They're going on strike.
- c) He has been ill recently. He has had a lot of personal problems.
- d) There was a bomb downtown last night. Most of the stores are open as normal today.
- e) There has been a serious accident. It's total gridlock downtown.

⑦

**Look back through Module 11 and write two more review questions of your own to ask other students.**



# module 12

## Dilemmas and decisions

### Part A Language

could have, should have,  
would have  
Past sentences with if  
Vocabulary: problems and  
solutions  
Wordspot: think

#### Language focus 1

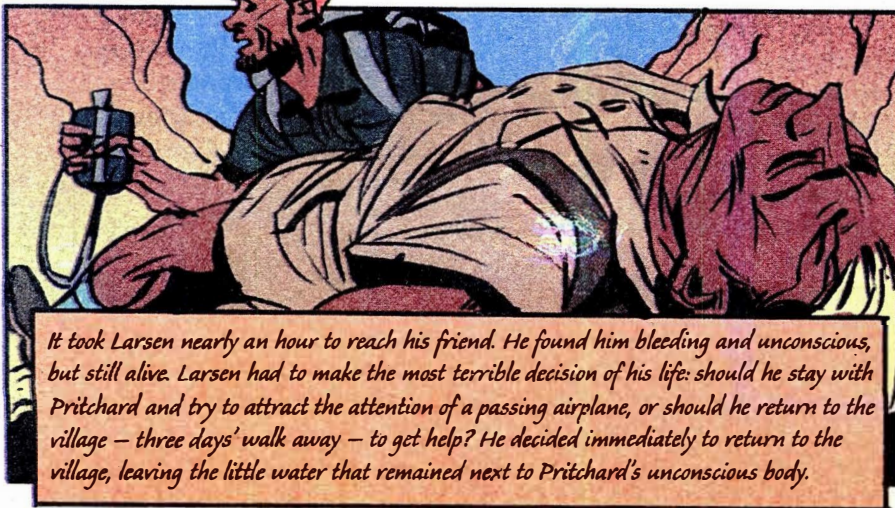
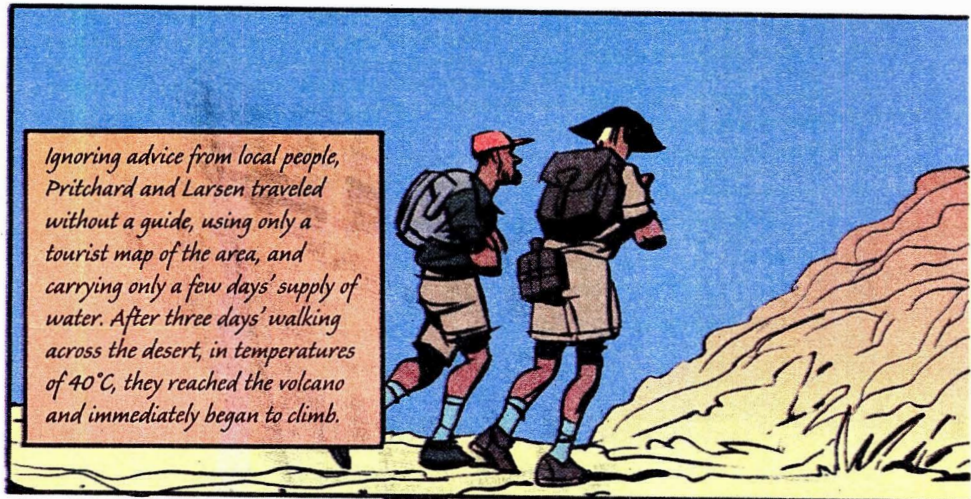
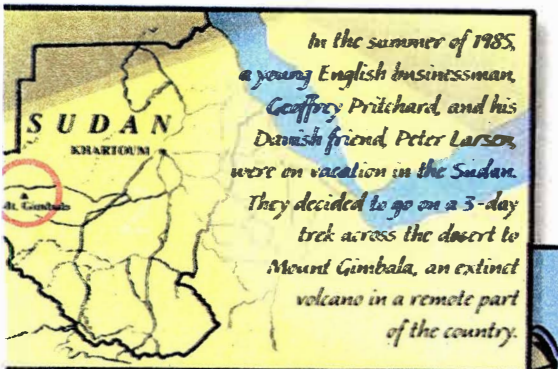
could have, should have,  
would have

**1** Below is a true story. Look at the pictures and discuss what you think happened without reading the text.

**2** Read the story to see if you guessed correctly. If necessary, check the meanings of words / phrases in your *Minidictionary* or with your teacher.

**3** Discuss the following questions with a partner.

- Pritchard and Larsen were very brave, but did they do anything stupid?
- Larsen decided to risk his life by walking back to the village without any water. Were there any other possibilities for him?
- Imagine yourself in Pritchard's position, waking up at the bottom of the volcano. Describe your actions and feelings.





# Analysis

1 Check (✓) the correct answer.

a Larsen and Pritchard should have taken a local guide with them.

Does this mean:

- it was necessary for them to take a local guide with them. ☐
- it was a good idea to take a local guide with them, but they didn't. ☐
- they took a local guide with them. ☐

Write two other things that Larsen and Pritchard should / shouldn't have done.

b Larsen could have stayed with his friend.

Does this mean:

- he stayed with his friend. ☐
- he was able to stay with his friend. ☐
- it was possible for him to stay with his friend, but he didn't. ☐

Write two other things that Larsen and Pritchard could have done.

c I would have stayed where I was.

Does this sentence refer to:

- an imaginary situation in the present? ☐
- an imaginary situation in the past? ☐

Write two other things you would / wouldn't have done in Larsen or Pritchard's position.

2 All of the underlined sentences above have a similar construction. Complete the boxes below.

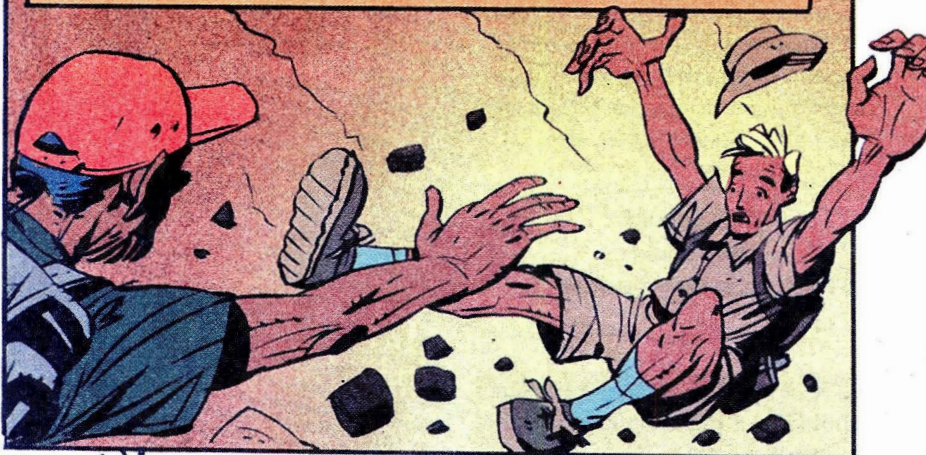
subject +  + have +

3 Do the underlined sentences above refer to:

- a past time? ☐
- b present time? ☐
- c future time? ☐
- d no specific times? ☐

Now read Language summary A on page 151.

As soon as they reached the top, disaster struck: Pritchard slipped on some rocks, and Larsen watched in horror as his friend fell hundreds of meters down ...



## Pronunciation

1 [12.1] Write the sentences you hear.

2 Notice the weak pronunciation of *have* in the middle of the sentence.

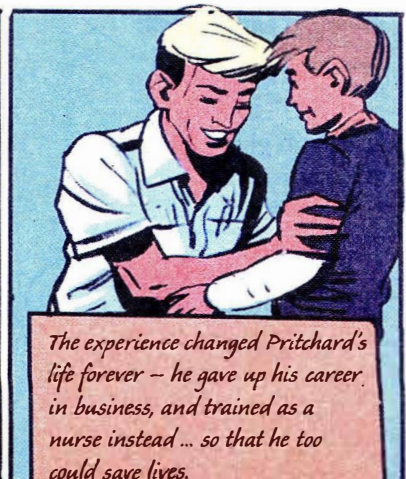
- They should have /əv/ taken more water.

Listen again and practice saying the sentences, paying attention to the pronunciation of *have*.

Four days passed before Larsen returned – with help. He was amazed to see his friend still alive. Pritchard was immediately flown to hospital, where doctors discovered that he had several broken bones. Everyone agreed that it was a miracle that he had survived, so badly injured and without water.



The experience changed Pritchard's life forever – he gave up his career in business, and trained as a nurse instead ... so that he too could save lives.





## Practice

**1** Match the pictures and situations on the right. Complete the sentences that follow.

**2 a)** Write sentences about at least **four** of the following.

- something you shouldn't have bought
- something you should have done last weekend
- something you should have done sooner
- someone you shouldn't have trusted
- a time when you should have tried harder
- somewhere you shouldn't have gone to
- something you shouldn't have worried about

**b)** Work in groups. Tell the other students about what you have written and what you could have done instead. Do the other students have any comments or suggestions?

A few months ago  
I bought a really expensive jacket, which I've never worn because it doesn't suit me. I definitely shouldn't have bought it. I could've bought lots of clothes for the same money ... or I could've saved it for my vacation ... I'm really annoyed with myself!

Couldn't you give it to someone else?

Perhaps you should have taken it back and changed it?

**a)** A woman went around to a phone booth near her home to call her sister. Moments later, a young man began banging on the glass, insisting he must use the phone straightaway. The woman ignored him for twenty minutes. Eventually, the young man took the phone off her and dialed the fire department. The woman walked around the corner to see her house on fire.

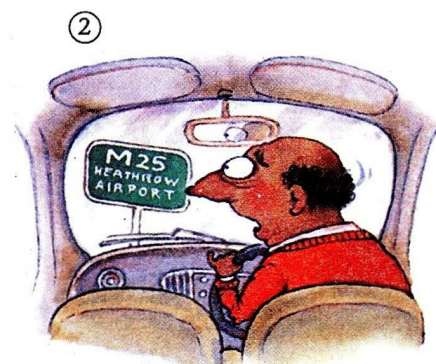
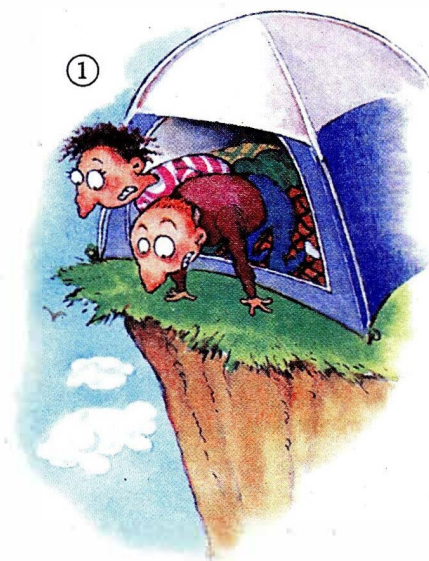
The woman should have / shouldn't have ...  
The young man could have ...  
If I'd been in his / her position, I would have.....

**b)** A young couple were on a walking vacation in Switzerland. One foggy night, they found themselves in a forest. After walking around lost for three hours in complete darkness, they decided to put up their tent. The next morning, they looked out of the window to see their tent on the edge of a 500 meter drop.

They should ...  
They could ...  
If I'd been in their position, I ...

**c)** A man arrived in London from abroad and rented a car to visit Edinburgh, 400 kilometers away in Scotland. Unfortunately, he took the wrong expressway, finding himself on the M25 – a circular expressway that only goes around London. After twenty-four hours' driving, he began to wonder what was happening when he drove past Heathrow Airport for the sixth time.

The man ...  
He ...  
If I'd ...





## Language focus 2

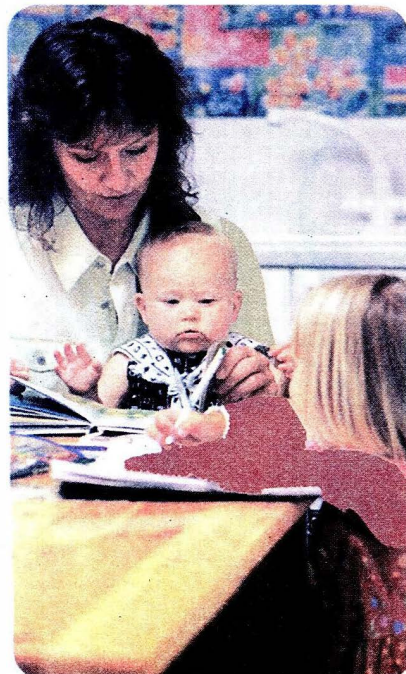
### Past sentences with *if*

#### Minitask

• What do you think are the five most important decisions a person makes in his / her life? Make a list. Then compare your list with other students'.

• Think of two important decisions you have made yourself and tell your partner about them. Looking back, do you think you made the right decisions? Why? / Why not?

**1 a)** Look at the photos below of Luke and Sandra. What kind of lives do you think they have?



**b)** [12.2] Listen to Luke and Sandra talking about important decisions they have made and answer the following questions.

- What important decision did they each make? Why?
- Do they regret it now?

**c)** Would you have done the same thing in Luke or Sandra's position? How would you have felt if you were their family?

**2** [12.3] Later Luke and Sandra talk about the differences these decisions have made to their lives. What do you think they will say? Listen to extracts from the interview and check.

**3** Complete the sentences in the interview extracts with the correct form of the verb in parentheses. Listen again to check.

LUKE:

a) If I ..... (do) business studies, I ..... (make) a lot more money by now! On the other hand, I ..... (not / meet) my girlfriend or any of my best friends.

b) I think I ..... (stay) abroad if I ..... (not / decide) to go to drama school.

SANDRA:

c) If I ..... (stay) in the travel business, I think the whole family ..... (suffer) from the pressure of my job.

d) If I ..... (be) at work all day, I ..... (not / be) there at all the important moments of my children's lives. I ..... (really / miss) that.

e) We ..... (be) a lot richer now if I ..... (not / leave) my old job – that's for sure!

## Analysis

irLanguage.com

1 All the sentences above are *hypothetical*. Look at a), b), and c) – are the situations they describe past or present? What verb forms are used? Complete the following rule.

• **past condition** → **past result**

if + [ ], would / wouldn't + [ ] + [ ]

2 Look at each verb in d). Do the verbs refer to a past, present, or general situation? What verb forms are used in each case? Complete the following rule.

• **present / general condition** → **present / general result**

if + [ ], would / wouldn't + [ ]

3 Look at each verb in e). Do the verbs refer to a past, present, or general situation? Which verb forms are used in each case?

• **past condition** → **present / general result**

if + [ ], would / wouldn't + [ ]

Now read Language summary B / C on page 151.



## Practice

- 1 a) Match a fact in box A with a consequence in box B.

A

- Napoleon didn't conquer Russia.
- Karl Marx wrote *Das Kapital*.
- The US became the most powerful country in the world.
- Kennedy went to Dallas.
- The Berlin Wall came down.
- Nelson Mandela was released from prison.
- Germany lost World War I.

B

- East and West Germany were united.
- He was assassinated.
- Many countries became communist.
- He didn't become Emperor of all Europe.
- English became a world language.
- Apartheid ended peacefully.
- Hitler came to power.

- b) Write sentences with *if* about the facts and consequences.

For example:

*Perhaps if Napoleon had conquered Russia, he would have become Emperor of all Europe.*

- 2 Complete the following sentences to make them true for you.

- a I wouldn't have met ... if ...
- b I would've studied ... if ...
- c I wouldn't have studied ... if ...
- d I would have gone to ... if ...
- e I wouldn't have gone to ... if ...
- f I would have more money now if ...
- g I'd feel more energetic now if ...

I wouldn't have met my best friend Laura if I hadn't changed schools.

## Vocabulary

### Problems and solutions

- 1 The sentences below tell the story of Frank's problem, but they are in the wrong order. In pairs, put them in the same order as the story in the picture. If necessary, check the meaning of the words in **bold** in your *Minidictionary*.

- His idea seemed to **work**; he thought he had sorted the **problem out**. ☐
- But the problem gradually became more serious, and eventually Frank decided he would have to do **something about it**. ☐
- He kept **changing his mind** about the right thing to do. ☐
- He **talked it over** with some of his friends. ☐
- But in the end he **made up his mind**. ☐
- Frank **had a carefree life** until one day a **problem came up**. ☒
- At first, Frank tried to ignore the **problem**, hoping it would just go away. ☐
- He **thought it over** for a long time. ☐
- But he didn't know what to do. ☐





**2 a)** What do you think Frank's problem was? Was it related to:

- his love life?
- his job or studies?
- money?
- his family?
- his health?
- a secret in his past?

**b)** In pairs, decide what the problem was and retell the story using the words in **bold** from Exercise 1.

Frank had a carefree life until a slight problem came up. The problem was that ...

## Wordspot

**think**

**1** Match a phrase / sentence in column A with an appropriate ending / response in column B. (There may be more than one answer in some cases.)

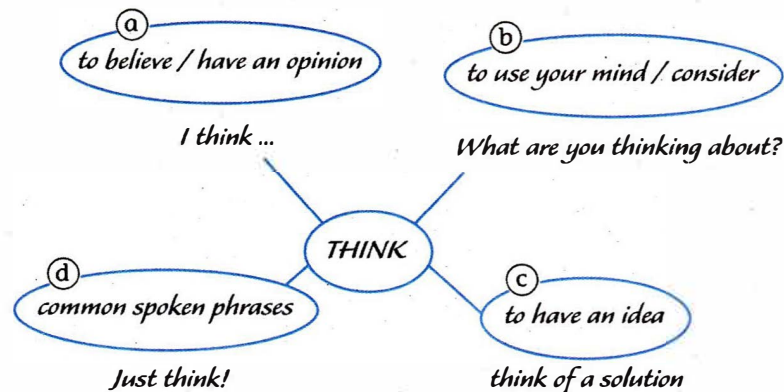
A

- a What do you think ...
- b I'm thinking of ...
- c Just think!
- d Last night in bed, I suddenly ...
- e Is there a meeting now?
- f I can't decide now.
- g Is this Paul's bag?
- h Do you think you could ...
- i I don't think ...

B

- 1 I don't think so.
- 2 of the new boss?
- 3 I'll have to think it over.
- 4 Jenny's in Brazil now!
- 5 help me for a minute?
- 6 people should kill animals.
- 7 I think so.
- 8 changing my job.
- 9 thought of a solution to our problem.

**2** The diagram below shows the most important uses of **think**. Look at the phrases / sentences above and underline the phrases with **think**. Add them to the correct section of the diagram.



**3** Do the following activities in pairs.

**a)** Take turns to ask and answer the following questions. Respond using either *I think so* or *I don't think so*.

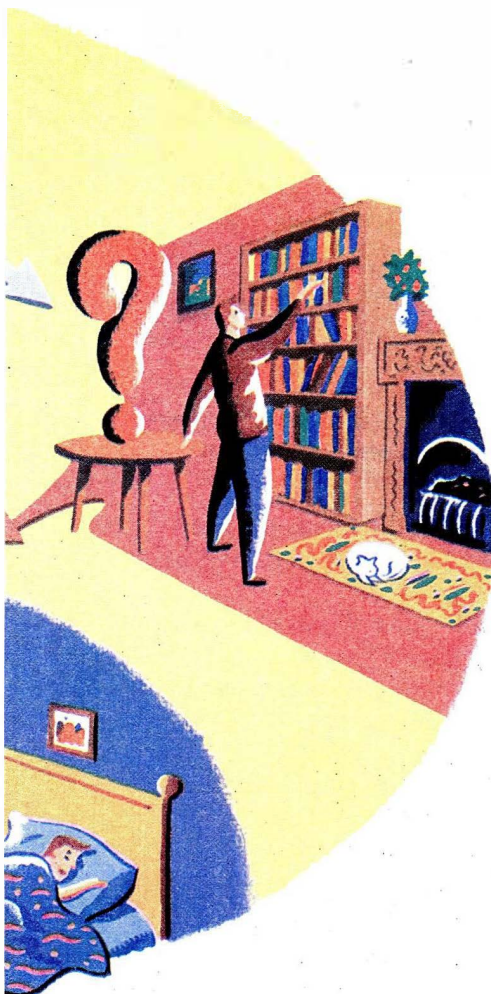
- Is Sydney the capital of Australia?
- Is it going to rain tomorrow?
- Can ducks swim underwater?
- Does your teacher speak Chinese?
- Is there going to be a test next week?

**b)** Give your opinion of the following statements by adding *I think* or *I don't think*. (You may need to change any negative verbs.)

For example:

*I don't think* the economic situation will improve next year.

- All forms of hunting are wrong.
- All schoolchildren should learn a foreign language.
- Cigarette advertisements should not be allowed.
- Men aren't as good at looking after small children as women.
- We don't get enough homework.





## Part B Task

Find solutions to problems

Task link: verbs to describe behavior and reactions

Creative writing

### Personal vocabulary

### Useful language

#### Suggesting possibilities

"He could try ..."

"Alternatively he could ..."

"Another possibility is to ..."

#### Giving your opinion

"I think / don't think she should ..."

"In her position I would / wouldn't ..."

"If she ..., her mother / husband might ..."

"Personally I would / wouldn't ..."

# Your Dilemmas

The column where you send in your questions, and ordinary readers share their experience and advice.

Last week's problem:

## I DON'T WANT MY GIRL TO GO AWAY

**Question:** My daughter, who's just turned seventeen, wants to go traveling around Europe this summer with a group of friends, including her boyfriend, who's several years older than she is. They all seem quite pleasant and responsible, but I'm not happy about the situation. Should I let her go, or insist that she waits until she's older?

(Richard Paxton, Manchester)

## Your Replies

You are obviously worried that this vacation is the beginning of your daughter's independent, adult life. Perhaps it is – unfortunately, there is nothing you can do to prevent it, unless you want to play the heavy father and risk losing her completely. She is still very young in your eyes, but you have to accept that in her own eyes, she is already an adult. The fact that she is under eighteen will not stop her from doing anything she really wants to do. All you can do is hope that you have given her enough sense of responsibility to cope with whatever happens. I, too, have had to watch my daughter grow up and leave. We all have to let our girls go eventually.

(Mrs. D. Cooper, Edinburgh)

## Preparation for task

**1** Look at the letter above. Where do you think it comes from? Why do people write to columns like this? Would you ever write to a newspaper about a problem? Why? / Why not?

**2** Read the problem again and check (✓) the sentence that best describes it.

- a The man is worried about his daughter leaving home. ☐
- b The man doesn't like his daughter's new boyfriend. ☐
- c The man doesn't want his daughter to go on vacation with her friends. ☐

**3** Above are three answers sent in by readers. Read them and decide:

- a if the writer thinks the man should let his daughter go or not.
- b what kind of person wrote each letter.
- c which you think is the best answer and why.



I am twenty-one years old. I have been traveling in Europe and Asia since I was sixteen, both with friends and alone. Almost everywhere I have traveled I have met with kindness and friendship. I have had quite a few adventures, but nothing seriously dangerous has ever happened to me. People worry far too much about "dangers" that they imagine exist abroad. Let your daughter go – she'll probably have lots of fun and come back with experiences that she will always remember. Opportunities like this are too good to miss!

(Mark Hicks, London)

Seventeen is still very young for a girl to go traveling abroad without adult supervision. However pleasant your daughter's boyfriend seems, he is probably not yet mature enough to take care of her. Young people arriving in a foreign country can easily meet the wrong kind of people, who will take advantage of their youth and innocence. We have all heard enough stories recently to make us take more care of our young. Discuss your worries with your daughter and her friends. Ask them to wait at least another year before traveling anywhere exotic together. Suggest a weekend with relatives in another town instead, or an activity vacation closer to home. Either way, it would be better than letting them visit places where they may not yet be able to cope.

(Philip Edmunds, Kent)

#### 4 Below are more problems sent to "Your Dilemmas." What is the problem in each case?

a) I am the assistant manager of a small restaurant owned by a retired couple who have been very kind to me. For the last few months I have suspected that the manager, Alan, who I also get along well with, has been taking small amounts of money from the cash register. I don't have any hard evidence, but I know that he has had a lot of personal problems. Should I say anything?

b) *Eighteen months ago I became engaged to a woman I had only known for four months. Two weeks before the wedding she broke it off, saying that she was not ready for marriage. Now, after hearing nothing from her for nearly a year, she claims that she's sorted herself out and that she wants to try again. Deep down, I know I still love her, even though she humiliated me in front of my family and friends. Should I give her a second chance?*

c) My husband, in other ways a kind, loving man, is a compulsive gambler. He has promised to give up hundreds of times, but never has. In desperation at all the debts he had run up, a couple of months ago I told him I wanted a divorce. Now I have discovered that I am pregnant. He swears that, with a baby to support, he will never gamble again. Should I believe him?

d) I am forty-four years old and have looked after my elderly mother for a number of years. Recently, my husband was offered a new job in the United States, a once-in-a-lifetime opportunity; my husband really wants to go, and both our children would love to experience life in a new culture. But I know that my mother would not even consider moving to the US, and I am so worried about her coping on her own. She has no other children or close relatives and would have to go into an old people's home. What should I do?

### Task

1 a) Work in groups. Together decide which **one** of the problems from Exercise 4 above interests you most, and make a list of all the **possible** solutions you can think of. Ask your teacher about any words or phrases you need and write them in the *Personal vocabulary* box.

b) Look at your list of possible solutions, and put them in order from best to worst.

2 Form new groups with students who discussed a different problem. Look at the phrases in the *Useful language* box. Describe the solutions to your problem, and tell them what you decided and why. Do the other students agree with your decisions?



## Task link

### Verbs to describe behavior and reactions

- 1 Look at the following descriptions of two television "soaps."

*Gold* follows the adventures of the millionaire Nicholas family – a family that will stop at nothing to extend its power and influence. It is a world filled with corruption, lies, and scandal.

*Our Street* follows the adventures of a group of teenagers in a small town in Australia. It is a world filled with teenage romance, heartbreak, sun, sea, and sand.

Below are some extracts from the dialogs of these two soap operas. Read them and mark each one as follows:

G if you think it comes from *Gold*.

O if you think it comes from *Our Street*.

- a "No! I'll never sell my share of the business, no matter how much money you offer me!" ☐
- b "OK, I'll do business with you ... but there's one condition ..."
- c "Mom, I don't care what you say – I'm going to wear this dress and that's that." ☐
- d "If you ever tell the newspapers about this, I'll kill you!" ☐
- e "I think Carl is seeing someone else ... another girl in his class ... he's so secretive these days." ☐
- f "I have never offered bribes to politicians. I am a businessman, not a criminal." ☐
- g "I'll never leave you, Darlene. I'll love you for ever ... honest I will." ☐
- h "That's great news! Let's all have a beach party to celebrate!" ☐
- i "If you sign this, you'll be a rich man ... think of all the money ... go on, sign ... that's it ..." ☐
- j "Yes, it's true. I've been in love with Patsy for nearly two weeks now." ☐

- 2 Match the verbs below with the speakers' behavior in Exercise 1.

- deny ☒ f
- threaten ☐
- admit ☐
- persuade ☐
- refuse ☐
- agree ☐
- suggest ☐
- promise ☐
- suspect ☐
- insist ☐

- 3 Put the verbs in the correct box below. With which verbs can we also use *that*?

Verbs followed by the infinitive  
*threaten to do something*

Verbs followed by the -ing form  
*deny doing something*

Verbs followed by an object + infinitive

*persuade someone to do something*

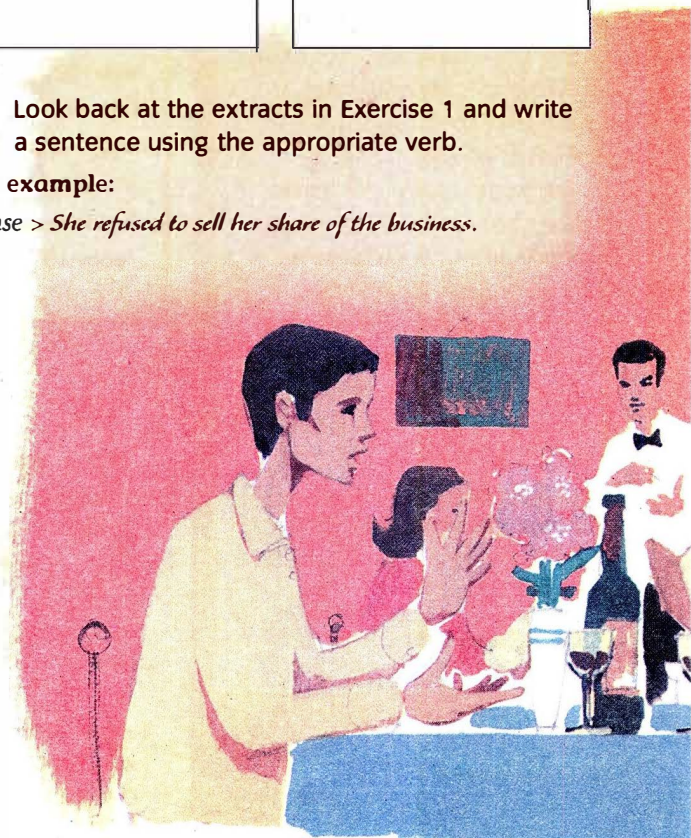
Verbs followed by a preposition + the -ing form

*suspect someone of doing something*

- 4 Look back at the extracts in Exercise 1 and write a sentence using the appropriate verb.

For example:

refuse > *She refused to sell her share of the business.*





## Creative writing

Work in pairs or small groups and choose **one** of the following writing exercises.

### Letter

**1** Look back at the problems on pages 126–127. Choose one of them and write a letter to the “Your Dilemmas” page giving your advice. The letter will be more convincing if you include any similar experiences you have had (invent experience if necessary!).

### Story

**2** Look back at the problems on pages 126–127. Choose one and think about how it might have been solved. Did they work out their problem or not? Write a story describing what happened. (This can be from the point of view of one of the characters if you like.)

## Soap opera script

**3** Imagine that you are the writers of a television soap opera similar to those described on page 128. Look back at the problems on pages 126–127. Write a scene from a soap opera based on one of them in which the characters discuss their problems, like the one below. Remember to include:

- a the characters in the scene and a short description of each one.
- b where / when the scene happens (“location”).
- c stage directions telling the actors what to do and how to say their lines.

When you have finished, act out your scene to the rest of the class.

### CHARACTERS

**JASON:** about 20, a serious, intelligent young man, in love with Charlene.

**CHARLENE:** about 19, pretty, not very clever.

**SCOTT:** about 19, handsome and athletic.

**LOCATION:** the Beach House Coffee Shop, lunchtime. There are a few people at the tables, chatting and drinking coffee.

**DIRECTIONS:** enter Jason and Charlene. Charlene looks very unhappy about something.

**JASON:** So what is it, Charlene? Just tell me what’s the matter!

**CHARLENE:** Oh, it’s nothing. Nothing you could understand anyway.  
(They sit down. Charlene looks angrily at the menu.)

**JASON:** (angrily) That’s not fair, Charlene. Why are you behaving like this? Have I done something wrong? What is it?

**CHARLENE:** You know what the problem is, Jason. I can’t believe you don’t know. You just don’t understand, do you?  
(Enter Scott. He looks towards Charlene and smiles.)

**CHARLENE:** (in a friendly voice) Scott, hi! It’s good to see you!

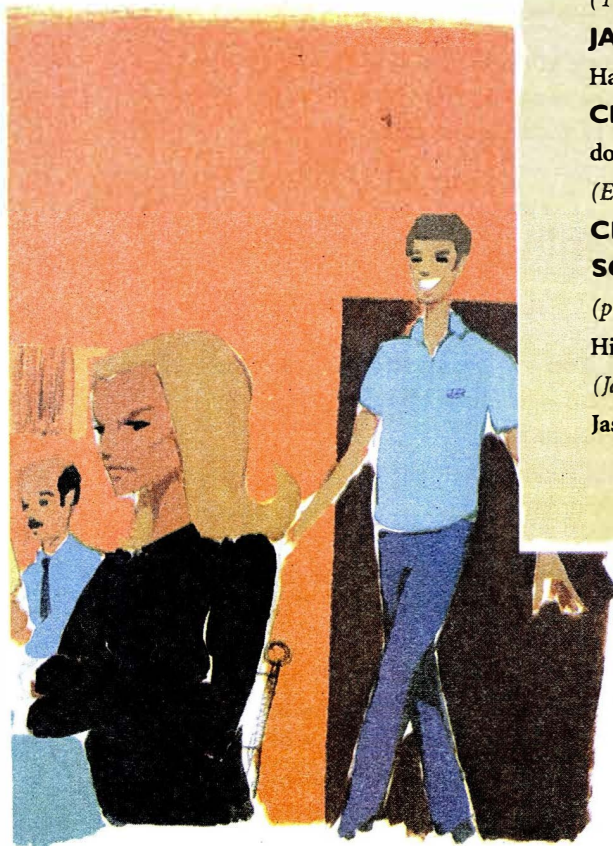
**SCOTT:** (smiling) Oh hi, Charlene.

(pause)

Hi, Jason.

(Jason looks suspiciously at Scott, but says nothing.)

Jason, there’s something you ought to know ... it’s about Charlene and me ...





# Consolidation

## modules 9–12

### A Verb forms: Past Perfect / reported speech

1 Complete the sentences in the following text with the correct form of the verb in parentheses.

Possibly the world's least successful tourist is Mr. Nicholas Scotti, an Italian living in San Francisco, who (1) ..... (fly) back to Italy to visit relatives. During the journey, the plane (2) ..... (make) a one-hour stop at Kennedy Airport. Thinking he (3) ..... (arrive), Mr. Scotti (4) ..... (get out), and (5) ..... (spend) the whole day in New York thinking he was in Rome. The great traveler (6) ..... (notice) that modernization (7) ..... (destroy) many of Rome's ancient buildings and later told friends that he (8) ..... (be) rather surprised that so many people (9) ..... (speak) English. In fact, he (10) ..... (speak) very little English himself, but when he (11) ..... (ask) a policeman the way, he (12) ..... (manage) to choose an officer who (13) ..... (be / born) in Naples, and who (14) ..... (reply) in fluent Italian. After Mr. Scotti (15) ..... (spend) over twelve hours riding around on a bus, the driver (16) ..... (decide) to hand over his passenger to another policeman, who (17) ..... (try) to explain that he (18) ..... (not / be) in Rome but New York. Mr. Scotti (19) ..... (refuse) to believe him, and said he (20) ..... (be) very surprised the Rome police (21) ..... (employ) an officer who (22) ..... (not / speak) Italian. As he (23) ..... (be / driven) back to the airport in a police car, racing to catch the San Francisco plane, Scotti told his interpreter that now he (24) ..... (know) he was in Italy, because that was how they always (25) ..... (drive)!

2 Underline examples of reported speech in the story. What did the person *actually* say in each case?


### B Verb forms: possibilities / obligation and permission

1 Circle the possible alternatives in the following sentences. (There may be more than one possibility.)

- You look really tired – I think you *have to* / *ought to* / *should* take a break for a few days.
- The hours of work are quite flexible – the office is open between 8:00 and 6:30 every day, and you *can* / *have to* / *must* do thirty-eight hours a week. In the morning, though, you *don't have to* / *mustn't* / *shouldn't* start until 10:30 if you don't want to.
- I'm sorry, but it's too late to change my plans now – you *had to* / *should have* / *would have* told me earlier.
- The children *aren't allowed to* / *aren't likely to* / *aren't supposed to* run inside the school building.
- It seemed that everyone we met in Amsterdam spoke perfect English, so we *didn't have to speak* / *shouldn't have learned* / *couldn't have spoken* any Dutch.
- People *have to* / *may well* / *are unlikely to* stop eating meat completely in the next few years.

2 Look back at the sentences in which you have circled more than one possibility. Is there any difference in meaning between them?

### C Listening: hypothetical forms

1  [1] You are going to hear three monologs. Which person is talking about:

- living in Britain?
- a business venture that failed?
- a tennis tournament?

2 Make notes about what each person says. Discuss your answers in pairs.

3 Each monolog ends with a half sentence with *if*. Listen again and write down the half sentence at the end of each monolog. Think of two different ways to complete each one.



## D make / do / say / tell / think

Match a word / phrase in the box below with *make, do, say, tell, or think* to make phrases from Modules 9–12.

of a fantastic idea    the truth    something over  
about your boyfriend    a noise    a child off  
you're sorry    someone to go away    your mind up  
some research    a joke    the dishes    "thank you"  
someone smile    a test    a prayer    your best    a profit  
of leaving your job

## E Game: just a minute

1 [2] Listen to three people discussing one of the topics below. Which topic are they talking about?

a stupid mistake

smoking in public places

a lucky escape

the differences between your town now and when you were a child

the differences between country and city life

things I know now that I didn't know ten years ago

your ideal job

the last long journey you made

2 Your teacher will give you one of the topics above (or a different topic) and ask you to talk about it for one minute. Spend a few minutes thinking about what you might say about each topic.

3 In teams, take turns to talk about the topic your teacher chooses for you. If you complete your one-minute talk, your team will receive ten points. Be careful! The other team(s) can challenge you if you:

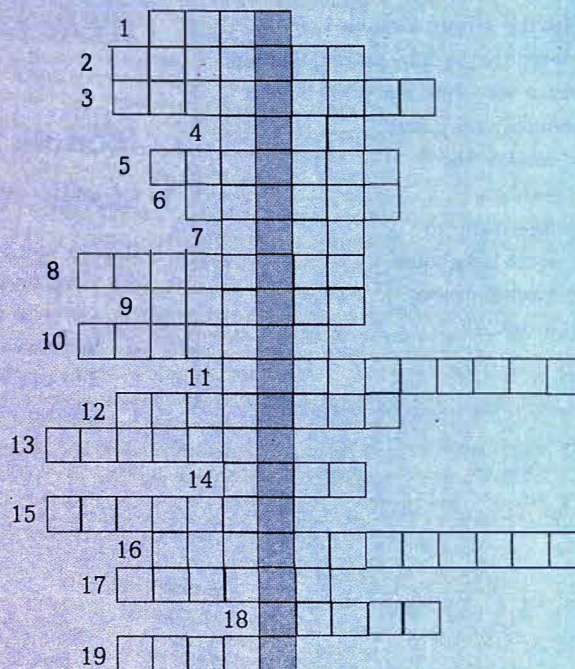
- hesitate for more than five seconds.
- repeat yourself.
- go off the subject.

If your teacher thinks the other team is right, your team will lose ten points!

## F Vocabulary puzzle

Read the definitions below and complete the puzzle. The words all come from Modules 9–12. When you have completed the puzzle, you can read the hidden message.

- 1 If you say you didn't do something, you ..... it.
- 2 the opposite of *deteriorate*
- 3 If something happens like this, then it happens slowly.
- 4 I have thought the problem ..... and come up with a solution!
- 5 If the law does not allow it, then it's ..... .
- 6 If you say you won't do something, then you ..... to do it.
- 7 the opposite of *fall*
- 8 the opposite of number 3 above
- 9 If a child does not behave well, his parents might ..... him.
- 10 If you say you will definitely do something whatever happens, then you ..... to do it.
- 11 A man with a knife said, "If you don't give me all your money, I'll kill you." He ..... me.
- 12 the opposite of *decrease*
- 13 If something is prohibited, we can say it's not ..... .
- 14 If you think a law is right, you could also say that it's ..... .
- 15 a verb that is similar to *advise* or *recommend*
- 16 the opposite of *well behaved*
- 17 to cry out loudly
- 18 a kind of long knife that knights wore in their belts before guns were invented
- 19 the opposite of number 1 above





# Communication activities

## Module 2: Reading, Exercises 4 and 5, page 18

Student A

### Test your memory

1 The following words and phrases all come from Module 1. Try to memorize them by repeating them silently for **one minute**.

- eyebrow
- entertain
- friends
- stranger
- neighbor
- have a career
- divorce
- divorce rate

2 This is your new credit card number: **3853204779**. Try to memorize it by breaking the number into "chunks" of three or four numbers. Repeat them to yourself a few times. You have **thirty seconds**.

3 The following words and phrases also come from Module 1. Try to memorize them by putting them all into a very short story. You have **a minute and a half**.

- raise a child
- nephew
- take a course
- work long hours
- mother-in-law
- increase

## Module 2: Practice, Exercise 2, page 20

### last birthday

- 1 What day of the week / your last birthday?
- 2 work / that day?
- 3 What time / get up?
- 4 What presents / get?
- 5 Which present / like best?
- 6 anyone important / forget your birthday?
- 7 have / a birthday cake?
- 8 do / anything special to celebrate?
- 9 who / with?
- 10 What time / go to bed?

Total : \_\_\_\_\_

### last plane trip

- 1 Where / go?
- 2 Why / travel?
- 3 How much / ticket / cost exactly?
- 4 How long / spend / at the airport?
- 5 What / do / while / wait?
- 6 What / get to eat on the plane?
- 7 Who / sit next to during the flight?
- 8 Have / a conversation with him or her?
- 9 How long / flight?
- 10 What time / arrive / destination?

Total : \_\_\_\_\_

### last English class

- 1 When / last English class?
- 2 get there / on time?
- 3 anybody in the class / arrive late?
- 4 What / wear that day?
- 5 What / teacher / wear?
- 6 listen / cassette?
- 7 Which new words / learn that class?
- 8 Who / sit next to that class?
- 9 Who else / talk to during the class?
- 10 What homework / teacher / give?

Total : \_\_\_\_\_

## Module 2: Wordspot (time), Exercise 3, page 21

Student A

- a Do you bring your *Students' Book* with you every time you come to class?
- b Give an example of a place where it's hot and sunny all the time.
- c Give an example of a place you've been to a few times.
- d When was the last time you went shopping?
- e Tell me something you're going to do in a week's time.
- f Give an example of something you do from time to time.



### Module 3: Wordspot (place), Exercise 3, page 29

#### Student A

a parking lot   a newsdealer's  
a gym   a couch   a washbasin  
a butcher's

### Module 4: Preparation for task, Exercise 1, page 42

#### Bill Gates

businessman,  
born Seattle, USA, 1955

While at school, he finished among the top ten in the country in a math aptitude test – despite never taking a book home to study or attending math classes. He went to Harvard, but left without getting a degree to start up his computer company, Microsoft. By the age of forty-one, he was one of the world's richest men – he is believed to be worth about \$18 billion. Unlike some millionaires, he is not shy about spending his money: he owns twenty Ferraris, each worth more than \$200,000, and a high-tech residence overlooking Lake Washington.

#### Mother Teresa

missionary,  
born Albania, 1910–1997

The daughter of peasants, she became a nun in 1927 and was sent first to Ireland and then to Calcutta, where she taught in a girls' school for nearly twenty years, before deciding to devote herself to working with the people living in the slums of Calcutta. After a short medical training, she and two other nuns took to the streets, caring for the sick and dying. In 1950 she founded the Missionary Sister of Charity, which now has 775 homes in 120 countries. In 1979 she was awarded the Nobel Peace Prize.

#### Madonna

singer / actress,  
born Michigan, USA, 1958

Originally a dancer, she had her first hit record "Holiday" in 1983. In 1985 she began her film career and also married actor Sean Penn, but the marriage lasted fewer than four years. Her "Blond Ambition" tour in 1990 – complete with outrageous costumes designed by Jean Paul Gaultier – and her book *Sex* (1993) caused much controversy. Her career took a more respectable direction, however, with the birth of her first child, Lourdes, in 1997, and her performance in the title role of *Evita*.

#### Mikhail Gorbachev

Soviet leader,  
born Stavropol, Russia, 1931

After becoming Secretary General of the Communist Party in 1985, he began his policy of "Perestroika," which brought greater freedom to the Soviet Union and eventually enabled countries such as Hungary, Poland, and Romania to form their own democratic governments. His policies were much admired in the West and he was awarded the Nobel Peace Prize in 1990. However, his popularity declined in his own country and he resigned a year later. By 1996 he was so unpopular that he gained only 0.5 percent of the vote in Russia's first presidential election.

#### Pelé

soccer player,  
born Edson Arantes do Nascimento, Tres Corações, Brazil, 1940

Considered by many to be the greatest soccer player of all time, he became a world star at the age of only seventeen, when Brazil first won the World Cup in Sweden. Perhaps his greatest triumph was captaining his country to their third World Cup triumph in Mexico in 1970. He played in four World Cup competitions, and scored over 1,200 goals in his career before finally retiring in 1977. He was appointed Brazilian Special Minister for Sport in 1994.

#### Steffi Graf

tennis player,  
born Neckerau, Germany, 1969

After turning professional at the age of thirteen, she won her first major tournament in 1986 and became the world's number one a year later. In 1988 she became the first woman since 1970 to win the grand slam (Wimbledon, the US, Australian, and French Open tournaments). She has won over 100 titles in her career and earned up to \$20 million. She remained the world's number one throughout 1996 and 1997, despite a recurring back injury and investigations into tax evasion.

#### Aung San Suu Kyi

Burmese political leader,  
born 1945

Educated in India and at Oxford University, she returned to Burma (for many years a military dictatorship) in 1988 to found the National League for Democracy. She was elected president, but the Burmese military did not allow her to form a government, and placed her under house arrest. She won the Nobel Peace Prize in 1991, and was finally freed in 1995. Since then she has continued to criticize the military government, risking imprisonment and even death.

#### Stephen Hawking

physicist,  
born Oxford, England, 1942

Considered the most brilliant cosmologist of his time, he is an advocate of the "Big Bang" theory about the origins of the universe. He is a Cambridge professor and the author of many scientific books, including the bestselling *A Brief History of Time* (1988). His achievements are especially remarkable because for over thirty years he has suffered from motor neuron disease, which has meant he is confined to a wheelchair and can speak only with the help of a computer.

(continued on page 134)



**Nelson Mandela**

African National Congress leader and South African President, born Transkei, 1918

Mandela trained to be a lawyer before joining the ANC in 1944. For the next twenty years he played a leading part in their campaign against apartheid, until he was arrested and sentenced to life imprisonment in 1964. He was not freed until 1990. In the years following his release he worked with President de Klerk to end apartheid, and in 1993 the two men were awarded the Nobel Peace Prize. In 1994 he became President of the new South Africa.

**Gabriel García Márquez**

writer, born Aracataca, Colombia, 1928

After studying at the University of Bogotá, he worked as a journalist in Colombia and as a foreign correspondent in Italy, France, Spain, and the US. He has written several novels and collections of short stories, including the international bestseller *Cien Años de Soledad* (*One Hundred Years of Solitude*). He was awarded the Nobel Prize for Literature in 1982. He has lived in Mexico City since the late 1970s.

- 1-year Diploma in Computing and Information Technology
- Diploma in European Literature
- 1-year Diploma in Travel and Tourism
- Certificate in Motion Pictures, Video, and Photography
- Certificate in Child Care
- 1-year Diploma in Business Studies

**Module 4: Real life, Exercise 2, page 45**

**West London College**  
Application form 1998/99

1. a For which course are you applying?  
1st choice .....  
2nd choice .....

b How do you wish to study?  
Day ..... Part-time / Day ..... Evening .....

2. Information about you  
c Mr. / Ms. / Mrs. / Miss ..... d Male / Female .....  
Family name ..... Date of birth .....  
Given name ..... Age on 08/31/98 .....  
Address: .....  
e Postcode ..... Telephone number .....

3. Have you ever been resident outside the UK? .....  
f If yes, what was your date of entry to the UK? .....  
Is English your first language? .....  
What other languages do you speak? .....

4. g Your education and training background  
(give your last school and any higher education)  
Dates ..... School/college .....  
h List any qualifications in order of date, including exams to be taken before September  
Year ..... Qualifications ..... Subject ..... Grade .....

5. i List work experience in order of date  
Dates ..... Types of work ..... Employer .....

6. j Why do you wish to take this course and what future education / employment are you considering?  
k Signature of applicant ..... Date .....



**Module 5: Speaking and reading,  
Exercise 4, page 48**

## Conclusions to quiz

**Mostly As:** You are an extremely well-organized person, who has every aspect of their life carefully planned. There are many advantages to this. Make sure, however, that you do not become inflexible, or ignore other people's needs because they do not fit in with your plans.

**A combination of As and Bs:** You try hard to be organized, yet flexible and sensitive to other people. On the whole you manage to get the balance right, though sometimes perhaps you need to prioritize more carefully, and be more determined about achieving your goals.

**Mostly Bs:** You are a very spontaneous person, who hates too much organizing and planning ahead. This can have a very positive side – you often have great fun. But because you refuse to make plans, you may also miss out on the things other people do. Be careful, too, that your spontaneity doesn't mean more work for someone else.

**Module 6: Wordspot (by), Exercise 3,  
page 63**

**Student A**

- Tell me two ways in which you can become a millionaire. Answer like this:  
*You can become a millionaire by ...*
- Can you name one famous piece of music / book / painting? Who are they by?
- Tell me a phrase that is opposite in meaning to *on purpose* and *with other people*.
- Which of the following sentences is false?
  - The radio was invented by an Italian.
  - The telephone was invented by an Englishman.
  - The first car was built by a German.
- Can you tell me three different ways to get from where we are now to your house?

**Module 8: Practice, Exercise 2,  
page 79**

**Student A**

a wasp a shopping mall an orphan a flag  
an acquaintance a sweater a firefighter a degree

**Module 5: Task, Exercise 1, page 55**

**Peter Krajeck**

**Age:** 28

**Nationality:** Slovak

**Native language:** Slovak

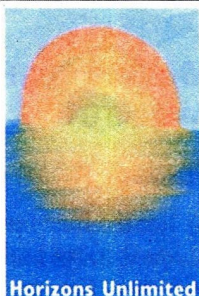
**Marital status:** single

**Skills / background**

- Ex-professional skier
- A lot of experience in working with small children, as ski instructor in summer camps
- Speaks good French, some German
- Driver
- Good computer skills

**Interview notes**

- Retired from skiing because of knee injury
- Plans to open own hotel in ski resort – wants to get experience in all aspects of hotel work
- Very friendly, enthusiastic, seems hard-working



**Module 8: Wordspot (something),  
Exercise 2, page 83**

**Student A**

- Tell me the name of a country with a population of something like 55 million.
- Where do you go when there is something wrong with your car?
- Recommend something to do for a visitor to your town / region.
- Imagine you want to buy your teacher something special for his / her birthday. What could it be?
- Tell me the name of something to eat that is typical of your country or region.
- Say this sentence in another way, using *something*:  
*This soup is rather strange.*



## Module 9: Wordspot (make), Exercise 4, page 95

### Student A

- a What could you do if you suddenly feel hungry in the middle of the day?
- c If you drop your food all over the floor, you will ...
- e You can use the "delete" button on a computer or typewriter if you ...
- g A successful business has to ...
- i If you are studying some difficult grammar, your teacher tries to ...
- k If a friend comes round to visit you, you might ...

## Module 5: Task, Exercise 1, page 55

### Brigitte Schumann

**Age:** 33

**Nationality:** Austrian

**Native language:** German

**Marital status:** divorced

#### **Skills / background**

- 8 years as assistant manager of ski-resort hotel
- Speaks good French and English
- Good skier
- Driver
- Good computer skills

#### **Interview notes**

- Recently divorced and "wants a complete change in her life"
- Has 7-year-old daughter and 4-year-old son she will bring with her if she gets the job
- Seems very efficient (a bit cold?)
- Obviously has very strong personality and opinions



## Module 9: Task link, Exercise 3, page 98

### Student A

|  | Russia                                  | Monaco                         |
|--|---|--------------------------------|
| • <b>Area</b>                                | 17,075,400 km <sup>2</sup>              | .....                          |
| • <b>Population</b>                          | 147.5 million                           | .....                          |
| • <b>Life expectancy</b>                     | (male) 58 years<br>(female) 71 years    | (male) .....<br>(female) ..... |
| • <b>Average January temperature</b>         | (Moscow) -15°C<br>(Siberia) -46°C       | .....                          |
| • <b>Religion</b>                            | 60% no religion<br>25% Russian Orthodox | .....                          |
| • <b>Gross national product (per person)</b> | £2,680                                  | .....                          |
| • <b>Number of telephones</b>                | 26,000,000                              | .....                          |
| • <b>Number of movie theaters</b>            | 120,000                                 | .....                          |

## Module 10: Practice, Exercise 1, page 101

### Student A

a) Read a half sentence in the "Situation" box to Student B. He / She will respond with a half sentence from his / her "Explanation" box. Then listen to Student B and respond with a half sentence from your "Explanation" box.

#### **Situation**

- We couldn't get into the rock concert because ...
- When I got home, my father was angry because ...
- My grandparents were a little nervous when they got on the plane because ...
- We got really wet because ...

#### **Explanation**

- ... I'd forgotten to go to the supermarket.
- ... my uncle had reserved a table.
- ... she'd studied it at school for many years.
- ... they'd lived in the same house for forty years.



b) Read these situations to Student B, who will invent an explanation using the Past Perfect. Then listen to Student B's situations and invent your own explanations with the Past Perfect.

- I didn't get up until twelve o'clock because ...
- I knew what would happen at the end of the movie because ...
- The telephone company cut off our telephone because ...

## Module 11: Practice, Exercise 2, page 112

Student A

a library on a bus in church in a bar

## Module 5: Task, Exercise 1, page 55

### Brenda Macdonald

**Age:** 46

**Nationality:** British

**Native language:** English

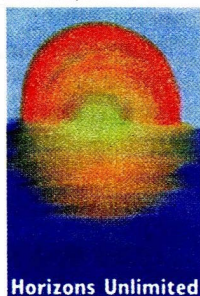
**Marital status:** widow

### **Skills / background**

- Several years' experience as hotel desk clerk, but has not worked for 15 years
- French good, but not used for a long time
- Driver
- No experience with computers
- No knowledge of skiing
- Very good cook

### **Interview notes**

- Husband died 15 years ago, so stopped work to raise three sons, all now grown up
- Wants to do something different and adores France
- Very friendly - good fun!
- Seems capable and flexible



## Module 2: Reading, Exercises 4 and 5, page 18

Student B

### Test your memory

1 The following words and phrases all come from Module 1. Try to memorize them by forming a picture in your mind that you associate with each word or phrase. You have **one minute**.

- eyebrow
- entertain
- friends
- stronger
- neighbor
- have a career
- divorce
- divorce rate

2 This is your new credit card number: **3853204779**. Try to memorize it by writing it down two or three times on a piece of paper. Then read it through a few times. You have **thirty seconds**.

3 The following words and phrases also come from Module 1. Try to memorize them by repeating them to yourself for **a minute and a half**.

- raise a child
- nephew
- take a course
- work long hours
- mother-in-law
- increase

## Module 2: Wordspot (time), Exercise 3, page 21

Student B

- Did you arrive on time for class today or were you late?
- What will you bring with you next time you come to class?
- Tell me something you learned to do a long time ago.
- Where would you recommend for someone who wants to have a great time on vacation?
- Give an example of something you think is a waste of time.
- Give an example of something you have no time to do at the moment.

## Module 3: Wordspot (place), Exercise 3, page 29

Student B

a bookshelf a drugstore a closet a library  
a park bench a grocery store



## Module 6: Wordspot (by), Exercise 3, page 63

### Student B

- Imagine that a member of your family goes to live in another country. Tell me two ways you could keep in contact with him / her.
- How good are you at mathematics? Can you answer these questions (without using a calculator)?
  - What is 168 divided by 8?
  - What are the approximate measurements of the room we are in now?
- You're in a store and have just bought an expensive present for someone. You don't have enough cash with you. How can you pay for it?
- Are the following sentences true or false?
  - It'll be dark by seven o'clock this evening.
  - You'll be home by midnight tonight.
  - You'll speak very good English by the time we finish this book.
- Look at the room you are in now. Who is sitting by the door? Is there anyone by the window?

## Module 5: Task, Exercise 1, page 55

### John Bailey

**Age:** 55

**Nationality:** Canadian

**Native language:** English

**Marital status:** single

#### **Skills / background**

- 35 years in hotel business (including 15 years as assistant manager of Toronto Hilton)
- Excellent French
- Good skier
- Driver
- Computer experience

#### **Interview notes**

- Retired from Hilton 2 years ago because of nervous problems (doctor's letter says now fine)
- Has never worked with children but has many nephews and nieces and "loves children"
- Seems friendly and sympathetic



## Module 8 : Practice, Exercise 2, page 79

### Student B

an answering machine a vet a concert hall a stranger  
housework a driver's test a neighbor research

## Module 8: Wordspot (something), Exercise 2, page 83

### Student B

- Tell me the name of a person you know who is forty-something.
- Tell me a word that is something to do with computers.
- If your teacher makes a spelling mistake on the board, should you ignore it or is it better to say something?
- Do you think the public transportation system in your town is good, or do you think that they should do something about it?
- Tell me the name of something to drink that is typical of your country or region.
- Say this sentence in another way, using *something*:  
*Liz, I have some important news for you ...*

## Module 9: Wordspot (make), Exercise 4, page 95

### Student B

- Shoes are usually more comfortable if they're ...
- A lot of cars and electrical equipment are ...
- When children are playing they usually ...
- Sometimes very sad movies ...
- If you want to go to the doctor's or dentist's, you usually need to ...
- If someone on the street shouted something rude at you, it would probably ...



## Module 9: Task link, Exercise 3, page 98

Student B

|                                       | Monaco                                   | Russia                            |
|---------------------------------------|--|-----------------------------------|
| • Area                                | 1.95 km <sup>2</sup>                     | .....                             |
| • Population                          | 30,600                                   | .....                             |
| • Life expectancy                     | (male) 73.1 years<br>(female) 81.2 years | (male) .....<br>(female) .....    |
| • Average January temperature         | 10°C                                     | (Moscow) .....<br>(Siberia) ..... |
| • Religion                            | 95% Catholic                             | .....<br>.....                    |
| • Gross national product (per person) | £16,000                                  | .....                             |
| • Number of telephones                | 53,877                                   | .....                             |
| • Number of movie theaters            | 2  | .....                             |

## Module 5: Task, Exercise 1, page 55

Anne-Sophie Martin

Age: 21

Nationality: Swiss

Marital status: single

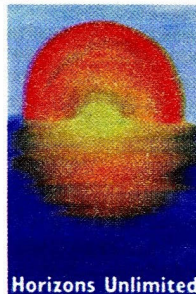
Native language: French

### Skills / background

- 2 years as nanny
- 2 years as desk clerk in Geneva hotel
- Good skier
- Very good German, good English
- Computer experience
- Doesn't drive

### Interview notes

- Rather quiet (shy?) but very nice
- Experience with small children
- Excellent references



## Module 10: Practice, Exercise 1, page 101

Student B

a) Student A will read a half sentence from his / her "Situation" box. Listen and respond with a half sentence from your "Explanation" box. Then read a half sentence from your "Situation" box to Student A, who will respond in the same way.

### Situation

- She spoke French quite well because ...
- There was no food in the house because ...
- My grandparents didn't want to move because ...
- We didn't have to stand in line at the restaurant because ...

### Explanation

- ... I'd left my umbrella at home.
- ... they'd already sold all the tickets.
- ... they'd never flown before.
- ... I hadn't phoned him.

b) Student A will read out some more situations. Listen and invent an explanation using the Past Perfect. Then read out the following situations for Student A to respond to.

- I couldn't get into my house last night because ...
- When we got home, the house was very cold because ...
- She knew all the answers in the exam because ...

## Module 11: Practice, Exercise 2, page 112

Student B

a hotel in a taxi on an expressway on an airplane



# Language summary

## Module 1

### A Auxiliary verbs *be*, *have*, and *do*

The auxiliaries *be*, *have*, and *do* are used:

- to form questions and negatives.
- on their own (in short answers and questions, question tags, etc.)

#### 1 Auxiliary verbs to form tenses

- a *be* (+ verb + *-ing*) is used to form **continuous** tenses:  
Present Continuous: **He's studying** to become a doctor.  
Past Continuous: **I was talking** to Charles the other day.
- b *have* (+ past participle) is used to form **perfect** tenses:  
Present Perfect: We **have been** here for three months.
- c *do* is used in **simple** tenses (but only in the question and negative form):  
Present Simple: **Do you like** soccer?  
Past Simple: **I didn't** get your letter.

#### REMEMBER!

##### 1 Third person singular forms

do → he / she / it **does**  
have → he / she / it **has**

##### 2 Contractions

She **is** waiting → She's waiting  
You **are** joking → You're joking  
He **has** left → He's left

#### 2 Auxiliary verbs in questions and negatives

- a **Questions** are formed by inverting the subject and auxiliary verb.  
*Is he studying* to become a doctor?  
*How long have your brother and sister lived* here?
- b **Negatives** are formed by adding *not* to the verb. We often shorten this to *n't* (especially when we speak).  
*She is not working.* → *She isn't working.*  
*He has not come home.* → *He hasn't come home.*

#### REMEMBER!

- 1 Modal verbs: we form questions using the modal auxiliaries instead of *do*, *be*, or *have*.

**Can** I come in?  
I **mustn't** stay long.

- 2 We form questions and negatives with **have** using the auxiliary verb **do**.

**Do you have** any money with you?  
She **doesn't have** many friends.

#### 3 Auxiliaries used on their own

- a **Short answers:** these can make the speaker sound more polite / interested.  
A: **Have you been** to this restaurant before?  
B: Yes, actually, **I have**.
- We also use **them** to avoid repeating long sentences.  
A: **Do your parents both work** in Paris?  
B: My mother **does**, but my father **doesn't**.

#### b Short questions and question tags

A: My brother's **gone** to live in Australia.

B: **Has he**?

You **were** in this class last year, **weren't you**?

#### REMEMBER!

When we use auxiliaries on their own, they must match the tense of the main verb.

### B Present Simple and Present Continuous

#### 1 Present Simple

| Positive form            | Negative form                             | Question form                |
|--------------------------|---|------------------------------|
| I / you / we / they work | I / you / we / they don't (= do not) work | Do I / you / we / they work? |
| he / she / it works      | he / she / it doesn't (= does not) work   | Does he / she / it work?     |

We use the Present Simple for:

- a repeated actions or habits.  
*We go out* on Saturday nights.
- b something we see as permanent.  
*My brother works* in a bank.
- c describing a state that doesn't change.  
*She looks* like her mother.

#### 2 Present Continuous

| Positive form                       | Negative form  | Question form                |
|-------------------------------------|--|------------------------------|
| I'm (= am) working                  | I'm not (= am not) working                           | Am I working?                |
| you / we / they 're (= are) working | you / we / they aren't / 're not (= are not) working | Are you / we / they working? |
| he / she / it 's (= is) working     | he / she / it isn't (= is not) working               | Is he / she / it working?    |

We use the Present Continuous for:

- a things in progress now, at the moment of speaking.  
*Look! It's raining* again!
- b temporary actions that are happening "around now," or for a limited period, but not necessarily right now.  
*I'm reading* a very good book at the moment.
- c describing a state that is changing.  
*Families are getting* smaller.



### 3 Present Simple versus Present Continuous

In many cases, either form is possible. The one we choose depends on *how we see* the state or action.

Compare the following pairs of sentences:

*Paola is the student who **sits** at the back of the class.*

(= she always does this)

*Paola is the student who **is sitting** at the back of the class.*

(= she is there now)

*I **stay** at the Metropole Hotel.*

(= I do this every time I visit the town)

*I'm **staying** at the Metropole Hotel.*

(= an action happening around now)

### 4 "State" versus "action" verbs

- a Some verbs are almost never found in continuous forms: these are verbs that describe states (things that stay the same) rather than actions (things that can change). Some of the most common are:

– verbs connected with emotions: *like, love, hate, want, need*

– verbs connected with understanding: *understand, know, prefer, agree, believe*

– verbs connected with possession and unchanging qualities: *belong, cost, weigh*

– verbs connected with the senses: *taste, hear, see, smell, feel*

- b Some verbs can describe both states and actions. Notice the difference between:

*I **think** you're right.* (= a state)

and

*What **are** you **thinking about**?* (= an action)

*Our apartment **has** three bedrooms.* (= a state)

and

*Claire **is having** a shower at the moment.* (= an action)

## Module 2

### A Past Simple

| Positive form  | Negative form  | Question form  |
|--|--|--|
| I / you / we / they<br>he / she / it <b>worked</b>   | I / you / we / they<br>he / she / it <b>didn't</b><br>(= <b>did not</b> ) <b>work</b>                    | <b>Did</b> he / you / they,<br>etc., <b>work</b> ?                             |
| I / you / we / they<br>he / she / it <b>left</b>   | I / you / we / they<br>he / she / it <b>didn't</b><br>(= <b>did not</b> ) <b>leave</b>                   | <b>Did</b> she / it / they,<br>etc., <b>leave</b> ?                            |
| <b>Regular verbs:</b><br>base form + <b>-ed</b><br><b>Irregular verbs:</b><br>see list of irregular<br>verbs on page<br>152. | <b>Regular and<br/>irregular verbs:</b><br>subject + <b>didn't</b><br>(= <b>did not</b> ) +<br>base form | <b>Regular and<br/>irregular verbs:</b><br><b>did</b> + subject<br>+ base form |

- We use the Past Simple for states and actions that happened in the past. We often say **when** the action happened.  
*I **saw** someone famous on the street **yesterday**.*
- The action can be short or long, single or repeated.  
*I **dropped** the glass and it **broke** on the floor.*  
*He **took** the same train to work **every day**.*

- We also use the Past Simple to talk about states in the past.

*When I **was** young, I **loved** playing with my toys.*

### B Past Continuous

| Positive form                           | Negative form  | Question form                                    |
|---|--|--|
| I / he / she / it<br><b>was working</b> | I / he / she / it <b>wasn't</b><br>(= <b>was not</b> ) <b>working</b>    | <b>Was</b> I / he / she / it<br><b>working</b> ? |
| you / we / they<br><b>were working</b>  | you / we / they<br><b>weren't</b> (= <b>were not</b> )<br><b>working</b> | <b>Were</b> you / we /<br>they <b>working</b> ?  |

- We use the Past Continuous for actions in progress at a time in the past.

*I **was living** in London then.*

Sometimes this includes a specific time or another (completed) past action.

*I **was having** breakfast at 7:30 this morning.*

*I **heard** the news on the radio while I **was driving** home.*

- The Past Continuous often describes the situation or background to a story (the main events are told in the Past Simple).

*The sun **was shining** and I **was walking** along happily. Suddenly I **noticed** something on the sidewalk.*

- Sometimes the Past Continuous action is interrupted.\*  
*They **were talking** about him when he **came** into the room.*  
(= they stopped talking)

- Past Continuous actions are not seen as complete.

*I **read** a book about Napoleon.* (= I read all of it)

*I **was reading** a book about Napoleon.*

(= I probably didn't read all of it)

### Similarities with other continuous forms

- Continuous forms show activities in progress.  
*He's **reading** the paper.* (= he is in the middle of it)  
*He **was reading** the paper.* (= he was in the middle of it)
- They emphasize that actions are temporary.  
*She's **staying** with me at the moment.* (= temporary in the present)  
*I **was sleeping** on my friend's sofa.* (= temporary in the past)
- They are not used with "state" verbs.  
*I **hated** vegetables when I **was** young.*  
not:  
*I ~~was hating~~ vegetables when I ~~was being~~ young.*

### C Contrasting past and present

#### 1 used to

| Positive form                              | Negative form  | Question form  |
|--|--|--|
| I / she / we, etc.,<br><b>used to work</b> | I / she / we, etc.,<br><b>didn't</b> (= <b>did not</b> )<br><b>use to work</b> | <b>Did</b> I / she / we,<br>etc., <b>use to work</b> ? |

- Used to* is for habits and states in the past.

*I **used to smoke** before I **was** sick.*

*She **used to have** really long hair.*

There is no equivalent form in the present.

*I **usually go** to my mother's on Sundays.*

not:

*I ~~use to go~~ to my mother's on Sundays.*



- b We can always use the Past Simple instead of *used to*.  
I **smoked** before I got married.  
She **had** really long hair.

But we cannot use *used to* for actions that happened only once.

## 2 not ... any longer / not ... anymore

These phrases mean that an action or state was true in the past, but is not true now.

He **used to be** a very good soccer player, but he **doesn't play any longer**.

I **don't drink** coffee **anymore** – it gives me a headache.

## 3 still

We use *still* when we want to emphasize that an action or state has not stopped, but continues up to the present.

I **still** remember how frightened I was.

I **hated** spinach when I was a child – I **still** don't like it much!

*Still* normally goes between the subject and the verb.

## D Short questions to show interest

- 1 These are formed by inverting the auxiliary verb and the subject in the first sentence.

A: Shirley's having a baby!

B: **Is she?**

- 2 In Present Simple / Past Simple affirmative sentences (where there is no auxiliary), we use *do*, *does*, or *did*.

A: **My brother works** in a circus.

B: **Does he?**

A: **Her parents went** to China last year for their vacation.

B: **Did they?**

# Module 3

## A Comparative and superlative adjectives

- 1 One-syllable adjectives and two-syllable adjectives ending in -y

| adjective | comparative<br>adjective + -er | superlative<br>(the) adjective + -est |
|-----------|--------------------------------|---------------------------------------|
| old       | older                          | the oldest                            |
| big       | bigger                         | the biggest                           |
| large     | larger                         | the largest                           |
| friendly  | friendlier                     | the friendliest                       |

- 2 Other two-syllable adjectives and longer adjectives

|             |                         |                             |
|-------------|-------------------------|-----------------------------|
| crowded     | <b>more</b> crowded     | <b>the most</b> crowded     |
| boring      | <b>more</b> boring      | <b>the most</b> boring      |
| interesting | <b>more</b> interesting | <b>the most</b> interesting |
| polluted    | <b>more</b> polluted    | <b>the most</b> polluted    |

- 3 Irregular forms

|      |                          |                                |
|------|--------------------------|--------------------------------|
| good | <b>better</b>            | <b>the best</b>                |
| bad  | <b>worse</b>             | <b>the worst</b>               |
| far  | <b>further / farther</b> | <b>the furthest / farthest</b> |

### REMEMBER!

1 With short vowels the final consonant doubles.

thin thinner the **thinnest**

2 If the adjective already ends with -e, we just add -r or -st.

fine finer the **finest**

3 -y changes to -i

busy busier the **busiest**

pretty prettier the **prettiest**

## B Large and small differences

- 1 If there is a large difference between two objects, we can use *far*, *much*, and *a lot*.

|           |  |                             |
|-----------|--|-----------------------------|
| Russia is | <b>far<br/>a lot<br/>much<br/>much, much</b> | <b>bigger</b> than Belgium. |
|-----------|--|-----------------------------|

- 2 For small differences, we can use *a little (bit)* or *slightly*.

|        |                                       |                           |
|--------|---------------------------------------|---------------------------|
| France | <b>is a little (bit)<br/>slightly</b> | <b>bigger</b> than Spain. |
|--------|---------------------------------------|---------------------------|

## C Common phrases with superlatives

- 1 **by far the most ... / -est**

Brazil is **by far the largest country** in South America.

- 2 **one of the most ... / -est**

Baghdad is **one of the oldest cities** in the world.

- 3 **the second / third most ... / -est**

Birmingham is **the second biggest city** in England.

- 4 **the least**

I decided to buy **the least expensive** purse in the shop.

### REMEMBER!

The superlative phrases above are followed by *in*.

Shanghai is the biggest city **in** China, and one of the biggest **in** Asia.

## D Other ways of making comparisons

- 1 **not as ... as**

Silver **isn't as expensive as** gold.

If there is only a small difference, we can use *quite*.

Linda **isn't quite as tall as** her sister.

### REMEMBER!

The sentence above does not mean the same as:

Gold **isn't as expensive as** silver.

- 2 **Comparing two things that are the same**

Cats are **as intelligent as** dogs.

Now I've mended it, it's **just as good as** before.

- 3 **less**

Less is the opposite of *more*.

Is life **less expensive** in the country than in the city?



#### 4 Making comparisons with nouns

Rome has **more historic buildings** than any city I know.  
There's **less space** in this classroom than in the other room.  
There are **fewer people** who smoke nowadays.

We use *fewer* with countable nouns and *less* with uncountable nouns. Nowadays, many people use *less* in both cases, but this is considered to be incorrect by many people.

There are **fewer students** in my class than in yours.

not:

There are ~~less people~~ in my class than in yours.

#### 5 Other useful expressions for comparing things

- If two things are nearly the same:  
Their new car is **very similar** to their old one.  
The train times are **more or less the same** on Sundays.
- If there is no difference between two objects:  
George looks **exactly the same as** his twin brother.
- If there is a small difference between two objects:  
Her hair is **slightly different from** before.
- If there is a big difference between two objects:  
Computers are **completely different from** how they were twenty years ago.

## Module 4

### A Present Perfect Simple

| Positive form                                | Negative form                                      | Question form                                |
|--|--|--|
| I / you / we / they<br>'ve (= have) worked   | I / you / we / they<br>haven't (= have not) worked | Have I / you / we<br>they / worked?          |
| he / she / it<br>'s (= has) worked           | he / she / it<br>hasn't (= has not) worked         | Has he / she / it<br>worked?                 |
| subject +<br>have / has<br>+ past participle | subject<br>+ haven't / hasn't<br>+ past participle | have / has +<br>subject<br>+ past participle |

We use the Present Perfect to talk about the **past and the present together**. The past action or situation is related to the present in various different ways.

- The action continues from the past to the present.  
*I've known her for many years.* (= I still know her now)  
*We've lived here all our lives.* (= we still live here now)
- The results of the past action are important in the present.  
*He's lost his key.* (= he doesn't have it now)  
*I've tried to open it.* (= but I can't now)
- The time reference in the sentence includes the present.  
*He's been ill all this week.*
- We don't give any specific time, but we mean "in my whole life." The information is important now for some reason.  
*I've been to Spain lots of times.*  
(= in my whole life, so I can give you lots of information about it)  
*I've never seen Citizen Kane.*  
(= in my whole life, so I can't discuss it)

### B Present Perfect versus Past Simple

- We use the Past Simple for **completed actions** that are in the past.

Marilyn Monroe **was married** three times. (= she is dead)  
As a child, I **spent a** lot of time with my grandparents.  
(= I am an adult now)

Compare these to similar Present Perfect sentences.

My friend **has been married** three times – and she's only thirty!  
(= her life is not finished)

*I've spent a lot of time abroad this year.* (= this year is not finished)

- Whether we use the Present Perfect or Past Simple often depends on **how we see the action**. If we see it as related to the present, we use the Present Perfect. If we see it as finished and in the past, we use the Past Simple.

Jan **has had** an accident – they've taken her to the hospital.

(= the accident is important now – she's in the hospital now)

Jan **had** an accident – don't worry she's OK now.

(= the accident is no longer important – she's OK now)

### C Time words with the Present Perfect and Past Simple (including *for*, *since*, and *ago*)

#### 1 Time words found with the Past Simple

- dates and times: *ten minutes ago*, *three months ago*, *four years ago*, etc.
- questions with *When ...?*: *yesterday*, *last night*, *last week*, etc.
- words that sequence stories: *then*, *before*, *after*, *after that*, *afterward*, *later*, *next*, etc.

#### 2 Time words often found with the Present Perfect

- all day*, *all week*, *all my life*, etc.
- today*, *this morning*, *this afternoon*, *this month*, etc.
- already* (= before now)
- yet* (= before now)
- just*, *recently* (= a little before now)
- ever*, *never*
- for*, *How long...?*
- since* (= from a time in the past until now)
- once*, *twice*, *lots of times*, etc.

With many of these words / phrases we can use the Past Simple if the context is in the past.

*I saw her this morning.*

(= now it is evening, the morning is finished)

*I went to tell him the news, but he already knew.*

(= the context is a story in the past)

*He was in prison for twenty-five years.*

### D Present Perfect Continuous

| Positive form   | Negative form   | Question form                            |
|---|---|--|
| I / you / we / they<br>'ve been (= have been) working | I / you / we / they<br>haven't been (= have not been) working | Have I / you / we / they been working?   |
| he / she / it<br>'s been (= has been) working         | he / she / it<br>hasn't been (= has not been) working         | Has he / she / it been working?          |
| subject<br>+ have / has<br>+ been + -ing              | subject<br>+ haven't / hasn't<br>+ been + -ing                | have / has<br>+ subject<br>+ been + -ing |



The Present Perfect Continuous is like the Present Perfect Simple in all the ways mentioned above. However we use the continuous form if:

- 1 we want to emphasize that the action is long or repeated.  
*She's **been trying** to pass her driver's test for years.*

- 2 the action is in progress / not complete.  
Compare the following sentences:  
*I've **been doing** some work. (= perhaps it is not finished)*  
*I've **done** my homework. (= it is finished)*

- 3 the action is temporary.  
*He's **been working** in a bar this summer.*  
(= but afterwards he's going to college)

Note that we often use *for* and *since* with the Present Perfect Continuous. Like other continuous forms we cannot use it with "state" verbs.

*I've **known** Ann all my life.*

not: \*

*I've **been knowing** Ann all my life.*

## Module 5

### A Future plans and intentions

#### 1 going to

| am / is / are + going to + verb    |   |  |
|------------------------------------|---|--|
| Positive form                      | Negative form                               | Question form                            |
| I'm / he's, etc.,<br>going to help | I'm not / he isn't,<br>etc., going to help. | Is he / Are you, etc.,<br>going to help? |

We use *going to* to talk about present intentions about the future (near or more distant).

*I'm **going to have** a bath in a few minutes.*

(= I intend now to have a bath in the near future)

*She says she's **going to be** a ballet dancer one day.*

(= she intends now to be a ballet dancer in the future)

In general *going to* is used for future actions related to the present.

#### 2 Present Continuous

- a We use the Present Continuous to talk about things we have arranged for the future.

*I'm **meeting** Toni this weekend. (= I've arranged this)*

*What **are you doing** tonight? (= what have you arranged?)*

- b Sometimes it doesn't matter whether we use the Present Continuous or *going to*.

*I'm **playing** soccer tonight.*

*I'm **going to play** soccer tonight.*

*I'm **going shopping** on Saturday.*

*I'm **going (to go)\* shopping** on Saturday.*

\* Some people think it is bad English to repeat *go* like this.

- c It is wrong to use Present Continuous for a general intention.

*They **are going to get married** one day.*

(= this is a general intention, but has not been arranged)

*They **are getting married**. (= the wedding is already arranged)*

### 3 will

| Positive form                                     | Negative form   | Question form                          |
|---|---|--|
| I / you / he, etc.,<br><b>'ll (= will) + verb</b> | I / you / he, etc.,<br><b>won't (= will not) + verb</b> | <b>Will I / you / he, etc., + verb</b> |
| <i>I'll see her.</i>                              | <i>I won't see her.</i>                                 | <i>Will I see her?</i>                 |

We use *will* for talking about things that we think will happen **without** any particular intention or arrangement. We predict they will happen or think they are inevitable.

*I can give it to her – I'll **see** her at work.*

(= I don't need to arrange this)

*I know I'll **forget** if I don't write it down.*

(= this is inevitable / what I predict)

See page 146 B for more information on *will* and *going to*.

### 4 Other verbs and phrases

#### a Verbs

- *decide*: She's **decided to leave** her job.
- *hope*: We're **hoping to buy** an apartment later this year.
- *intend*: I **intend to phone** her tonight.
- *would like*: He'd (= **would**) **like to start** his own business.
- *plan*: I'm **planning to sell** it soon.  
*He's **planning on leaving** next year.*
- *think*: We're **thinking of having** a party soon.
- *want*: I **want to finish** this by tomorrow.

#### b Phrases

- *to be due (to do)*: for something that is arranged or expected  
*The plane's **due to take off** in a couple of minutes.*  
*I'm **due** at the dentist's in half an hour.*
- *to be about to do*: when something will happen very soon or immediately  
*She's **about to have** a baby.*

### 5 Modal verbs

Many present modal forms actually refer to future plans and intentions.

*I **can see** him in half an hour.*

*We **must talk** later.*

### B Future clauses with *if*, *when*, etc.

Even when we are talking about the future, after *if*, *unless*, *when*, *before*, *after*, *as soon as*, *until*, *once*, *next time*, etc., we use a present verb form. It is wrong to use a future form in these clauses.

*If she **fails** her exam again, she'll be really upset.\**

*I'll continue as planned **unless** you **phone** me.\**

*I'm going to stay here **until** I **find** somewhere else to live.*

***When** I **find** it, I'll bring it for you.*

***As soon as** we **get** home, I'm going to have a bath.*

***Once** we **finish** the decorating, we'll have more time.*

*Can you look at this **before** you **leave**?*

*He's going to explain it all to you **next time** he **sees** you.*

Notice in the other clause (part) of the sentence, a future verb is used (*will*, *going to*, *can*, etc.).

\* Sentences with *if* and *unless* like this are often called the "first conditional" in grammar books.



## Module 6

### A -ed / -ing adjectives

#### 1 -ing adjectives

Adjectives ending in *-ing* describe the thing or person that has an effect on us.

*Today's lesson was very **interesting**.*  
(= the lesson interested me)

#### 2 -ed adjectives

Adjectives ending in *-ed* describe our feeling about something or someone.

*I felt **bored** at the party.* (= I found the party boring)

### B The passive

#### Simple tenses

|                 | Positive form                   | Negative form                                   | Question form             |
|-----------------|---------------------------------|---|---------------------------|
| Present         | It's (= is) <b>done</b> .       | It isn't (= is not) <b>done</b>                 | Is it <b>done</b> ?       |
| Past            | It <b>was done</b> .            | It <b>wasn't</b> (= was not) <b>done</b> .      | Was it <b>done</b> ?      |
| Present Perfect | It's (= has) <b>been done</b> . | It <b>hasn't</b> (= has not) <b>been done</b> . | Has it <b>been done</b> ? |
| Future          | It'll (= will) <b>be done</b> . | It <b>won't</b> (= will not) <b>be done</b> .   | Will it <b>be done</b> ?  |

#### Continuous tenses

|         | Positive form                   | Negative form                                    | Question form              |
|---------|---------------------------------|--|----------------------------|
| Present | It's (= is) <b>being done</b> . | It isn't (= is not) <b>being done</b> .          | Is it <b>being done</b> ?  |
| Past    | It <b>was being done</b> .      | It <b>wasn't</b> (= was not) <b>being done</b> . | Was it <b>being done</b> ? |

#### 1 The difference between active and passive

In active sentences the subject is the "doer" of the verb (the person who makes the action happen).

*The Italian, Marconi, **invented** the telegraph.*  
(subject) (verb)

In passive sentences the "doer" of the verb is **not** the subject.

*The telegraph **was invented** by the Italian Marconi.*  
(subject) (verb) ("doer")

#### 2 Reasons for using the passive

##### a the main topic of the sentence

The main topic normally comes at the beginning of the sentence. Compare the following sentences:

**An American** won the Olympic 100 meter race again.  
(main topic = an American)

**The Olympic 100 meter race was won** by an American again.  
(main topic = the Olympic 100 meter race)

If the main topic is not the "doer" of the verb, we need to use the passive.

##### b the "doer" of the verb is unknown

*My purse **has been stolen**.*  
(= we don't know who did this)

##### c the "doer" of the verb is not important in this context

*The Eiffel Tower **was built** in 1889.*  
(= we are interested in **when** it was built, not **who** built it)

##### d it is obvious who the "doer" is without saying

*Thousands of young people **were arrested**.*  
(= it is obvious that the police arrested them)

##### e the "doer" of the verb is "people in general"

*Spanish **is spoken** in twenty countries around the world.*  
(= it is not necessary to say "by people")

#### REMEMBER!

1 We use the passive more in **formal** contexts (like newspaper reports) and less when we are talking informally.

2 We can still mention the "doer" in a passive sentence, using by:

The accident was caused **by a truck**.

The telephone was invented **by Alexander Graham Bell**.

#### 3 Verbs often used in the passive

##### a verbs relating to accidents / injury, etc.:

*was injured / was killed / was damaged / was destroyed, etc.*

##### b verbs relating to crime:

*was arrested / was sentenced / was found guilty / was sent to prison, etc.*

##### c verbs relating to inventions, books, movies, etc.:

*was invented by / was discovered by / was produced by / was directed by / was written by, etc.*

## Module 7

### A Polite requests

#### 1 Asking if you can do things (asking for permission)

| Asking                         | Saying "yes"                  | Saying "no"                        |
|--------------------------------|-------------------------------|------------------------------------|
| Can I ...?                     |                               |                                    |
| Could I ...?                   |                               |                                    |
| Could I possibly ...?          | Yes, sure.<br>Yes, of course. | Well, I'm afraid ...<br>(+ reason) |
| Is it all right / OK if I ...? | That's fine.<br>Certainly.    | Well, the problem is ...           |
| Do you think I could ...?      |                               | Sorry, but ...                     |
| Do you mind if I ...?          | No, not at all.               |                                    |



## 2 Asking other people to do things (making requests)

| Asking  | Saying "yes"   | Saying "no"  |
|---|--|--|
| Can you ...?<br>Could you ...?<br>Could you possibly ...?<br>Do you think you could ...?<br>Will you ...?<br>Would you ...? | Yes, sure.<br>Yes, of course.<br>Yes, that's fine.<br>Certainly. | Well, I'm afraid ...<br>(+ reason)<br>Well, the problem is ... |
| Would you / Do you mind + -ing?   | Of course not!   |  |

- We use *Do you mind if I ...?*, *Could I possibly ...?*, *Could you possibly ...?*, *Do you think you could ...?* when we want to sound particularly polite.
- Could you ...?* / *Would you ...?* are a little more polite than *Can you ...?* / *Will you ...?*  
In all these questions, however, intonation is often more important for showing politeness.

### REMEMBER!

- After *Would you mind ...?*, we use the -ing form of the verb.
- With *Would you mind ...?* and *Do you mind ...?*, if we answer *Of course not!* it means "yes!"

A: **Do you mind doing** the dishes? I'm in a bit of a hurry.

B: **Of course not.** It's my turn, anyway!

## B will for instant decisions and responses

- If we make a decision as we are speaking, we use **will**.  
*I suddenly feel a bit tired ... I think I'll stay in tonight.*
- Very often these decisions are offers.  
A: *I'm stuck with my homework.*  
B: *I'll help you in a minute, just hang on!*

This use of **will** is often contrasted with *going to* (used if you've already decided). Compare the following dialogs.

A: *Do you want to play tennis tomorrow some time?*  
B: *Sorry, I can't – we're going to paint the living room this weekend. I've promised Sue.* (= it is already decided)

A: *Do you want to go and have a quick cup of coffee?*  
B: *Why not? I'll just finish this ... I'll do the rest later.*  
A: *OK, I'll wait for you outside then.* (= they decide as they speak)

## C Making generalizations

### 1 Impersonal or "empty" it

We often use *it* + adjective + infinitive to describe a general situation or experience.

**It's normal to get married** young.

**It's difficult to study** in this weather.

In this construction, we talk about people using *for*.

It's common **for couples** to get married late.

It's difficult **for children** to study in this weather.

### 2 tend to + verb

We use **tend to** + verb to describe general situations / tendencies.

Italian people **tend to make** a lot of gestures.

Young people **don't tend to eat** traditional food so much.

Children in my day **tended to play** out on the street more.

## 3 most people, a lot of people, not many people, very few people

**Most people live** in apartments rather than houses.

**A lot of people go** to the coast on weekends.

**Not many people stay** in the city during August.

**Very few people speak** English there.

### REMEMBER!

Don't forget that **people** is a plural noun!

Most people **are** quite interested in world news.

# Module 8

## A Defining relative clauses

Defining relative clauses give us information about things, people, possessions, places, and times using a **relative pronoun**.

### 1 Things (that or nothing)

A modem is a piece of equipment **that** sends information along telephone wires.

A calculator is a little machine **that** does arithmetic.

### REMEMBER!

- The pronoun **which** is not preferred here.

A modem is a piece of equipment **which** sends information along telephone wires.

- The pronoun **what** is not possible here.

A calculator is a little machine **what** does arithmetic.

### 2 People (who, that, or nothing)

A technophobe is a person **who** doesn't like machines.

A newscaster is a person **that** reads the news.

The pronoun **that** is less common here than **who**.

### REMEMBER!

We can leave out **that** and **who** if they are the object of the relative clause.

Career counselors are people **(that)** you go to if you need advice about jobs.

Gloves are things **(that)** you wear on your hands.

Notice that in the examples above **that** and **who** are the subject of the relative clause, so they cannot be left out.

### 3 Possessions (whose)

He's a person **whose** life is dominated by computers. (= his life)

An orphan is a child **whose** parents have died. (= his / her parents)

### 4 Places (where, which / that + preposition)

We can refer to places in the following ways:

This is the house **where** I grew up.

That's the house **which / that** I grew up in.

### 5 Times (when)

Easter is a time **when** families get together.

The evening's a time **when** I can relax.



## B Quantifiers (a few, a lot of, etc.)

### 1 Countable, uncountable, or both?

| With uncountable nouns only | With countable nouns only  | With both countable and uncountable nouns                                  |
|-----------------------------|--|--|
| much<br>a bit<br>a little   | many<br>a few<br>a couple (of)<br>several (of)<br>one or two<br>loads of | a lot of / lots of<br>some<br>(not) any<br>(not) enough<br>plenty of<br>no |

### 2 Some problems with meaning and use

#### a some and any

*Some* refers to a limited or particular group or quantity of something. It is therefore most often used in positive sentences.

I like **some** modern art. (= but not all modern art)

We also use it in some questions.

Can you pass me **some** plates from that cupboard?

We do not use *any* in such a limited way. We use it most often in negative sentences and in many questions.

I don't like **any** modern art.

Do you have **any** earrings at all?

#### b a lot of and much / many

*A lot of* is usually used in positive sentences.

We have **a lot of** Spanish and Portuguese ceramics.

*Much* and *many* are generally used in questions and negatives.

Do you sell **many** pictures?

There isn't **much** space in here to have a coffee shop.

#### c a lot of and too much / many

We use *too much* / *too many* to say that there is more of something than we want or need.

Shall we go somewhere else? There are **too many people** here.

(= it's too crowded)

Do you want some of this pizza? There's **too much** here for me.

(= I can't eat it all)

#### d enough

We use *enough* to mean "as much as we need."

Do we have **enough cups** for everyone?

#### e plenty of

We use *plenty of* to mean "more than enough." It has a positive meaning.

You don't need to hurry – we have **plenty of time**.

We have **plenty of cookies** at home – we don't need any more.

## 2 Using may (not) / might (not) / could

These modal verbs all mean that something is possible in the future. We add *well* if we are more sure it will happen.

Inflation **may / might / could** go up this year. (= it is possible)

Inflation **may / might / could well** go up this year. (= it is more sure)

### REMEMBER!

We cannot use *could* in the negative form here.

He **may not** phone this weekend.  
He **might not** phone this weekend.

He ~~could not~~ phone this weekend.

## 3 likely to

We use *likely to* when we think something will probably happen.

We can also use the negative form.

People in the next century **are likely to live** longer.

The economy **isn't likely to improve** next year.

## B Real and hypothetical possibilities with if

### 1 Hypothetical possibilities

a If we are talking about an imaginary / hypothetical situation, we use *would* / *wouldn't* + verb.

I **wouldn't like** to be famous.

I **would** never hit a child.

b Often when we talk about a hypothetical situation, we need a longer sentence with *if* to explain it.

**If I were** Prime Minister, I **would cut** taxes.

Notice that we use the Past Simple (or Continuous) after *if* even though we are talking about the present in general.

If I **found** a lot of money, I **would take** it to the police.

He **wouldn't know** what to do all day if he **wasn't working**.

### REMEMBER!

1 It is not correct to use *would* in the *if* clause.

If I **had** enough money, I'd go abroad on vacation.

not:

If I ~~would have~~ enough money, I would go abroad on vacation.

2 We can use *were* instead of *was* after *I* and *he / she / it*

If I **were** a man, this would never happen.

*This is especially common in the phrase* If I were you ..., *which we use to give advice.*

I would be very careful **if I were you**.

*However, we can also use* *was* *in this phrase.*

3 We can change the order of the *if* clause and the main clause.

I would probably lend money to a friend **if** he or she really needed it.

**If** he or she really needed it, I would definitely lend money to a friend.

c Instead of *would* we can use *might* or *could*.

If Sue relaxed a bit more, she **might be** happier.

I **could help** you more if I had more time.

# Module 9

## A Making predictions

### 1 Using will or won't

We often use adverbs with *will* and *won't* to show how certain we are.

Our team **will probably lose** on Saturday.

I think he'll **almost certainly** pass the exam.

We **definitely won't** be there on time.

These adverbs come after *will* but before *won't*.



## 2 Real versus hypothetical possibilities

- a To talk about a real possibility in the future, we use **will** not **would**.  
I'll **be** really worried if he doesn't phone me.

### REMEMBER!

We cannot use a future form in the second clause of the sentence with **will**.

I'll be really worried if he ~~won't~~ phone me.

- b Sometimes the difference between a real and imaginary possibility is very clear.  
I'll be really worried if he doesn't phone me. (= a real possibility)  
I'd be terrified if I saw a ghost. (= an imaginary possibility)

Sometimes, however, it depends on **how the speaker sees the situation**. Compare these two sentences:

If I **have** enough time, I'll help you.

If I **had** time, I'd help you.

In the first sentence, the speaker believes it is a *real possibility* that she will have time (this is sometimes called a "first conditional").

In the second sentence, the speaker sees it as unlikely or impossible that she will have enough time, so a situation is *hypothetical* or *imaginary* (this is sometimes called a "second conditional").

### REMEMBER!

There are many different types of if sentences (conditionals). In most conditionals, we use verbs in the normal way.

If I wake up early, I usually go for a jog.

If you're phoning Sue, give her my love.

If we went to our grandmother's house, she always gave us candies.

If he's broken his leg, he can't come on vacation.

We only study "first" and "second" conditionals separately, because they have special verb forms after if.

## 1 Similarities to the Present Perfect

If the Past Perfect is "the past of the past":



the Present Perfect is "the past of the present":

He's already been to New York.



## 2 Time words with the Past Perfect

With the Past Perfect, we use many of the same time words that we often use with the Present Perfect.

He had been in Paris **for two months** / **since August**.

He found that his flight **had just** / **recently** / **already** left.

It was **the first** / **second** / **third time** I'd met her.

In addition, we use the following words / phrases:

- a *by* / *by the time*

**By 5:30** everyone **had left**. (= they left before this time)

**By the time** I arrived, the movie **had finished**.

- b *when* / *after* / *before* / *as soon as*

With these words we use the Past Perfect for the first action in each case.

**When** I got up, Julia **had** already **gone** to work.

We washed the dishes **after** / **as soon as** the guests **had left**.

### REMEMBER!

If we use *when* with the Past Perfect, it means the first action was finished when the second action happened.

The play **had** already **started** when we **sat down**.

With two Past Simple verbs, the two actions happen more or less at the same time.

When we **sat down**, the play **started**.

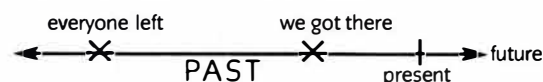
# Module 10

## A Past Perfect

| had + past participle                             |   |  |
|---|---|--|
| Positive form                                     | Negative form   | Question form                                  |
| I / you / she, etc.,<br>'d (= had) <b>done it</b> | I / you / she, etc.,<br><b>hadn't</b> (= had not)<br><b>done it</b> | Had I / you / she,<br>etc.,<br><b>done it?</b> |

The Past Perfect links one time in the past to another time further in the past (it is "the past of the past").

When we **got** there, everyone **had left**.



## 3 Cases where the Past Perfect is optional

We do not usually use the Past Perfect when the sequence of events in the past is clear.

I **had** a shower and **went** to bed.

If we use *when* with two Past Simple verbs, the first action happened just before the second action.

**When we sat down**, the play **started**.

However, if we use the Past Perfect, it means that the first action was completed when the second action happened.

When we **sat down**, the play **had** (already) **started**.



## B Reported (indirect) speech and reported questions

### 1 Change of tenses

When we report someone's words afterwards, the verb forms often move into the past. This is because what they said is now in the past.

| Direct speech<br>(the actual words)                               | Reported<br>(indirect speech)  |
|---|--|
| Several years ago, John said to me:                               | Several years ago John told me that:   |
| "I <b>want</b> to get away."<br>Present Simple                    | ... he <b>wanted</b> to get away.<br>Past Simple                             |
| "I <b>had</b> an awful time <b>last year</b> ."<br>Past Simple    | ... he <b>had had</b> an awful time <b>the year before</b> .<br>Past Perfect |
| "I've <b>found</b> a new job in Canada."<br>Present Perfect       | ... he'd <b>found</b> a new job in Canada.<br>Past Perfect                   |
| "I'm <b>leaving tomorrow</b> ."<br>Present Continuous             | ... he <b>was leaving</b> the <b>next day</b> .<br>Past Continuous           |
| "I'm <b>going to start</b> a new life."<br>am / is / are going to | ... he <b>was going to start</b> a new life.<br>was / were going to          |
| "I'll <b>write</b> to you when I get there."<br>will / won't      | ... he <b>would write</b> to me when he got there.<br>would / wouldn't       |
| "You <b>can come</b> and see me."<br>can / can't                  | ... I <b>could come / go</b> and see him.<br>could / couldn't                |

Notice the following:

- changes in time references in the reported statement  
last year → the year before  
tomorrow → the next day
- other modal verbs (*would, could, should, ought, might*) do not change in the reported statement
- changes in pronouns used in direct speech  
(I → he, etc.)

#### REMEMBER!

1 If what a person said is still true / relevant, it is **not** necessary to change tenses or time references.

"I've **booked** the table for Friday night."  
She said she's **booked** the table for Friday night.

Many cases of reported speech are like this.

2 It is still possible to change tenses in such cases, but it sounds formal.

PRIME MINISTER: "The election **will be** on May 1."  
NEWSCASTER: The Prime Minister told Parliament that the election **would be** on May 1.

### 2 Word order in reported questions

Reported questions are not real questions, so the word order is the same as in a normal statement.

| Direct                             | Reported   |
|------------------------------------|--|
| "Can you come early tomorrow?"     | She asked if I <b>can come</b> early tomorrow.                         |
| "Did you see anything suspicious?" | The policeman wanted to know if I <b>had seen</b> anything suspicious. |

These verbs can be followed by *that*, but this is not necessary.

### 3 Verbs and conjunctions used for reporting

- In statements *say* and *tell* are the most common reporting verbs. Look at how they are used:  
He **said** it was true. ✓  
He **said** ~~me~~ it was true. X  
He **said to me (that)** it was true. ✓  
He ~~told~~ **me (that)** it was true. X
- In statements *ask* and *want to know* are common reporting verbs. In *yes / no* questions the verb is joined to the reported words with *if* or *whether*.

She **asked / wanted to know** **if / whether** it was true.

In *wh*- questions, we do not need *if* or *whether*.

A: "What do you think?"

B: He **asked me what** I thought.

#### REMEMBER!

In reported speech we do not usually repeat everything the person said – we just summarize it.

**Direct speech:** "I wonder if ... perhaps ... can she call me back? ... If that's OK, maybe ... this afternoon?"

**Reported speech:** He **asked** if you could call back this afternoon.

There are many verbs for summarizing people's words in this way:

**Direct speech:** "OK, so first you put the powder in ... then you shut the door ... and you turn this dial round to 3 ... then you turn it on ..."

**Reported speech:** She **explained** how to use the washing machine.

Other useful verbs used for summarizing / reporting what people say are:

- promise (to do something)
- refuse (to do something)
- agree (to do something)
- suggest (doing something)
- advise (someone to do something)
- recommend (doing something)
- deny (doing something)
- warn someone (not to do something)



## Module 11

### A Obligation and permission

|                |   |  |
|----------------|---|--|
| Positive forms | <b>can / must / should + verb</b>   |  |
|                | You   | <b>can</b><br><b>must</b><br><b>should</b> go now. |
|                | <b>have to / ought to + verb</b>  |  |
| Negative forms | You   | <b>have to</b><br><b>ought to</b> go now.          |
|                | <b>be + allowed to + verb</b>   |  |
| Question forms | You   | <b>are allowed to</b> go now.                      |
|                | <b>can't / cannot</b><br><b>mustn't</b><br><b>shouldn't</b><br><b>don't have to</b><br><b>aren't allowed to</b> go now. |  |
| Question forms | Can<br>Must<br>Should   | I go now?  |
|                | Do I have to<br>Am I allowed to   | go now?  |

#### REMEMBER!

1 Have to is a normal Present Simple verb – it has the auxiliaries *do* / *does* in the question form and *don't* / *doesn't* in the negative form.

2 Ought to is not often used in the negative and question forms.

#### 1 must and have to

We use **must** and **have to** to talk about something that is necessary or important.

We **must be** at the airport by seven.

He **has to take** medicine every day for his asthma.

#### 2 Differences between must and have to

The meaning is very similar, but:

- a **must** often shows that the obligation comes from the person speaking.

We **must be** more careful. (= I, the speaker, say)

I **must take** more exercise. (= I think this)

**Have to** shows that the obligation comes from some other person, not the speaker.

Men in this country **have to do** military service.

(= the administration says)

Jake **has to take** his exam again. (= his teacher says)

- b there are differences of formality. **Must** is often written down, for example on public notices.

Passengers **must have** a valid ticket.

(= a written notice at a station)

**Have to** is mostly used in speech.

#### 3 don't have to and mustn't

These are not the same:

- must** = it is necessary
- mustn't** = it is prohibited / not allowed
- don't have to** = it is not necessary

You **mustn't eat** any more chocolate. (= it is not allowed)

You **don't have to eat** it if you don't like it. (= it is not necessary)

We **don't have to walk** if you're tired. (= it is not necessary)

We **mustn't walk** on the grass. (= it is not allowed)

#### 4 should and ought to

- a We use **should** to say something is a good idea, or if it is correct / right; we use **shouldn't** for something that is not a good idea or not correct / right:

You **should try** this ice cream – it's delicious.

Teachers **should be** a lot stricter.

You **shouldn't work** so hard – you'll be sick.

**Should** is weaker than **have to** or **must**. It is often used to give advice, suggestions, and opinions because it sounds more polite. Again, we often use **ought to** for giving advice, suggestions, and opinions.

- b **Ought to** means the same as **should**; we use it for something that is a good idea or the right thing.

You **ought to try** that new restaurant.

The administration **ought to do** something about pollution.

#### 5 can

We use **can** to talk about something that is permitted; we use **can't** to talk about something that is prohibited.

You **can park** here after 6:30.

In England you **can't drink** in bars until you're sixteen.

#### 6 allowed to

We use **allowed to** to talk about things we are permitted to (can) do; we use **not allowed to** to talk about things we are not permitted to (can't) do.

My brother's **allowed to use** his boss's car.

In some countries, women **aren't allowed to vote**.

#### 7 Past forms

- a I **must go** home. } I **had to go** home.  
I **have to go** home.

- b They **can** vote. > They **could** vote.  
They **can't** vote. > They **couldn't** vote.

- c We **were (weren't) allowed to** wear what we wanted at school.

### B Linking words (although, however, etc.)

#### 1 Meaning

- a Similar meaning to **and**:

My cousin's a professional soccer player. He's **also** an excellent tennis player.

I don't have time to go on vacation this year. **Besides**, I can't afford it.

Yoga is excellent exercise. **What is more**, it helps you to relax.

There are many other such words and phrases, for example **as well as this**, **in addition**, **furthermore**.



- b Similar meaning to *but*:

**Although** she's much younger than me, we get on very well together.

The economy seems to be improving. **Despite this**, unemployment is not getting any better.

Her father was extremely angry with her. **However**, he didn't say anything.

Other such words and phrases include *though*, *even though*, *in spite of (this)*.

- c Similar meaning to *so*:

More and more people are moving to the city. **As a result**, housing is terribly expensive.

At least you haven't lied to me. **For this reason**, I'm not going to punish you.

The administration increased taxes by over ten percent, and **therefore** became very unpopular.

Other such words and phrases include *that's why*, *consequently*.

## 2 Word order

- a **Although** is a conjunction – it joins two clauses / smaller sentences. There are two possible positions.

**Although** I don't like him, I respect his opinion.  
I respect his opinion **although** I don't like him.

*Though* and *even though* are used in the same way.

- b All the other words and phrases listed above are adverbials. There are three possible positions for them in the sentence(s).

- at the beginning of the second sentence  
She loved him very much. **However**, she knew that they could never get married.
- at the end of the second sentence  
She loved him very much. She knew that they could never get married, **however**.

- c in the middle of the second sentence  
She loved him very much. She knew, **however**, that they could never get married.

Notice the use of commas with these adverbials and conjunctions.

# Module 12

## A Past modal verbs (could have / should have / would have)

### 1 could have + past participle

This is used for events that were possible in the past, but didn't happen.

He **could've drowned**!

(= it was possible for this to happen, but it didn't)

Compare:

Frances **could walk** before she was a year old.

(= she was able to do this)

with:

Frances **could have walked** to work, but she took a cab instead.

(= it was possible for her to do this, but she didn't)

### 2 should have / shouldn't have + past participle

This means it was a good idea, but you didn't do it.

I **should have worn** a tie when I went for the job interview.

(= it was a good idea for me to do this, but I didn't)

You **shouldn't have been** so rude.

(= it was a good idea for you to be polite, but you weren't)

### 3 would / wouldn't have + past participle

We use this for imagining something in the past that didn't happen.

In his position, I **would have waited** for help.

(= I wasn't in his position – I am imagining)

## B Talking hypothetically about the past with if

If you are imagining possibilities in the past, we often use *if* to describe the hypothetical situation.

If I **had fallen** into a volcano, I **wouldn't have moved**.

Notice that after *if* we use the Past Perfect not the Past Simple. This form is often called the "third conditional."

**if + Past Perfect + would have + past participle**

### REMEMBER!

We can also use *might have* or *could have* instead of *would have*.

If I'd worked harder at school, I **could have gone** to college.

She **might have passed** her exams if she hadn't had so many personal problems.

## C Talking hypothetically about the past and present together

Notice the difference in these two forms:

- a imaginary situations generally / in the present

**if + Past Simple + would + verb**

If he **wasn't** an actor, he'd **be** a teacher.

- b imaginary situations in the past

**if + Past Perfect + would have + past participle**

If I'd **gone** to the party, I **would have seen** him.

Sometimes we want to talk about the **past and present together**. In this case we can "mix" these two forms.

(past)

(present)

If she **hadn't left** her job, she **wouldn't see** her children.

(present)

(past)

If I **didn't trust** you, I **wouldn't have lent** you all that money.



## Irregular verbs

| Verb    | Past Simple      | Past Participle    |
|---------|------------------|--------------------|
| be      | was / were       | been               |
| beat    | beat             | beaten             |
| become  | became           | become             |
| begin   | began            | begun              |
| bend    | bent             | bent               |
| bite    | bit              | bitten             |
| blow    | blew             | blown              |
| break   | broke            | broken             |
| bring   | brought          | brought            |
| build   | built            | built              |
| burn    | burned           | burned             |
| burst   | burst            | burst              |
| buy     | bought           | bought             |
| can     | could            | been able          |
| catch   | caught           | caught             |
| choose  | chose            | chosen             |
| come    | came             | come               |
| cost    | cost             | cost               |
| cut     | cut              | cut                |
| dig     | dug              | dug                |
| do      | did              | done               |
| draw    | drew             | drawn              |
| dream   | dreamed / dreamt | dreamed / dreamt   |
| drink   | drank            | drunk              |
| drive   | drove            | driven             |
| eat     | ate              | eaten              |
| fall    | fell             | fallen             |
| feed    | fed              | fed                |
| feel    | felt             | felt               |
| fight   | fought           | fought             |
| find    | found            | found              |
| fly     | flew             | flown              |
| forget  | forgot           | forgotten / forgot |
| forgive | forgave          | forgiven           |
| freeze  | froze            | frozen             |
| get     | got              | got / gotten       |
| give    | gave             | given              |
| go      | went             | gone / been        |
| grow    | grew             | grown              |
| hang    | hanged / hung    | hanged / hung      |
| have    | had              | had                |
| hear    | heard            | heard              |
| hide    | hid              | hidden             |
| hit     | hit              | hit                |
| hold    | held             | held               |
| hurt    | hurt             | hurt               |
| keep    | kept             | kept               |
| kneel   | kneeled / knelt  | kneeled / knelt    |
| know    | knew             | known              |
| lay     | laid             | laid               |
| lead    | led              | led                |
| learn   | learned          | learned            |
| leave   | left             | left               |
| lend    | lent             | lent               |

| Verb         | Past Simple     | Past Participle |
|--------------|-----------------|-----------------|
| let          | let             | let             |
| lie          | lay             | lain            |
| light        | lit             | lit             |
| lose         | lost            | lost            |
| make         | made            | made            |
| mean         | meant           | meant           |
| meet         | met             | met             |
| must         | had to          | had to          |
| pay          | paid            | paid            |
| put          | put             | put             |
| read / rɪd / | read / red /    | read / red /    |
| ride         | rode            | ridden          |
| ring         | rang            | rung            |
| rise         | rose            | risen           |
| run          | ran             | run             |
| say          | said            | said            |
| see          | saw             | seen            |
| sell         | sold            | sold            |
| send         | sent            | sent            |
| set          | set             | set             |
| shake        | shook           | shaken          |
| shine        | shone           | shone           |
| shoot        | shot            | shot            |
| show         | showed          | shown / showed  |
| shut         | shut            | shut            |
| sing         | sang            | sung            |
| sink         | sank            | sunk            |
| sit          | sat             | sat             |
| sleep        | slept           | slept           |
| slide        | slid            | slid            |
| smell        | smelled / smelt | smelled / smelt |
| speak        | spoke           | spoken          |
| spend        | spent           | spent           |
| spill        | spilled / spilt | spilled / spilt |
| spoil        | spoiled         | spoiled         |
| stand        | stood           | stood           |
| steal        | stole           | stolen          |
| stick        | stuck           | stuck           |
| swim         | swam            | swum            |
| take         | took            | taken           |
| teach        | taught          | taught          |
| tear         | tore            | torn            |
| tell         | told            | told            |
| think        | thought         | thought         |
| throw        | threw           | thrown          |
| understand   | understood      | understood      |
| wake         | woke            | woken           |
| wear         | wore            | worn            |
| win          | won             | won             |
| write        | wrote           | written         |



# Tapescripts

## Module 1

### Recording 1

- a What's your full name?
- b Where do you come from?
- c What's your date of birth?
- d Where were you born?
- e What do you do for a living?
- f Are you married or single?
- g How many brothers and sisters do you have?
- h How long have you been at this school?
- i How far away from here do you live?
- j Do you speak any other languages apart from English?

### Recording 3

- 1 What's the English word for one of these?
- 2 How do you pronounce this word?
- 3 How do you spell "eyebrow"?
- 4 Which page are we on?
- 5 What's for homework tonight?
- 6 Could you say that again, please?
- 7 Could you write "paper clip" on the board, please?

### Recording 4

- a Choose a shape and write in the name of your oldest relative.
- b Choose a shape and write in the name of a neighbor or a colleague.
- c Choose a shape and write in the number of aunts you have.
- d Choose a shape and write "yes" if you have nephews or nieces, and "no" if you don't.
- e Choose a shape and write in how many years you've known your best friend.
- f Choose a shape and write in the number of cousins you have.
- g Choose a shape and write "yes" if you have a mother-in-law, and "no" if you don't.
- h Choose a shape and write in the name of someone who's an acquaintance, but not really a friend.

### Recording 5

- E = Erica      F = friend
- E: So this is my family having Christmas dinner ...
- F: Oh right, is that your mom?
- E: Yeah.
- F: She looks so much like you ... it's incredible!
- E: Everyone says that.
- F: Her name's Carol, isn't it?
- E: Mmm ...
- F: And that's your dad?
- E: My stepfather.
- F: Oh, I see ... do you get along OK with him?
- E: Oh yeah, he's great, he's been just like a real father to me and my brothers.
- F: Oh, that's nice.
- E: Actually, we haven't seen much of him recently – he has a new job with this American company, and they're sending him abroad a lot.
- F: Oh ...
- E: I don't think he likes being away that much, and Mom absolutely hates it, so I think he's hoping that next year, when he knows the job a bit better, he won't have to travel quite so much.

- F: It can't be very nice for your Mom ... um, these must be your two brothers ... which one's which?
- E: That's Dan, the elder one.
- F: Mmm ... he's nice. Does he still live at home?
- E: He doesn't really know what he's doing at the moment. He's taking a computer course in Manchester – he's living with my aunt and uncle for a while – but I don't know what he wants to do after that.
- F: And what's your younger brother's name ... Tom?
- E: Tom ... yeah – he's thirteen now.
- F: Only thirteen? He looks older than that, doesn't he?
- E: I know, he's growing up really fast, isn't he? He's a lot taller than me now.
- F: Oh, and this must be your grandmother – she lives with your family, doesn't she?
- E: Yeah ... she's getting a bit old now, poor thing. She hardly ever goes out of the house. It's sad really.
- F: It must be difficult for your mom, too.
- E: Yeah, I suppose it is, but she doesn't seem to mind ...

### Recording 6

(missing words only)

- a lunch   b look   c accident   d rest   e problems  
f great time   g baby girl

### Recording 7

- P = Philip      S = Sonia      K = Kate
- K: Sonia! Hi! How are you? This is Philip, my brother – Sonia's in my class at college.
- S: Katie ... hello. Hi, Philip.
- P: Pleased to meet you.
- K: Sonia's from Milan, Philip – you can try out some of your Italian. Philip's studying Italian in his evening classes. Oh, look, I think that's Ian over there ... excuse me, I must just go and say "hello."
- S: Parli un po' l'italiano?
- P: Un po' ... I can understand a few words, but I'm finding it quite difficult. I only go to classes once a week – it's not really enough.
- S: Oh, I'm sure you will learn to speak very good Italian! It's a very beautiful language.
- P: Yeah, I've always liked the sound of it. Unfortunately, I don't have a lot of time to study ... I'm working very long hours at the moment.
- S: Oh ...
- P: Yes, I'm in the import / export business ... we do a lot of business with Italy – that's why I'm trying to learn a bit of the language.
- S: So does that mean you travel a lot?
- P: Not yet, unfortunately ... I'm in the London office most of the time, but I'm hoping to travel more in the future ... to Europe and the United States.
- S: Yes, I love traveling too. I've traveled round Europe quite a lot ... to France and Greece ... but I'd really like to go to the US, too.
- P: So, how are you finding London? You're taking the same course as Katie ... textile design?
- S: Yes, it's a really good course. I'm really pleased I'm taking it.
- P: And is that ... hard work?
- S: Well, we have to spend a lot of time on project work ... which is very practical and useful for the future, but it takes up a lot of time ... and we have some essays and reading to do as well.
- P: So do you have any time for a social life?
- S: Yeah ... I go out with my friends from college quite a lot. The thing I like most in London is the theater. I go at least once a week ... I love it. Are you interested in the theater?
- P: Yes ... I go occasionally ... I see a musical once in a while. I prefer the movies.



- S: What kind of movies do you like?  
P: Actually, I really haven't seen anything for ages. I don't seem to have time at the moment ... with work and everything. I just come home and put my feet up and watch soccer on TV. It's terrible really.  
S: Oh, do you like soccer?  
P: Yeah.  
S: I play soccer.  
P: Really? In Milan?  
S: No, here in London. We have an Italian women's team called Forza Italia. We play every Sunday.  
P: Great! Where do you play?  
S: Just near Tufnell Park.  
P: That's where I live. I'll have to come and watch you play one Sunday.  
K: Philip ... look who's here – it's Carrie. She wants to talk to you. Come and say "hello."  
P: Excuse me ... Hi, Carrie ...

## Module 2

### Recording 1

(correct verb forms only)

- 1 met 2 was spending 3 was doing 4 decided 5 arrived  
6 started 7 thought 8 were having 9 began 10 told  
11 were talking 12 thought 13 hated 14 liked  
15 was wearing 16 didn't suit 17 didn't tell

### Recording 2

(missing verbs only)

- 1 met 2 were traveling 3 started 4 discovered 5 had  
6 lived 7 were going 8 were training 9 was working  
10 talked 11 fell 12 decided 13 reached 14 were 15 was  
16 are

### Recording 5

(missing phrases only)

- a for a long time b a great time c don't have time  
d by the time e on time f all the time g in two days' time

### Recording 6

**Tim**

Right, well, this was really my first experience of crime ... and I can still remember it really well. It happened when I was about eight ... eight years old ... and ... um ... I was out shopping with my mother, and my big sister ... my big sister who was always horrible to me cuz I was the little one, I suppose ... she still is horrible to me as a matter of fact, but anyway ... we were at our local store in the town where we lived ... and on the way to the checkout ... it was a sort of little supermarket type of place ... on the way to the checkout, I picked up this candy bar ... a Milky Way to be precise ... and I picked it up, and I thought my mother was going to pay for it, I honestly did, I swear. I thought she knew I'd picked it up, even though I didn't tell her ... so anyway I picked it up, I didn't try to hide it or anything ... we got through the checkout with me still holding this Milky Way ... which was probably starting to melt by now ... and then as soon as we got outside the store, my sister came over to me and whispered to me in this really horrible voice, "You stole that Milky Way. I saw you." And I honestly thought Mom had paid for it. So we got home ... and ... well, I was just mortified, I couldn't tell my mom or anything, I just thought, "Oh well, that's it then ... the police are gonna come and get me, and put me in jail and all that ... I'll never see my family again ... complete shame!" ... and when it came to bedtime, my mom kissed me good night and everything ... and I still had this Milky Way which I'd hidden. I was just waiting for the police to arrive ... and that night, I

thought, "Well, there's only one thing for it, I'm gonna have to leave home, run away!" So I waited until I thought everyone had gone to bed ... put on some clothes ... and went out into the fields near where I lived ... with this Milky Way ... and buried it in a field, sort of destroying the evidence, you might say. And I just sort of sat in this field for hours, just not knowing what to do next. I thought, you know, I'll never see my family again ... I'll just be a vagrant all my life, you know, wander about from town to town ... and the next thing I remember, of course, there's this police car stops just on the road near where I was ... and these policemen all get out and start walking towards me ... and I thought, "Oh my God! They've come for the Milky Way! Run!" So, I start running away, which wasn't all that fast, cuz I was only eight ... but of course they caught up with me ... and in fact, my parents had called the police cuz they'd found I wasn't in my bedroom, and they'd all gone out to look for me ... and I just burst into tears. I never managed to find the Milky Way again, though ... it's ... er ... it's probably still buried there somewhere.

**Anna**

I = interviewer A = Anna

- A: One of the most memorable moments in my life was in fact when I was about fourteen, when I met my brother – or rather my half brother – for the first time.  
I: First time?  
A: Yeah.  
I: How was that?  
A: Well ... er ... in fact my mom ran away from Czechoslovakia in 1968 and she had to leave behind a five-year-old son ...  
I: God!  
A: ... which I think must have been quite difficult.  
I: Poor her! Well, how did it happen?  
A: Well, you know that in 1968 there was a big movement in Czechoslovakia to get more freedom from the communists ...  
I: Yeah ...  
A: ... and eventually the Russian tanks were sent in to bring things back under control. Well, anyway, my parents were staying in London at the time that it happened, and they were terrified that if they went back to Prague, they'd be sent to jail ... so, they decided to stay in London, but my mom's son from her first marriage was left in Czechoslovakia.  
I: I see ...  
A: So, in fact, we didn't meet until 1988.  
I: Yeah?  
A: Yeah ... we went back as a family ... oh, it was a pretty strange experience.  
I: I'm sure ...  
A: I was really nervous ... and ... er ... well, we actually went to meet him in his apartment in Prague where he was living with his wife and two children ... two sweet little girls ... and we went up there and my sister and I were really nervous and ... well ... he and his wife they were very kind to us ... really sweet ... very hospitable ... and he actually gave my sister and I a rose each as a welcoming gesture which was lovely ... er, but I do remember one thing that struck me most was ... er ... when he called my mom "Mom." I suddenly got really protective of her, and thought, "You can't do that – that's my mom." That was quite bizarre.  
I: Do you still see your ... er ... half brother?  
A: Yes, I do – he phones up quite regularly and we've been in close contact ... he still lives out there ... and we're obviously settled here, but, yeah, we see each other from time to time.  
I: But you still remember that first time?  
A: I do, very much ... we laugh about it now, but it was certainly important at the time.



## Recording 7

- a A: I'm afraid the fax from the bank didn't arrive.  
B: Oh, didn't it? That's annoying!
- b A: You know that file I lost? I found it at home last night.  
B: Did you? Thank goodness for that!
- c A: Apparently the new area manager's going to be here this afternoon.  
B: Oh no! Is he?
- d A: I still haven't finished that report.  
B: Haven't you? Oh dear!
- e A: Mrs. Adams was really annoyed with me for missing the meeting yesterday.  
B: Really? Was she?
- f A: It took me two hours to get home yesterday. My train was canceled again!  
B: Was it? Not again!
- g A: Mr. Martin wants you to phone him as soon as you can.  
B: Does he? Right.

## Recording 8

(answers only)

- a Isn't he? b Does she? c Can it? d Did you? e Doesn't she?  
f Was it? g Didn't she? h Is it?

# Module 3

## Recording 1

- The Nile is the longest river in the world at 6,741 kilometers – slightly longer than the Amazon, which is the second longest at 6,440 kilometers.
- Vatican City is the smallest country in the world, with an area of only 0.44 square kilometers, and a population of just 738. The second smallest is Monaco, which has an area of just 1.8 square kilometers.
- Monaco is actually much more densely populated than Hong Kong – there are approximately 6,000 people per square kilometer in Hong Kong, whereas there are 16,500 in Monaco. At the other extreme, Canada has an average of fewer than three people per square kilometer!
- Even excluding the part that is in Asia, Russia is still by far the largest country in Europe, with an area of over 4.5 million square kilometers. The second largest is Ukraine, also part of the former Soviet Union, at about 600,000 square kilometers.
- The biggest conurbation in the world is Tokyo-Yokohama with a population of about 31.1 million. The second biggest is Mexico City, the third biggest New York, the fourth biggest Seoul in South Korea, and the fifth biggest São Paulo.
- The answer is actually the obvious one – it's a lot further from New York to London than from New York to Los Angeles. New York to London is around 5,500 kilometers, whereas New York to Los Angeles is fewer than 4,000 kilometers.
- Officially the largest island in the world is Greenland – with an area of over 2 million square kilometers. Australia is much larger, but is regarded as a continent, rather than an island.
- The Andes, which reach 6,960 meters, are actually much higher than the Rockies, which reach only 4,399 meters. The highest mountains in the world are of course the Himalayas, reaching 8,848 meters.
- The country in the world with the most neighbors is the Republic of China, with a total of sixteen neighbors, including Mongolia, Russia, Vietnam, and many others.
- Canada has by far the longest coastline – it's approximately 151,000 kilometers. The second longest coastline is Indonesia's, but it's a long way behind at a mere 33,000 kilometers.

## Recording 2

- Mark the biggest room.
- Mark the second biggest room.
- Mark the second smallest room.
- Mark one of the most comfortable places to sit.
- Mark the worst place to relax.
- Mark the best place to study or work quietly.
- Mark one of the messiest places.
- Mark the sunniest room.
- Mark one of your favorite pieces of furniture.
- Mark one of your least favorite things or places.

## Recording 3

I = interviewer J = Judit

- I: So what was it like going back to Budapest after all that time? You hadn't been back since the communist days, had you?
- J: It was really interesting ... I really enjoyed it. I'd heard a lot about all the changes, so I went expecting everything to be completely different ... but actually many things didn't seem so different.
- I: Really?
- J: I mean, a lot of the things that I really love about the city were exactly the same – all the beautiful old buildings, the river, the streetcars, the old coffeehouses – the general atmosphere of the place was still as wonderful as ever. Of course, once I started looking more closely, a lot of things were very different, as you'd expect.
- I: So what were the differences?
- J: Probably the most obvious thing is the stores ... there's much, much more choice in the stores – you can find whatever you want now ... if you can afford to buy it, of course. Before it was much more difficult to find luxuries like, I don't know, Japanese cameras or Swiss chocolate or whatever. There just seem to be a lot more stores ... and of course a lot more places like McDonald's and Burger King, which you didn't see before very much. In fact, generally, there seem to be a lot more restaurants and nightclubs and places to go out.
- I: Well, it's become a very popular tourist destination, hasn't it?
- J: Yeah, it's amazing ... there are so many tourists and foreigners around the place now. It used to be very unusual to hear people speaking English or French on the street – now they're all over the place ... so that was quite a big difference, too.
- I: And what about prices – did you notice a big change?
- J: You're not joking! Absolutely everything is more expensive – everything! The thing I noticed particularly was transportation – public transportation used to be incredibly efficient and incredibly cheap. It's still just as efficient as it was, but it's a lot more expensive. And taxis are terribly expensive now – I only took one taxi and it was a real shock!
- I: Were there any other changes you noticed, you know, just walking about the streets?
- J: Er ... people looked better dressed, I think, because the stores are better, I suppose ... oh, and the cars ... they were another thing that were really different. There are more cars on the roads now, and, you know, bigger, fancier cars ... that does give the whole place a different atmosphere.
- I: Yeah ...
- J: One thing that hasn't changed, unfortunately, though, is the pollution ... it's just as bad as it always was.
- I: And I suppose with all these new cars it'll get even worse.
- J: I don't know ... maybe ...

## Recording 4

- They're a lot better than before.
- It's just the same as before.
- They're completely different from before.
- It's not as cheap as it used to be.
- They're more or less the same as before.
- It's very similar to how it was before.



## Recording 5

H = Helen    B = Bob    I = Isobel

- H: So you're flying to Cork, right?
- I: Yeah, right. We arrive there Monday evening and we already have a hotel booked for Monday night. Then we pick up our rental car on Tuesday morning.
- H: Well, Cork itself is worth looking around – there's a nice cathedral there, but, personally, I wouldn't stay there too long, if I were you. I'd head straight for the lakes for the second night – it's a beautiful drive through the mountains, and you can stop at Blarney castle, and you know, kiss the Blarney stone.
- B: Kiss the Blarney stone!
- H: Yes, it's a tradition, didn't you know? If you kiss the Blarney stone, you get the Irish gift of eloquence. You know, we're very famous for our eloquence and our ability to talk. So, that's what you have to do.
- B: Right, we won't forget. We'll definitely kiss the Blarney stone!
- I: And can we stay there – at Blarney castle?
- H: Well, there's not really much there. I'd recommend that you go on to Killarney – it's right in the middle of the Lakes, one of the most beautiful areas of Ireland. You could spend two or three nights there easily, just driving round. There's so much beautiful scenery to see – the lakes and the mountains. You'll love it!
- I: Right ... Killarney ... that's here ... and do you recommend anywhere special to visit while we're there?
- H: Well, you have to see the Ring of Kerry – it's the most spectacular coastline in the whole of Ireland, I would say. You just drive along the coast road through places like Killorglin – that's lovely – and Dingle Bay, and Kenmare ... there's lots of beautiful spots where you can stop.
- I: So, how long do you think that would take?
- H: Oh, you could do it in a day. It's about a hundred miles altogether, I think.
- B: And is there anywhere else to visit while we're in Killarney?
- H: There are so many places, it's hard to say. You can just drive around and stop wherever you like. You'll find the people really friendly in all those little places – and they love Americans, Bob!
- B: Sounds great! So, where do you think we should head after that, Helen?
- H: Well you should see Limerick, for sure – it's something like the fourth biggest city in Ireland, and it's really lovely. It's on the River Shannon, and there's a very nice cathedral. I can't remember the name ... and King John's castle ... it's really one of the prettiest cities in Ireland.
- I: So how long do you think we should stay there?
- H: I don't know ... one night's probably enough.
- B: And from there?
- H: Well, if you've got the time, you could drive up to Westport – it's about three or four hours' drive, so it's quite a journey, but it's a wonderful drive, and Westport is right by Croagh Patrick, which is one of the most famous mountains in Ireland. Or, if you don't want to go that far north, you could drive across to Waterford here on the south coast.
- B: Isn't that the place where they make the glass?
- H: That's right, that's right – they make some of the best crystal in the world – Waterford crystal. You can visit the factory there. It's quite interesting!
- I: And is it a pretty place?
- H: Yes, it's quite nice. You could stay there overnight, and then it's the most wonderful drive back from Waterford to Cork, along the coast road ... and that takes you back to where you started.
- B: Great! Thank you very much for your help.
- I: Yes, that's fantastic, Helen! Thanks.
- H: You're welcome. I hope you have a great trip!

## Recording 6

Z = Zelda    F = friends

- Z: Can you recommend anywhere to stay – something fairly cheap?
- F: Actually, I'd really recommend the place where we stayed – the hotel Nadir. The owners were really friendly, and it was right near the beach and we thought it was very reasonable.
- Z: It sounds great!
- F: I think I have the address somewhere. I'll find it for you.
- Z: Oh, thanks! I'd really appreciate that.
- Z: What about the food? What should I try?
- F: Well, you must try the fish, it's wonderful – really fresh and tasty. And they have the most fantastic cakes, so you should definitely try them. What else? All the wine we had was awful, so I wouldn't recommend that. The beer's much better ... oh and be careful with the water – a few people we met had problems, so it's probably best just to drink bottled water.
- Z: Oh, right ... I'll remember that. Thanks.
- Z: ... and what about traveling around?
- F: Well, personally, I wouldn't use the taxis. The taxi drivers are terrible with tourists ... you know, charging double the fare, and driving around for miles ... and they're terrible drivers – they drive incredibly fast!
- Z: Oh, dear! So, what do you suggest instead?
- F: Well, I would recommend the local buses. We thought they were excellent, they were really cheap and reliable, much better than in this country.
- Z: Oh, right. Thanks for telling me.
- Z: Do you have any other tips?
- F: I can't think of anything ... oh, yes, there is one thing – be really careful with your money when you go downtown. It's famous for pickpockets, so don't carry too much money if you can help it.
- Z: Yes, I've heard that before. I'll have to be careful.

# Module 4

## Recording 1

- 1 A: Barbara? Catherine? What are you two doing?  
B: We've finished. Can we go now?  
A: Well, just wait a minute. Frank, how about you? How are you getting on?  
C: Sorry, I haven't finished yet ... just a minute ...  
A: Well, hurry up, then.
- 2 A: ... didn't even recognize you for a minute – you look so different. You've changed your hair – it's really nice, I like it.  
B: Oh, thanks ... and you look really well, too. You've lost weight, haven't you?  
A: Well, yes, a bit. I've been on a diet for about three months, and I've joined a gym ...
- 3 A: John, is Daniela still here?  
B: Well, she was here. Perhaps she's just gone out for a minute.  
C: If you're looking for Daniela, she's gone home. She left about ten minutes ago.  
A: Oh, never mind. I'll talk to her tomorrow.
- 4 A: What's the matter?  
B: It's my glasses ... have you seen my glasses anywhere?  
A: I don't know if I have ... I can't believe you've lost them again!  
B: OK, so I've lost my glasses! Will you help me look for them, please?  
A: Have you looked under the ... look! They're just there on the table.  
B: Well, who put them there?



- 5 A: Let me see ... er ... George ... have you met Silvina ... Silvina Ramos?  
 B: Yes, I think we have – we met at the conference last year, didn't we?  
 C: That's right, I remember. Nice to see you again.

## Recording 4

OK ... so I was born in Tarragona, a small town not far from Barcelona, in 1977. I had a very happy childhood there with my brother and my parents, and then when I was about eleven years old my father got a new job and we moved to Barcelona, where I've lived ever since. I went to high school there ... and then I studied tourism for three years at college. After that, I spent some time unemployed, looking for a job and doing a few temporary jobs ... and then I finally got a job in a travel agency, which is what I've always wanted to do. So I've been working there for about three months now. What else? I have a boyfriend, Pablo, who I've known since I was at school. I think we met when I was about sixteen ... actually we're engaged now. We got engaged in January, and we're planning to get married next year, hopefully, when we have a bit more money. And apart from that ... my favorite hobbies are skiing, which I've been doing since I was a child, and learning foreign languages. As well as Catalan and Spanish, I'm learning French and English, because of course they're both very important for my job. I think I speak English better. I've been studying it for about nine years, so I should speak good English! I've also been to Britain a couple of times, and also once to the United States ... so it's something I really enjoy.

## Recording 5

- 1 How long have you had your present hairstyle?
- 2 How long have you been coming to this English class?
- 3 When did you last go to the movies?
- 4 How long have you known your oldest friend?
- 5 When did you buy the shoes you're wearing?
- 6 When was your last vacation?
- 7 How long has the government of your country been in power?
- 8 When was the last public holiday in your country?
- 9 How long have you been studying the Present Perfect?
- 10 How long have you been doing this exercise?

## Recording 6

(missing words/phrases only)

- a taxi b cold c worse d home e rid of f along OK with  
 g the message

## Recording 7

- 1 Ah ... she's ... she's not a malicious person, she's ever so good-hearted really, I think she means very well ... and she's always very interested in how I'm getting along at home, always really interested in my family and friends and everything. I think she really is interested in people generally. I remember when I started working here, a lot of the others didn't take the trouble to talk to me, you know, as a new person, whereas she was immediately ... she did her best to make me feel welcome, she showed me where everything was, all that kind of thing. It's just that ... oh dear ... I mean, once she starts talking, she just won't leave you alone. I have to say there are times when I just switch off, you know, and stop listening ... I just pretend to listen, but actually I'm thinking about something else. I think with Dorothy, you know ... there's always a problem, she's always telling you about it, in great detail. She's always complaining about something or other, and she just goes on and on about her problems. It's always, "Oh well, I don't think that's very fair," or "Have you heard about so and so?" All these pieces of office gossip ... I have to say she really gets on my nerves sometimes.
- 2 Well, I suppose Jeremy's my oldest friend, really. We went to the same school. I still remember the first time I met him ... and he asked if he could borrow some money from me in fact – which was

quite bold since he hardly knew me! I said "no," of course! At school he was always a bit cleverer than me, and he always seemed to have lots of confidence in himself, he's always been a good talker ... he impresses people, I think, although I was better at practical things, math and sciences. He can be really clever when he wants to be. We always seemed to get along all right, though. I remember we had a vacation together when we were about eighteen – we went hitchhiking in France ... it was quite an adventure. Then he went to college and I started work. We've stayed friends, though. Obviously we're not as close as we used to be, but we still see each other from time to time ... we still find something to talk about ... he always makes me laugh.

- 3 I think one reason I really admire her is because she's so positive and enthusiastic about everything. She always sees the good side of things ... you know, if I take the children to see her ... her grandchildren ... and sometimes they're quite naughty and difficult ... but she'll always say, "Oh, they've been so good. It's been so lovely to see them." And that really is how she remembers it! When I was younger, she used to really annoy me sometimes ... you know, when I was a depressed, moody teenager, and she would say, "Depressed! When I was your age, I was always too busy to be depressed!" and I used to think, "Just go away, you're so insensitive, you don't understand my problems!" But now I'm older, I suppose I realize more that it's not so easy to go through all the things that happen to you in life and still be so cheerful. I suppose I have a lot more respect for her attitude now ... and when I hear about other people's mothers and what a problem they can be, I think, "I'm really very lucky!"

# Consolidation Modules 1–4

## Recording 1

- a A: Do you speak any other languages?  
 B: Yes ... French.
- b A: How long have you been here?  
 B: Only about a week.
- c A: What are you doing at the moment?  
 B: I'm working in an advertising agency as a personal assistant, but what I really want to do is ...
- d A: Did you have a good vacation?  
 B: Oh yeah, it was great – the scenery, the food, the weather ... fantastic!
- e A: So where were you born?  
 B: In Caracas. It's the capital of Venezuela.
- f A: How often do you go swimming?  
 B: Oh, about once a week. I don't swim as often as I'd like to, actually.

## Recording 2

OK, this was about ten years ago ... er ... when I was a student, so of course I wasn't working ... er ... in fact ... er ... I didn't use to do much ... er ... I used to meet my friends in the bar or, or the park, ... er ... I was also engaged at the time, so I spent a lot of time with my girlfriend ... er ... I'm not engaged anymore, thank God. Er ... yeah, I was a bit of a hippie. I had long hair, ... er ... a beard, ... er ... I was a bit smelly, a bit dirty ... er ... didn't wash much ... er ... people used to laugh at me quite a lot, but I didn't seem to care. ... er ... but now that's all changed quite a lot ... erm ... I have to have shorter hair, I no longer have a beard ... er ... I'm not exactly smart, I don't wear a suit, but being a teacher I have to wear reasonably clean clothes, be reasonably well presented ... er ... and I suppose my character has changed a lot. I think ... er ... it changed with the haircut ... er ... but strangely ... er ... I'm a lot more relaxed now, a lot more laid-back ... er ... not as arrogant as I was. I was very self-confident when I was



younger and I didn't really care what anybody thought about me. ... er ... Now I do listen more to people, ... er ... which I think helps with the job ... er ... yeah ... er ... I like myself a lot more now.

## Module 5

### Recording 1

- 1 Write down three things that you've already arranged to do this week.
- 2 Write down two domestic tasks that you intend to do next weekend.
- 3 Write down either where you're going or where you'd like to go for your next vacation.
- 4 Write down how you think you'll spend next Sunday morning.
- 5 Write down what you're going to eat when you get home after class today.
- 6 Write down one good intention that you have for next week.
- 7 Write down two items, small or large, that you're planning to buy in the next month or two.
- 8 Write down where you're due to be after this lesson finishes.
- 9 Write down what you think your teacher is about to do.

### Recording 2

- a I really want to go to the gym after work tomorrow night, but I probably won't go. I'll probably go to the bar like I always do!
- b I'll probably watch TV and read the newspapers – and my mom'll phone me, almost certainly.
- c I'm going to sort out all my college notes this weekend.
- d I'm not going to do any domestic tasks this weekend. I'm going to lie in bed, read a book, and generally be lazy.
- e We're thinking of going to Scotland for our vacation this year, but we haven't really decided.
- f I'd like to have a vacation this year, but I can't afford it, unfortunately.

### Recording 4

- 1 I'd been working in a bank for about five years, and actually I wasn't very ambitious or career-minded. Then a new manager came to my branch – he persuaded me to take the job more seriously, so I started studying to become a manager myself. I had to go to evening classes for five years to get the qualifications I needed ... but it's been worth it. I enjoy coming to work much more now. Some people think working in a bank is boring, but for me every day is different. It's all about dealing with people ... and that's always a challenge.
- 2 I've been doing the job for about eight years now, and I still really enjoy the actual work. There's a lot of job satisfaction, just being with the children and watching them develop, and seeing things the way they see them – that's still great. Mind you, a lot of people have no idea just how tiring and stressful a day with a class of four-year-olds can be. Some people think it's an easy job, because the vacations are quite long, and everything. The thing I find depressing, though, is that there's no real career structure or chance of promotion in education. I could easily still be doing exactly the same thing in twenty years' time!
- 3 I wasn't really that academic at school, but I was always a lot more interested in science subjects than in languages or history or anything ... so at sixteen I applied for apprenticeships with a lot of small companies. I was really shocked to find out that a lot of them only accepted boys! Eventually I was accepted for a course in electrical engineering. I was the only girl out of seventeen students! I'm doing my basic training in the engineering center here at British Aerospace. The other people who work here are fine to me, it's no problem, but people I meet outside are sometimes very surprised when I tell them what I do, especially older people.

- 4 About six months ago my wife started saying she couldn't stand it at home any more with the kids, it was driving her mad, so I said, "OK then – if you find yourself a job that pays enough, I'll change places with you!" I'm a roofer by trade, mending and building roofs, but I'm self-employed, so I can please myself how much I work. Anyway, to my surprise she found herself a job in less than a week! So here I am – what they call a "house husband," I suppose, taking the kids to school and doing the shopping and what have you. My wife didn't think I'd be able to do it – but actually I'm really enjoying myself. I never used to see that much of the kids, so it's nice to really spend some time with them, taking them to the park and all that. It's harder work than you imagine, mind you ... I don't think I'd want to do it for ever.

### Recording 5

M = Marion J = Jean-Luc Bertrand

- J: Hallo, oui.  
M: Hello, can I speak to Monsieur Bertrand, please?  
J: Yes, speaking.  
M: Oh hello, this is Marion O'Neill from Horizons Unlimited. We're recruiting an assistant manager for you.  
J: Oh yes. Hello, Marion. How are you?  
M: Fine, thanks ... listen, I've just been going through the file, and I have a couple of questions for you – do you have a moment?  
J: Yes, of course.  
M: OK. Obviously the first question is about wanting an assistant manager who can also look after your children ... that's a bit unusual. Can you tell me something more about that?  
J: Of course – it would only really be during the time when the hotel is closed. I quite often have to go away on business – perhaps six or seven times a year for perhaps five days or a week at a time ... and as I don't have any relatives nearby, I need someone to look after them ... you know, drive them to school, pick them up, give them their supper, maybe look after them a bit on the weekend.  
M: Mmm ... and how old are the children?  
J: Olivier, my son, is thirteen, and Karine, his sister, is eight. They're very good – they won't be difficult.  
M: No, I'm sure, but it's still quite a big responsibility. It's not going to be easy to find someone who can do all the hotel work, too ... you say you want someone who can organize the reception desk, so presumably you'll need someone with plenty of experience?  
J: Of course, I think experience is necessary.  
M: And you mentioned driving a minute ago. How important is that? You say the hotel is quite remote ...  
J: Mmm, perhaps it would be possible without driving ... perhaps a neighbor could take the children to school ... but it might be a bit difficult for this person ... they might feel a bit isolated if they can't drive.  
M: OK, so driving is pretty important then. What else? Good French obviously essential ... other languages ... computer skills ... oh, yes ... you say you would prefer someone for two years rather than just one year?  
J: Yes, one year is the minimum, but really we'd prefer two ... you know, the children have had a very difficult time since my wife died, and I prefer not to have too many changes. Really, I think more important than anything else is a nice person who we can all get along with.  
M: Yes, of course, it must be very difficult for you. As I say, it's not going to be easy to find someone who can do everything you need.  
J: Of course not.  
M: Really, it's two jobs in one, you know ... still, the salary and conditions are attractive. We'll do our best for you, Monsieur Bertrand.  
J: Well, you've found us very nice staff before, so we'll put our trust in you.  
M: OK then – leave it with me. I'll call you when we have some news. Speak to you soon.  
J: OK then, bye.  
M: Bye.



## Recording 6

L = Louisa O = operator S = secretary

- O: Hello, Horizons Unlimited.  
 L: Hello, I'd like to speak to Marion O'Neill, please.  
 O: Just a moment, I'll connect you.  
 S: Hello, Marion O'Neill's office.  
 L: Er ... could I speak to Marion O'Neill, please?  
 S: I'll just see if she's available. Can I ask who's calling?  
 L: Louisa Barry.  
 S: One moment, please ... hello ... I'm sorry, but she's in a meeting at the moment. Can I take a message, or would you like her to call you back?  
 L: Well, I'm just phoning because she interviewed me for a job about two weeks ago, and I haven't heard anything yet. She said she'd let me know last Friday whether or not I'd been successful.  
 S: OK, well, I'll pass on the message and ask her to call you back. Will you be at home all afternoon?  
 L: I'll be here until about four o'clock, but anyway, you can leave a message on the answering machine.  
 S: Fine. Can I have your number, please?  
 L: Yes, it's 0165 776 3234.  
 S: OK then, thanks for calling.  
 L: Thank you, bye.  
 S: Bye.

## Recording 8

- a I'm just phoning because she interviewed me for a job about two weeks ago.  
 b I'll pass on the message and ask her to call you back.  
 c You can leave a message on the answering machine.  
 d Can I just take your number, please?  
 e Thanks for calling.

## Recording 9

O = operator R = Roberta Baker

- O: Good morning, Bank Direct, Gary speaking. How may I help you?  
 R: Hello, could you connect me to Sharon Elliot, the personal banker, please?  
 O: Just a moment. ... I'm afraid she's taking a call on the other line. Would you like to hold, or should I ask her to call you back?  
 R: Er ... ask her to call me back. I'm at home.  
 O: Can I ask what it's about?  
 R: Yes ... I'm expecting a money transfer from the United States. I know it's been sent, but it's still not in my account. I just wondered what's happening.  
 O: I see. Can I have your phone number, please?  
 R: Yes – 993 4567.  
 O: OK, fine. I'll pass on the message. She'll call you back soon.  
 R: Thanks, then. Bye.

# Module 6

## Recording 1

### Speaker 1

Oh, I just get so annoyed by them ... they never answer the questions the interviewer asks them ... they just come out with these little speeches that they've already prepared, whatever the question is. Sometimes I just want to throw something at the TV ... I mean, why can't they just answer a question properly and just say what they mean?

### Speaker 2

Generally, I think they're a very good thing. I think some of them have really made a difference to the way people behave ... you know, like these days far fewer people drink and drive. Some of them are very shocking – like when you see pictures of people who've been in car accidents caused by drunk driving. I suppose they have to be shocking to get their message across.

### Speaker 3

My girlfriend loves them, but I get bored after a while. There are so many different characters, and if you miss a little bit, then you lose the whole story completely, so I have to keep asking my girlfriend questions to follow the story – which is very annoying for her ... and I never ever understand who the murderer is!

### Speaker 4

Well, I think it's a very interesting question, whether children really are influenced by what they see on television. I know some people are very worried about children seeing all that violence, and maybe copying it. Myself, I think children know that there is a difference between reality and fantasy ... they like all the action, but they know it's not real.

## Recording 2

- The Statue of Liberty, which has stood on Liberty Island in New York Bay since 1886, was originally designed and built in Paris by two French architects – Frédéric-Auguste Bartholdi and Alexandre Gustave Eiffel, designer of the famous Eiffel Tower. It was transported to the United States by ship in 214 cases, and the parts of the statue were then reassembled in New York.
- Ice hockey is widely played in the US, Canada, Russia, Sweden, Finland, and Germany. It was first played by an Englishman on the frozen Kingston Harbor in Ontario, Canada, in the 1860s.
- The largest world producers of gold are Canada (6 percent), Russia (19.2 percent), and South Africa (48.8 percent).
- Crime and Punishment*, one of Dostoyevsky's greatest works, was written in 1865 and published in 1866. It tells the story of a murder committed by a young man with desperate financial problems, similar to those that the author was suffering at the time.
- Hindi and English are the official languages of India, but fourteen languages are spoken throughout the country. Many people, however, speak a local language of their own, and there are well over a thousand such languages spoken in various parts of the country.
- John Lennon was shot dead on December 8th, 1980, by Mark Chapman, just outside the New York apartment building where he lived with his wife, Yoko Ono, and his young son, Sean.
- It is estimated that an amazing 100 million bicycles are sold in the world each year – three times the number of cars that are sold!
- Until 1994, the finals of the soccer World Cup – held every four years – were held alternately in Europe and South America. The pattern was changed in 1994, when the competition was held in the United States. In 2002 the first World Cup finals were held in Asia, the tournament being shared between Japan and South Korea.

## Recording 4

Ice hockey was first played in Canada.  
 Half of the world's gold is produced in South Africa.  
*Crime and Punishment* was written by Dostoyevsky.  
 More than a thousand languages are spoken in India.  
 John Lennon was assassinated by Mark Chapman.  
 A hundred million bicycles are sold in the world each year.  
 The World Cup finals have been played in Asia once.



## Recording 5

a c = Chris J = June

- c: ... and June Adams is here with us in the studio to let us know what's happening around town this week. Hi, June.
- J: Hi, Chris.
- c: Well, what do you have for us?
- J: Right, well, a fairly good week this week for music fans, especially if you're into jazz. If you do like jazz, you really must try to see the legendary American pianist Mo Davison and his band – they're appearing at the Jazz Café on Market Street on Thursday. That starts at 10 p.m., tickets £10 in advance or £12 on the night. If you're more into heavy metal, well, the American heavy metal kings Megablitz, they're in town, and they're playing at the Queen's Hall on Friday of this week as part of their European tour. Tickets on sale at the Queen's Hall and through the usual ticket agencies – don't forget your earplugs if you're going to that one, should be a good night out. And finally for club-goers, there's a new seventies soul night at the Sound Club on Prince's Street – sounds good.
- c: Yes, that sounds more like my kind of thing.
- J: Well, it certainly is more your era, yes!
- c: Well, yes, moving on then, anything new at the theater this week?
- J: Yes, indeed, there's a production of a new play by a young Scottish playwright, David Gavin, at the Theater Royal. The play is called *Dead End* – it stars Charles Lovell and it's directed by Peter Moffatt. It's about a young art teacher who suddenly finds ...

b

The city – Washington, DC. The year – 2025. America has a new President. One man plans to kill her. "The President dies. Tomorrow." Only one man can stop him.

"You have 24 hours. Find him. Kill him!"

Rod Saleno is – the Manhunter. At a movie theater near you, from Friday.

c b = Bob Barrett k = Kerry

- B: ... you can have your say with me, Bob Barrett, here at Radio Southwest, 630-2525, that's the number to call if you want to air your views. We're talking about the huge rock concert at the weekend. Were you there? What did you think of it? Our first caller is Kerry ... Kerry, you're on Radio Southwest. What's on your mind?
- k: Hello?
- B: Hello, Kerry.
- k: Well, yes, about the rock concert, I thought it was ...

d

- A: ... and I really wasn't convinced by it, the acting ... well, Donald Barlow plays the husband, a man who's faced with the choice of either remaining loyal to his best friend or attempting to save his marriage. If you think that sounds pretty familiar, the whole movie is pretty much a cliché from start to finish. I found the whole thing very predictable ... the characters and the situation really aren't very original. The one person I did like was Elizabeth Bell as the wife, I thought she gives a very good performance in her first major movie ... and the photography is good, the movie looks lovely ... but frankly, I found the whole thing a bit dull. It's directed by Peter Weedon, and I'm sure he's capable of better work than this, not his best by any means.
- B: So, not recommended, then?
- A: I'm afraid this isn't one of the movies of the year, no.
- B: So, moving on to the next ...

## Module 7

### Recording 1

- a Can you tell me what time it is, please?
- b Is it OK if I sit here?
- c Do you mind if I borrow your pen for a second?
- d Would you mind looking after my suitcase for a minute?
- e Is it all right if I put the news on for a few minutes?
- f Could you change this \$5 bill for me?
- g Do you think you could pass me the water, please?
- h Excuse me, can I get past, please?

### Recording 2

- a A: Can you tell me what time it is, please?  
B: Certainly, it's quarter past three.
- b A: Is it OK if I sit here?  
B: Sorry, but I think someone's sitting there.
- c A: Do you mind if I borrow your pen for a second?  
B: I'm afraid it isn't working. Sorry!
- d A: Would you mind looking after my suitcase for a minute?  
B: Of course not.
- e A: Is it all right if I put the news on for a few minutes?  
B: Sure, go ahead!
- f A: Could you change this \$5 bill for me?  
B: I'm afraid I don't have any change.
- g A: Do you think you could pass me the water, please?  
B: Sure – here you are.
- h A: Excuse me, can I get past, please?  
B: Yes, of course.

### Recording 4

I = interviewer N = Nikam Nipotam

- I: So what kind of things would a visitor to Thailand need to know about? Are there any social customs that are very different from a European country, for example?
- N: Well, there are a lot of things that are different ... um ... for example, the names, the way you address people is different.
- I: How is that?
- N: Well, you always call people by the first name ... the polite way to address people is by their first name.
- I: What, even in a formal situation?
- N: Yes, you say "khun" – it's like "Mr." or "Miss" ... or "Mrs."
- I: Oh ... you mean it's the same for men and women?
- N: Yes, "khun" is for men and women, it's the same. You say "khun" and the first name ... and also, when you meet people, you don't shake hands usually ... there's a traditional greeting called a "wai."
- I: A "wai"? And what's that exactly?
- N: Well, you put your hands together, like when you pray, when you say a prayer, and you bow your head forward slightly ... and the other person does the same. But it's not usually for friends ... you don't need to do it ... you just do it for people older than you.
- I: I see. And in public are there any things that you find different? Is it true that it's not acceptable for a young couple to hold hands in public?
- N: Well, nowadays some of them do, maybe because of the influence of Western society, but it's not so common. I think twenty years ago you couldn't do this, you couldn't hold hands in public, and even now, a couple kissing in public ... no, you wouldn't see that.
- I: Uh-uh.
- N: Another thing that people might find very different is that the head is very important for Thai people – you can't touch another person's head. You have to respect people ... and in the same way as the head is the most important part, the feet are the lowest part. It's very rude to point at anything with your feet ... if you want to open a door with your foot, you can't do it!
- I: Right. So if someone invites you to their home, is there anything you should know about how to behave?



- N: Yes, you have to take off your shoes! Don't forget!
- I: You have to?
- N: You have to ... and if you're invited to eat in someone's home, it's a little bit different. When we eat a meal, we always put the food in the middle, for sharing – you have a big bowl for the rice and everyone helps themselves to the other dishes with a spoon and fork. We don't have salt and pepper, we have something called "nam pla" on the table ... it's ... er ... fish sauce. It has a very strong taste, it's typical of Thailand. For me, Thai food is very good, very delicious!
- I: Right. OK ... anything else, any other "dos," "don't forgets," and "don'ts"?
- N: Mm ... let me see ... er ... maybe one thing you should know is about the royal family, the Thai royal family – it's not the same as in England. In England you can say anything about the royal family, but in Thailand you can't talk about them like that – you always have to show respect.
- I: That is very different from England. Well, thank you very much for your help. I'll try to remember everything you've told me!
- N: You're welcome.

## Recording 5

R = Roger L = Laurence

- R: Hello?
- L: Hello, Roger. It's Laurence.
- R: Laurence! I haven't heard from you for ages! How are you?
- L: Fine. We've just got back from a few days away with some relatives down on the coast. Anyway, how are things with you and Millie?
- R: Great ... fine ... everything's fine. We have all Millie's sisters around for lunch at the moment.
- L: Yes, I can hear you're busy! Listen, I won't keep you. I was just phoning to ask if you and Millie are doing anything next Saturday night. If not, would you like to come for a meal? Patrick and Colin are coming over, and we thought it would be nice if you were there, too.
- R: We can't, I'm afraid. An old buddy of mine from college is getting married up in Scotland, and we're going up there for the wedding. What a shame! It'd be nice to see you all again.
- L: Yeah, it is a shame ... I know, how about the following Saturday instead? I don't think we have anything planned that night.
- R: Yeah, I think that should be fine. I'll check with Millie and call you back if there's any problem, but ... no ... that'd be great!
- L: Great! We'll look forward to seeing you. I'll let you get back to the family now. Give me a ring in a week or so to arrange a time.
- R: OK, then. Thanks for calling. See you!
- L: Yeah, see you!

## Module 8

### Recording 1

- a
- A: OK, so you need to press that button ...
- B: What, that one?
- A: Yeah, the one that says "announcement" on it, that's it ... and you need to actually hold it down ... hold the button down ...
- B: OK ...
- A: ... and then in a second a light flashes, a red light ... and that means it's ready to record ... and you just record your announcement: "I'm sorry, I can't take your call" ... whatever.
- B: OK, sounds easy ... let's have a go then ...
- b
- A: ... and it just went "pfft" ... stopped ...
- B: Hmm ... let me see ... did you plug it in properly?
- A: What?

- B: Is it plugged in at the wall?
- A: Well, of course it is! I'm not that stupid!
- B: I'll just check. Sometimes you can unplug it by mistake ... when you're moving around ... hmm, looks OK ... try again ... switch it on ... hmm, nothing.
- A: That's what I told you.
- B: Well, you'll just have to use a brush then. We can't leave the carpet as it is ...

c

So, do you have the thing you want to send? You put the document in there, like that ... and then you pick up the handset, and you dial the number. Then you wait for the tone ... and when the tone sounds, it's like a continuous beep ... and when you hear that, it means you can send it off, so you press the start button and it just goes through. OK?

- d
- A: So it's perfectly simple, you just follow what it says here.
- B: Well, you tell me what it says, and I'll do it.
- A: OK, so "Set TV to video channel" – right, we've done that.
- B: Right.
- A: Load a cassette. So put a cassette in again ... OK ... right ... and now you just ...
- B: But look – it's happened again! The cassette gets stuck!
- A: Hmm ... well, see if you can get the cassette out by pressing the "eject" button ... that's it ...
- B: No, it's not working ... it's still stuck ...

### Recording 3

I = interviewer D = Denise

- I: So tell me about your store, Denise. How long have you owned it?
- D: Not that long, I've only been here for a couple of years. It's a small art and crafts store – I live in the apartment above it and work in the store all day ... so it's kind of my whole life really!
- I: And what kinds of things do you sell?
- D: Anything handmade, basically. A lot of the things are imported from abroad – at the moment I have some ceramics from Greece and Portugal, they're all very modern designs if you look.
- I: Yes, they're lovely. Anyway, tell us more about what you sell.
- D: Well, ceramics, plates, bowls, ashtrays ... I sell lots of jewelry – earrings, pins, that kind of thing ... and generally they're made by local artists.
- I: Aha.
- D: And then I sell a few clothes ... I have those Japanese handprinted bathrobes at the moment.
- I: Oh yes ... they're beautiful, aren't they?
- D: Handmade cards ... candles ... picture frames ...
- I: And what about the store itself? I mean, are you happy with the premises or would you like to move somewhere else?
- D: Yes and no! I mean the location is actually very good – I'm on quite a busy main street ... there are plenty of other little stores and coffee shops nearby, and there are loads of students and young people living around here, you know, the kind of people who buy the stuff I sell.
- I: Aha.
- D: And I have several friends who live or work in this area, which is actually quite important for me personally, because I work in here on my own most of the time, so it's really great when they pop in for a chat or whatever.
- I: So what are the disadvantages then?
- D: Well, there's only one really, but it's a very important one – there just isn't enough space. I have far too many things in this tiny little store – people are always knocking things over! Ideally I'd love to have enough space for a little coffee shop and a cake store as well.
- I: Yes, that'd be great.
- D: Then there would be someone else to work here ... and I wouldn't get lonely!



## Recording 4

### Emma

E = Emma I = interviewer

- I: So, Emma, what would you most like to have in the world?  
 E: I think what I'd really like, and I always have, is a motorcycle.  
 I: Uh-uh ...  
 E: Yeah, I used to have one in Greece, but it was a mixture between a moped and a motorcycle. It wasn't very powerful.  
 I: Uh-uh.  
 E: I have an image of a huge powerful black, it's got to be black, motorcycle ... er ... the one where you have two seats, one is raised at the back for the passenger ...  
 I: Right ...  
 E: ... yeah, and just the idea of packing my bags, grabbing my passport and ...  
 I: Just go?  
 E: Just go. Yes.  
 I: Where would you go?  
 E: I'd probably travel down to Spain, France, around there. Just ride off into the sunset, not a care in the world.  
 I: Sounds lovely.  
 E: Umm ....

### Rodney

I've had a cellphone for about three and a half years now ... er ... I first got it because my son was about fifteen at the time and was going out a lot. He'd started a social life, sometimes he was out quite late and, as I like to be out myself seeing friends, then I wanted to know that he could always get in touch with me. Perhaps he'd missed the last bus, that kind of thing, and I could go and pick him up. Er ... at the moment I'm living in an apartment where there isn't a telephone and ... er ... so it's proving very useful until I get one connected. Er ... I find it very practical, use it with friends, use it to phone my mother ... er ... I like the design. It's a little bit heavy, new telephones tend to be much lighter, but I like it.

### David

What I'd really like is a piano ... er ... I've had one before, but I had to sell it cuz I didn't have any money at the time and needed some. This time I'd get a grand, a baby grand. I'd put it in the sitting room and it would have to be black so it went with everything else in the room. I'd put some photographs on it, I think, with maybe a small bust of Beethoven, you know, a small statue of Beethoven, because he's one of my favorite composers. I'd really want this piano because it would help me to relax, and it would help me to maybe get rid of any depression I had ... yes, I think that's why I'd want it.

### Daphné

D = Daphné F = friend

- F: I like your ring, Daphné.  
 D: Do you?  
 F: Umm.  
 D: It's my engagement ring.  
 F: I didn't know you were engaged.  
 D: Umm, I was, well for a short while, when I was eighteen. Got rid of the boyfriend, though, but I kept the ring.  
 F: It's a really nice ring.  
 D: Umm, yes, it is quite nice. Look, see, right here it has a heart on the front.  
 F: Was it expensive?  
 D: Well, he said it was expensive, I'm not sure really ... but, I think it's quite old and he said it was antique silver. I don't know, but I always wear it. It reminds me of my teenage years and ... er ... well, sort of makes me feel nostalgic really.

# Consolidation Modules 5–8

## Recording 1

- a Singer, actor, and political activist Harry Belafonte grew up in New York and Jamaica. He made his first album in 1955, but had his greatest success with his third album *Calypso*, which was released in 1959. It was the first album in history to sell a million copies worldwide. He became politically active in the 1960s, and has made several movies.  
 b Nadia Comaneci was the first Olympic gymnast to be given a perfect score of ten in an Olympic gymnastic competition. She was voted Heroine of the Year by the Press Association. After retiring from gymnastics, she escaped from Romania and has lived in the United States since 1989.  
 c Lalka became the first animal in space on board the Russian *Sputnik 2*, which was launched in November 1957. Sadly, Lalka could not be brought back to Earth, and she died in space about a week after the launch. The Lalka Foundation in Moscow, one of Russia's most important research institutes, is named after her.

## Recording 2

a D = Dave J = Jane F = Fran

- D: 761-4503.  
 J: Hi, Dave. It's Jane here.  
 D: Oh hi, Jane. How are you?  
 J: I'm fine. Is Fran there?  
 D: Yeah, just a minute, I'll get her ... Fran ... Jane's on the phone!  
 F: OK, I'll pick it up in the other room. ... Hi, Jane!  
 J: Hi ... listen, this is just a real quick one – I have a little favor to ask. Do you still have your tent by any chance?  
 F: Yeah, I think so.  
 J: It's just that we're going camping next weekend, and I've just opened our tent up and discovered it has a great big hole in it!  
 F: Oh no ... that's not good!  
 J: So I was wondering if we could borrow yours if you're not using it.  
 F: Sure, no problem ... oh, hang on, though. You know what, I think I lent it to my sister.  
 J: Oh, right.  
 F: Yeah, she borrowed it last summer, I think. I'm sure she's not using it now, though. I'm just wondering how I can get it back from her before next weekend.  
 J: Maybe I could go to her home and pick it up?  
 F: Yeah ... or she might be coming over this way. I tell you what – I'll just phone her and check she's still got it. I'm sure we can sort something out.  
 J: Oh well, thanks. Don't ask her to come over specially though, will you? I can easily go there one evening next week.  
 F: OK, well all right I'll tell her that and I'll call you back in a few minutes.  
 J: Yeah ... speak to you in a bit. Bye.
- b D = dad B = Becky  
 B: Dad?  
 D: Yeah?  
 B: You know Sam and I are going to France on Sunday?  
 D: Yeah.  
 B: Well, I was just wondering ... it's just that we need to be at the station at seven in the morning.  
 D: Yes.  
 B: Well, the thing is – Sam's mom was gonna give us a lift down there, you know with all our stuff, but she's going away herself now, so I was just wondering ...  
 D: You're not asking me to take you, I hope!



- B: Well, it would be a real help ... our backpacks are going to be really heavy, and it's going to be really hard to get a bus at that time on a Sunday morning.
- D: What time will I have to get up, about half past five? And aren't your mom and I going out somewhere on Saturday night, some dinner or something? I don't suppose we'll be in bed before one in the morning ... I can't be up again at five!
- B: Oh please, Dad!
- D: Why don't you ask your mother? She's always saying she likes getting up early.
- B: I have asked her. She said to ask you!
- D: Did she? Well, I'll have to think about it ... but I'm not promising anything.
- B: Thanks, Dad. I'll go and ring Sam ...

## Module 9

### Recording 1

#### Part 1

- a Maybe if it was a very good friend, who had a very good reason for borrowing it ... I don't know ... if he or she needed an urgent operation, or something like that.
- b I'd never lend a friend a large amount of money, because I think it would almost certainly be the end of the friendship. It's an awful thing to say, but unfortunately I think it's true.
- c I don't have any money – I never have any money, so it's a completely hypothetical question! But, theoretically, I think I'd probably lend money to any friend ... if I thought they really needed it, and if I was sure they could pay it back!

#### Part 2

- a It's not something I can ever imagine doing ... but I don't know ... perhaps if there was some terrible war, or dangerous political situation, I don't know, I don't know what exactly, but if I was worried about my safety, and the safety of my family, maybe I would leave then.
- b Possibly if something really tragic happened to me – some terrible accident or crime or something – I might want to leave the country and start a new life somewhere completely different ... you know, to try and forget.
- c Mmm ... perhaps if the police were going to arrest me and send me to jail for years and years – that would be a good reason!

#### Part 3

- a I'm not really a violent person normally, but, er, maybe if I got really, really angry, if I really lost my temper, I might hit someone. I can't really think of any particular examples, but ...
- b Well, obviously if I needed to defend myself for some reason ... I don't know, if there was a burglar in my house in the middle of the night ... if I got the opportunity, I might hit them over the head with a vase, or something like that.
- c If someone tried to hurt my family, my children, I would definitely hit them, I wouldn't hesitate.

### Recording 2

- a I probably won't do anything special.
- b I'd move to a big house somewhere by the sea.
- c I'll probably buy some new jeans.
- d I guess I'll just go to the beach and relax.
- e I think I'd be the Prime Minister ... it'd be really interesting.

### Recording 3

- a A: I can't decide what to wear.  
B: Well, hurry up and make up your mind!
- b A: Do you think this car's making a funny noise?

- B: It sounds OK to me.
- c A: So, what do you want me to do?  
B: If I make the dinner, would you mind tidying up a bit?
- d A: Have you locked all the doors?  
B: I think so ... I'll just make sure.
- e A: Did you like that book I lent you?  
B: Yes – it was fantastic. It really made me laugh.
- f A: What a lovely shirt – what's it made of?  
B: I don't know ... I think it's just cotton.
- g A: Sorry, but I don't think that's a very good idea.  
B: Well, can you make a better suggestion, then?
- h A: There's a hole in my T-shirt.  
B: Well, don't put your finger in it, you'll make it worse!

### Recording 4

#### 1 President of the St. Ambrosian Hotel and Tourism Association

... and as you know, plans were made last year for a new luxury hotel and golf course just outside the capital at Grand Bay. Unfortunately, the Association has not been able to get enough money from our foreign investors for the hotel project to continue. I am sorry to say that this project, which is of the greatest importance for all the people of St. Ambrosia, will have to be abandoned if we do not receive money from the Lottery Committee. The benefits of the hotel project continuing are obvious. We believe it will bring an extra 50,000 tourists a year to St. Ambrosia – think of how this will help the economy of our island, and the hotel will also create hundreds of jobs for local people. I am sure that your committee will approve our application for SA\$4 million so that this very impressive project ...

#### 2 President of the St. Ambrosian Sports Association

... we have always encouraged all St. Ambrosians to play sports, to make the people of our island healthy in mind and body. But because there are no modern sports facilities on the island, our national track-and-field and soccer teams have to train in the public park, and our young people must play sports in the street, and so cannot learn and develop as they should. For SA\$6 million, we could build a National Sports Center for all St. Ambrosians, young and old. The Sports Center would provide a social center for our island, especially for young people, who often have nothing to do. Our dream is, one day, to send a team to the Olympic Games to represent St. Ambrosia. The National Sports Center is a necessary part of that dream. Please, help the dream become a reality.

#### 3 President of the University of St. Ambrosia

... we all know that, because of the poor facilities at the University, St. Ambrosia is losing its best and most intelligent young people, who are choosing to study abroad, and not returning to the island when they have completed their studies. The young people of this island, the young people who will go on to become engineers, doctors, lawyers, teachers, must have the best possible education available here in St. Ambrosia, not in some other country. Without education, there is no future for us. We desperately need new equipment in our Computer Science and Technology department. For SA\$4.5 million, we could make the necessary improvements to make sure that young St. Ambrosians no longer have to go abroad ...

#### 4 Director of the St. Ambrosian Children's Hospital

... my message to you is a very simple one. Our hospital, which helps the very poorest children of St. Ambrosia, needs money for beds and medical equipment. We cannot continue without your help. We need SA\$3.5 million to stay open for another year, and to care for the sick children of our island. Without us, many of these children will have no one to help them. If you care at all about the poor children of St. Ambrosia, you must help us.

#### 5 Chief Executive of International Petroleum Incorporated

This is really a simple business proposition. We believe there is a possibility, a good possibility perhaps, that there are large oil deposits under the sea off the north coast of St. Ambrosia. Obviously, looking for the oil will take several years, and there is a risk that we will find nothing. Therefore, we feel it is reasonable that the administration of



St. Ambrosia shares this risk with International Petroleum Incorporated. SA\$8 million seems a small amount if we consider that if we find oil – and I repeat if we find oil – St. Ambrosia could become one of the richest islands in the world.

## Recording 5

seventy-one percent  
twenty-six thousand  
four hundred and eighty-three thousand and eighty square meters  
five point seven billion  
fifty-five million six hundred and eighty thousand kilometers  
three hundred thousand kilometers a second  
one hundred and ninety-nine thousand, eight hundred and fifty-nine  
ninety-nine point nine, nine, nine, nine percent  
eighty-six million  
minus eighty-nine degrees celsius

## Recording 6

- The estimated population of the world in mid-1995 was 5.7 billion.
- The lowest temperature ever recorded, in Vostok, Antarctica, was  $-89^{\circ}\text{C}$ .
- The proportion of the world's surface that is covered in water is 71 percent.
- The closest distance between Earth and the planet Mars is 55,680,000 kilometers.
- The largest crowd ever for a sporting event was 199,859 – at the World Cup Final between Brazil and Uruguay in 1950.
- The speed of light is 300,000 kilometers a second.
- There are about 86 million babies born in the world every year.
- The area of the world's largest shopping mall, in Alberta, Canada, is 483,080 square meters.
- 99.9999 percent of the population voted for the communist party in the elections in Albania in 1982.
- The average American child has seen 26,000 murders on television by the time he is eighteen years old.

## Recording 7

### Picture 1

P = passenger    T = taxi driver

- P: Taxi! ... Hello, I'd like to go to Onslow Gardens in Kensington, please.  
T: Right you are.  
P: How much will it cost roughly?  
T: Kensington ... I should think that'll be about £7 or £8 from here ... shouldn't be more than eight.  
P: OK, you can stop here – just here on the left. ... How much do I owe you?  
T: That's £7.30, please.  
P: Right, here you are ... it's OK, you can keep the change.  
T: Oh right. Thank you very much.  
P: Thank you. Bye!

### Picture 2

C = customer    F = friend    V = vendor

- C: Now there's the sort of thing I'm looking for. Look at these ... what do you think?  
F: Mmm ... well ...  
C: Oh, don't you like them? I think they'd look really good on. Excuse me ... excuse me ... how much do you want for these?  
V: Those are £12.50.  
C: £12.50? Oh ... I don't know ... what do you think?  
F: Well, I prefer these ones.  
C: Do you? Well ... they are both nice, aren't they? How much are these, please?  
V: Same as the others – £12.50.  
C: Mmm ...

- V: Tell you what I'll do – you can have them both for £20 – how's that?  
C: Well ... I'll give you £18 for both of them.  
V: No, sorry, £20, I can't really go any lower than that ...

## Picture 3

M = mother    S = son    T = ticket clerk

- M: Excuse me, how much is the entrance? How much are the tickets?  
T: It's £5.50 for adults.  
M: £5.50 ... OK ... tell me, is there a discount for students? My son is a full-time student, you see.  
T: Yes, it's £2.75 for full-time students with a student identity card ... and it's free for children under twelve.  
M: OK. Right. Do you have your student card with you, Christopher? I told you to bring it.  
S: Yes, Mom. It's here.  
M: Right, so that's two adults, one student. Here's the card – oh, my daughter's ten so she goes free.  
T: That'll be £13.75 altogether, please. Thank you. And £1.25 change ... thank you.  
M: Thanks. Right, come on then, let's see what ...

## Picture 4

S = sales clerk    C = customer

- S: Right, and how would you like to pay, sir?  
C: I'd like to pay by credit card, please.  
S: That's fine. If I can just take your card ... right, if you'd just like to sign there, please, on the line.  
C: OK.  
S: There's your card ... and your receipt. Thank you very much.  
C: Thank you.

# Module 10

## Recording 1

The man had been out fishing and had caught an unusually large fish. He was so excited that he had telephoned his wife to tell her all about it. Unfortunately, as he was describing the fish, he'd flung out his arms to demonstrate how large it was, and had smashed through the glass on either side of the telephone booth, cutting both of his wrists. As a result, tragically, he'd bled to death.

## Recording 2

M = Michael    W = woman    S = secretary

- M: Can I speak to Mr. Bell?  
W: I'm sorry, but I've only just started working here, and I don't know who Mr. Bell is. Can you call back later when my boss, Mr. Findlater, is here?  
M: Yes, I will. Is Mr. Findlater's first name Harry?  
W: Yes, it is.  
M: Have you ever noticed a tattoo on the back of Mr. Findlater's hand?  
W: Yes, I have – a tattoo of an owl.  
M: Who gave you my brother's number?  
S: It's not a phone number; it's a bank account number for Mr. Bell, one of our customers.

## Recording 3

The police were desperate to catch the gang and started to question the three men who had been in the bank at the time of the robbery. The crime had been so easy to commit that it seemed to suggest inside help, but they didn't know exactly who to suspect. Meanwhile, business continued as usual. Latif worked day and night, dealing with furious clients who had lost so much. Eventually the police found an



important clue: one clear fingerprint on the broken security boxes. Would this help them find the robbers? The British files revealed nothing, but after contacting their colleagues in Interpol, the Italian police soon confirmed that the fingerprint belonged to Valerio Viccei, a well-known bank robber.

The police began to follow anyone who might be associated with Viccei. They noticed that these people often met at the same London hotel – White's. A black Ferrari was often parked there too, and the police knew of Viccei's love for expensive cars. They watched the hotel day and night, convinced that there was some connection with Viccei. For several weeks nothing happened. Then, suddenly, Viccei was recognized getting into the Ferrari. The police followed, waiting for their chance. Finally, the Ferrari stopped at a traffic light, and quickly one of the policemen reached in through the window and tried to grab the ignition key. He was dragged nearly twenty meters before another policeman jumped onto the car and broke the window. Viccei was finally arrested, but when the police searched his apartment, they could find nothing to connect Viccei with any of the staff at "Security Deposits." They began to check through every phone call Viccei had made in the previous few months, and there, finally, was their evidence – a call to Parvez Latif, the owner of "Security Deposits"! Latif was arrested and charged. He and his girlfriend, as well as Viccei and his gang, were all eventually tried at the Old Bailey, the most important court in Britain. Viccei was sentenced to twenty-two years, Latif to eighteen. But they could so easily have escaped. Viccei had planned to hide in Colombia with his money, and if he had got away, the police would never have found Latif. However, there had been difficulties arranging the papers needed to export his new car, and Viccei refused to leave without his beloved Ferrari!

## Recording 4

### *The Waratah Omen*

Claude Sawyer awoke suddenly from his dream, screaming with panic. He had had the nightmare almost every night since his ship had left Melbourne, three weeks before. The dream was always the same. It was a calm night at sea. He was standing at the ship's rail, looking out at the waves. As he watched, the surface of the sea slowly parted, and out of it rose the figure of a medieval knight, his armor covered with blood. The knight raised his sword and silently mouthed one word, "Waratah!"

After lying terrified for a few minutes, Sawyer gradually calmed down, but he promised himself that when the ship arrived in Durban a few days later, he would leave and look for another to take him the rest of the way.

It was October 1909, and Sawyer was an engineer on his way from Melbourne in Australia to London, via Durban in South Africa. He was an experienced traveler and had made the same journey several times before, without any such worries. And this time he was traveling on a new ship, launched only a year before in Scotland: her name was the *Waratah*.

Claude Sawyer told the story of his dream to several of his fellow passengers, but most of them smiled silently to themselves, thinking that he was probably some kind of harmless madman. Nevertheless, when the ship arrived in Durban, Sawyer did as he promised himself. He left the ship, and telegraphed his wife to say that he was going to wait for the next ship to continue his journey.

The *Waratah* left Durban the next evening, but Claude Sawyer's nightmares did not stop. The very next night, his dream was even more horrific than the ones before: he dreamed that the *Waratah* was being covered by enormous waves. As he watched, the waves seemed to press her down, and she rolled over and gradually disappeared under the sea.

Sawyer felt that he must do something. The next day, he rushed to the offices of the Union Castle Shipping Line, and told them the full story of his terrifying dreams. The clerk there listened politely and made a careful note of everything he said, but, secretly, he didn't take it too seriously.

Meanwhile, the *Waratah* was continuing on the next part of her journey towards Cape Town, 600 miles away. Two ships reported seeing the liner on the evening that she left Durban, but on October 29, the day she was due to arrive in Cape Town, she didn't appear. At first no one was very worried: very few ships carried radios in

those days, and there were many delays due to bad weather.

However, as the days passed, officials at the shipping line became more concerned, and various ships were sent out to look for the *Waratah* and her 200 passengers.

However, although they searched carefully, nothing was found. Finally, almost a year and a half after the ship disappeared, an official investigation was started, and in February 1911 it was declared that the *Waratah* had "capsized in an exceptional gale." But no evidence had ever actually been found.

All this happened nearly a hundred years ago now, and since then, several people have claimed that they have seen the *Waratah*: in particular, in 1952, a South African Air Force pilot reported seeing a ship lying on the ocean bed in clear water. However, when the area was searched, once more nothing was found. And so the mystery remains unsolved to this day. What really happened to the *Waratah* that night in October 1909? And even more extraordinary, what is the explanation for Claude Sawyer's terrible dreams and the strange prophecy they contained? Most probably we shall never know.

## Module 11

### Recording 1

- a Normally you can borrow about four or five books.
- b You can't walk around during take-off or landing.
- c You must always behave with respect.
- d You shouldn't jump on and off when it's moving.
- e You should give a tip of about ten percent.
- f You shouldn't leave anything valuable in your room.
- g You have to leave your room by midday on your last day.
- h You don't have to pay for the books you borrow.
- i You're allowed to keep the books for about three weeks.
- j You're not allowed to smoke in the bathroom.

### Recording 2

(missing words only)

- a weren't allowed to; had to
- b couldn't; had to
- c weren't allowed to
- d couldn't; were allowed to
- e weren't allowed to; couldn't; had to; had to

### Recording 3

Joan

I = interviewer J = Joan

- I: So, do you think your schooldays were very different from children's today then, Joan?
- J: Well, of course from the age of seven to twelve I went to a convent school in Belgium, so that was completely different.
- I: In Belgium? Really? How come?
- J: It was my father's idea. One of his friends was sending his daughter, and my father wanted to impress his friend so he decided to send me too. It was all snobbery really.
- I: imagine sending your seven-year-old daughter all the way to Belgium just to impress one of your friends. It's hard to believe!
- J: I know.
- I: So what was it like? Was it very strict?
- J: Oh, very!
- I: What sort of things?
- J: Well, a lot of the things were religious, you know. We had to get up early and go to church before lessons.
- I: Uh-uh ...
- J: And at mealtimes we weren't allowed to talk ... we just had to sit silently with our hands folded in our laps.
- I: Really?



- J: And I wasn't allowed to speak English at all – if you couldn't speak French you ... well, I mean you just had to learn ... nobody taught me ... I just had to sit in the lessons and try to understand. I was so lonely the first year – it was terrible!
- I: Yes ... it's awful ... for a child of seven!
- J: And they were really strict about manners! I suppose that was one good thing. I had the most beautiful manners when I left. Everyone used to think I was the most perfectly behaved child!

## Gareth

I = interviewer G = Gareth

- I: So, Gareth, you've been at your school for about three years now.
- G: Yeah, that's right.
- I: And would you describe your school as strict or fairly relaxed?
- G: No, not really strict ... not compared to what grandma was saying. Then it was really strict, but nowadays I think there aren't nearly so many rules. I think children are treated much more fairly. They have a lot more rights.
- I: So, are there any rules you have to follow, things you really have to do?
- G: Well, you have to wear a school uniform – you know the school sweater, shirt, and pants ... you have to do that ... and you're supposed to wear what they call "proper shoes" – which means not sneakers.
- I: You're supposed to?
- G: I mean the rule is that you can't wear sneakers, but in fact everyone does ... well, not everyone, but a lot of people do, and the teachers never do anything. I think it's a bit stupid actually. I'd prefer it if we didn't have to wear a uniform.
- I: Are there any other things you shouldn't do?
- G: Well, obviously there are certain things – you're not allowed to go into the teachers' room without permission, and you're not allowed to go into certain places with dangerous equipment, like the chemistry lab.
- I: So what happens if you break the rules?
- G: Well, it depends really. If it was something not very serious, like not wearing a tie, they just tell you a couple of times and after that you might get a detention, you know – stay at school after class. If it's something really serious, they give you a warning, and you're given first a yellow report and, if it's really, really serious, you get a red warning.
- I: A bit like soccer, really?
- G: Yeah, except that I've never known anyone to actually get a red warning ... it doesn't happen really.

## Recording 4

- 1 Who usually does the shopping in your house?
- 2 Who usually does the dishes?
- 3 How often do you do the ironing?
- 4 How often do you do exercise?
- 5 Do you have to do military service in your country?
- 6 How many years do people normally go to college in your country?
- 7 Are you planning to do any studying tonight?
- 8 Do you usually do your homework with the radio on or off?

## Recording 6

- a Actually, I think men are often better cooks than women.
- b I personally believe that you should never hit children.
- c In my opinion, all forms of gambling should be banned!
- d I really believe that men are better drivers than women – it's just a fact!
- e If you ask me, the administration needs to spend a lot more money on schools and hospitals, and less money on things like building roads.
- f I think teachers should earn more money – they do a very difficult job!

## Recording 7

- a A: Actually, I think men are often better cooks than women.  
B: Mmm ... I'm not really sure ... I suppose a lot of famous chefs are men ... but then think of all the men who can't cook at all!
- b A: I personally believe that you should never hit children.  
B: Yes, I agree in theory ... completely ... sometimes it can be difficult though. If you lose your temper, ...
- c A: In my opinion, all forms of gambling should be banned!  
B: Mmm ... I don't really agree. I think if people want to spend their money like that, it's up to them really.
- d A: I really believe that men are better drivers than women – it's just a fact!  
B: What! That's absolute trash! Men are the ones who drive too fast and cause all the accidents. No, I'm sorry, I completely disagree with you about that!
- e A: If you ask me, the administration needs to spend a lot more money on schools and hospitals, and less money on things like building roads.  
B: Yes, but where's the money going to come from? More taxes, higher this ...
- f A: I think teachers should earn more money – they do a very difficult job!  
B: Yes, you're absolutely right! Their salaries should be doubled at least!

# Module 12

## Recording 1

- a They should have taken more water.
- b They shouldn't have gone without a good map.
- c They could have built a fire and waited.
- d I wouldn't have moved out of the volcano – he could have fallen again.
- e They were lucky; both of them could have died.
- f Personally, I'd never have gone on a trip like that.

## Recording 2

### Luke

I = interviewer L = Luke

- I: Luke, you made a big decision four or five years ago – what was it?
- L: Yeah ... basically, I gave up my business studies course, and decided to try acting as a career instead.
- I: Uh-uh ... so how did it all happen?
- L: I'd completed about two years of my college course ... I'd done pretty well in all my exams and everything, and I was planning a career as a manager in some kind of big company. I think I had a fairly good chance of doing it ... anyway, it was during summer vacation ... it's quite hard to describe really ... I suddenly had this terrible depressed feeling that I just didn't want to do this ... it was almost as if I panicked ... and, anyway, I wrote to my college and said that I wasn't going back.
- I: What did your parents think?
- L: Oh, I think they were probably horrified, but they didn't actually say anything ... they were very good, I think. They just said it was my life and I had to make up my own mind.
- I: So, what did you do?
- L: Well, I didn't do anything much for a while, then I traveled for a bit in India and the Far East, with some money I'd inherited, and while I was there ... obviously I thought a lot about what I was going to do with my life, and in the end I decided that I just had to try acting as a career ... it had always been something that I loved doing, and I wanted to find out if I was good enough to do it professionally.
- I: Uh-uh ...
- L: So I applied to drama school, and luckily they accepted me.
- I: You finished that course a couple of years ago – have you been able to find work as an actor since then?



- L: Yeah ... to some extent ... I get some bits of work, but I'm certainly not rich and famous yet. I also spend a lot of time working in bars or restaurants ... you know temporary jobs, when I don't have any acting work.
- I: And do you ever regret the decision you made?
- L: Oh no – never, never.
- I: Why not?
- L: Well I ...

### Sandra

I = interviewer S = Sandra

- I: Sandra, you've made a different sort of decision – you've given up a very successful career to become a full-time mother. Can you tell us about that?
- S: Yes ... it all happened about twelve months ago, when I had my second baby. I was going back to work, you know, six months after the baby was born, and I slowly began to realize that I simply couldn't do it ... do my job properly and be a good mother of two children. I thought about it for weeks and weeks, and talked it over with my husband ... and in the end I decided to resign.
- I: Tell us a bit more about your job. Why did you feel it was so difficult to do it and to bring up children at the same time?
- S: Well, I was director of a large travel company, so it was a very, very pressure-filled job, and to do it properly I obviously needed to travel a lot myself ... and of course the hours were very long ... and I just realized I didn't want to be away from my children that much ... I didn't want to leave them with somebody else all the time and just see them for half an hour at bedtime.
- I: It must have been a very difficult decision, though. I mean it was a very good job ... well paid, glamorous, lots of traveling ...
- S: Yes ... before the children were born, I loved all that ... you know, one week I was in India, and the next week I was in South America ... it was wonderful. But I think the most difficult thing was that I'd worked so hard to get that position – you know, I became a director at the age of thirty, which was the result of a lot of work, I mean, you can't imagine ...
- I: No, I'm sure. Do you think you'll be able to go back to your job one day?
- S: No, I can't really imagine it. The travel business will have changed too much, and I think I'll have changed too much, too ... but who knows what the future will be like. I never thought I'd be perfectly happy to spend all day at home with a one-year-old and a three-year-old ... but here I am!

### Recording 3

(missing words only)

Luke

- a 'd done; would have made; wouldn't have met
- b 'd have stayed; hadn't decided

Sandra

- c 'd stayed; would have suffered d was; wouldn't be; would really miss e 'd be; hadn't left

## Consolidation Modules 9–12

### Recording 1

- 1 Well, of course, looking back it's all too easy to see the mistakes you made. At the time it seemed like a great idea – the city's first Brazilian music club, fantastic ... and we thought, "Yeah, let's go for it!" So Dino – that's my ex-partner, my ex-business partner – we borrowed money from the bank ... too much really, I think I borrowed far too much money, we owed so much, you know were always in debt, I couldn't pay the staff some weeks ... never mind

myself. And, well, after we opened we didn't get as many people in the club as we'd hoped. The place was empty a lot of nights, the atmosphere wasn't right, and the club just didn't take off ... and of course it didn't help when my dear friend Dino disappeared one day with most of what money we did have ... and we never saw him again! So we had all kinds of problems, really. We closed about six months later, and I lost everything – my house, everything! So here I am, still looking for a job ... you know ... but maybe if I'd thought about it a bit more, ...

- 2 Tennis now, and Florida-born teenager Patsy Kapinski has reached the final of her first major pro tournament, the Australian Open Championships, by beating South African Lotte de Kuyper 6–1, 6–1 in the semifinal. It's Kapinski's first season on the pro circuit, and she'll be the youngest player ever to play in the finals of the Australian Open. Victory in the final would bring Ms Kapinski approximately \$800,000 in prize money. The beaten finalist will receive approximately \$200,000. In the final, she is scheduled to play fellow American Carine Mendel, the number one seed, who beat Frenchwoman Beatrice Garros 6–4, 4–6, 6–2 in the other semifinal. Mendel has already played Kapinski twice this season, winning both matches comfortably. If Kapinski wins this final, ...
- 3 I find it so hard to imagine, really ... I'm the kind of person who likes to be outside, you know, to be active. Here, where I live now, I have the beach very close, I can go to the beach every day, I can see my friends there, go swimming – you know, it's very nice, very sociable. But I think in Britain you can't do this, I think maybe you don't have the beaches like we have in my country, people live in another way, the weather is cloudy, often raining ... I suppose, I don't know, but I can imagine. Also, someone like me, I'm the kind of person really I need the sun every day. I really miss the sunshine, the warm weather ... I don't like dark, winter ... and of course, all of my friends are here. My friends are very important to me. Maybe I could find new friends, I don't know. I think if I lived in Britain, ...

### Recording 2

- a Personally, I think (*bleep*) is better in every possible way than (*bleep*). I mean, who wants to walk around looking at cows and sheep all day? It's OK for a few hours, a weekend possibly, but that's enough. Basically, life in the country is completely boring – I'd die of boredom in a week if I had to live in the country. In the city there's always something to do, somewhere to go – bars or theaters, or whatever. It's interesting just walking around seeing all the different types of people and you can get lost in the crowd. No one worries about who you are and what you are doing. In the country everyone wants to know what you're doing and where you're going. People are far too nosy, they don't have enough to think about ...
- b I don't think (*bleep*) should be allowed anywhere in public, not in offices, not in stores, not in restaurants, not even on the street. If people want to indulge in this disgusting habit, then they should do it in the privacy of their own home and absolutely nowhere else. Why should they pollute the air that I and my children breathe? Why should I risk my health by breathing in their disgusting smoke? I shouldn't have to tolerate it even on the other side of a restaurant. Personally, I don't think the rest of the public should have to pay for smokers' bad habits. I mean, why should we have to pay for them to be looked after in the hospital, when it's their own disgusting habit that has made them sick? I think they should be strung up ...
- c My dream is to work with horses again, so that would definitely be (*bleep*). I used to be in the army and my job was to look after horses, training them mostly and giving riding lessons to other people. I've always been really enthusiastic about horses ever since I was a kid, so yes, ideally I'd buy a house in the country with some land and get some horses, and maybe open a riding school, or else look after other people's horses for them, you know, train them. The problem is that it would need a lot more money than I have at the moment ... still maybe one day. You can always dream, can't you?



# AMERICAN CUTTING EDGE

---

## MINIDictionary



LEVEL 4

michael rundell



# Welcome to the *American Cutting Edge Minidictionary*!

The *Minidictionary* has been written using the same principles we use to produce standard general dictionaries like the *Longman Dictionary of Contemporary English* and the *Longman Active Study Dictionary*. Just as in a full-size dictionary, there is all the information you need about pronunciation, grammar, style, and meaning, with clear example sentences to show the words in context.

The big difference is that the *Minidictionary* only includes words and meanings that appear somewhere in *American Cutting Edge Students' Book* or on the Class Cassette. This makes it a quick and easy way of finding out more about the words you meet in the book. And it also gives you practice in how to use a monolingual English dictionary.

## • What information does the *Minidictionary* provide?

- definitions written in a simple, strictly controlled defining vocabulary
- pronunciations in the International Phonetic Alphabet (IPA)
- full information about grammar and the way words combine with each other, using a very simple system
- guidance on style, showing which words are formal, technical, informal, etc.
- useful advice about common errors and how to avoid them, based on information from the Longman Learners' Corpus
- information about words with similar and opposite meanings
- example sentences showing words in real contexts – many of them based on material in *American Cutting Edge* itself

## • Which words and meanings does the *Minidictionary* include?

The *Minidictionary* explains all the vocabulary used in *American Cutting Edge Students' Book*, with the following exceptions:

- it does not include very simple words in English, which you are sure to know already. So you will not find entries for words like *house*, *big*, *car*, or *want* in the *Minidictionary*.
- it does not include meanings that are not used in *American Cutting Edge Students' Book*. For example, if you look up the word *arrange* in the *Longman Dictionary of Contemporary English*, you will see that it has three different meanings. But if you look it up in the *Minidictionary*, you will find just one meaning – the meaning that is used in the *Students' Book*.
- it does not include words used in the *Teacher's Resource Book* or in instructions to exercises in the *Students' Book*.

## • How does the *Minidictionary* deal with grammar?

- every word in the *Minidictionary* is given a “word-class label” to show whether it is a noun, an adjective, etc. These are the abbreviations we use:

*adj* adjective  
*adv* adverb  
*n* noun  
*v* verb

- every noun and verb gets an extra “code” to show whether it is countable or uncountable, transitive or intransitive:

*n* C countable noun (e.g., parking lot)  
*n* U uncountable noun (e.g., innocence)  
*v* T transitive verb (e.g., persuade)  
*v* I intransitive verb (e.g., fall)

- common grammar patterns are also shown in **bold type** in the example sentences:

**advise** /əd'vaɪz/ *v* T to give someone advice about  
what they should do: *Steve's doctor **advised him to***  
*take more exercise.*

You may also like to refer to other monolingual dictionaries. We recommend the *Longman Active Study Dictionary* and the *Longman Essential Activator* for students of an intermediate level and above.



## A

**abandon** /ə'bændən/ *υ* T to stop doing something because it has become too difficult: *They had to abandon their research when they ran out of money.*

**about** /ə'baʊt/ if you are **about to** do something, you are going to do it almost immediately: *I was about to go to bed when some of my friends came to visit me.*

**absolutely** /'æbsəlu:tli, æbsə'lʊtli/ *adv* completely: *It's absolutely impossible.* • *She absolutely hates cleaning up her room.*

**abuse** /ə'bju:z/ *n* *U* using something in the wrong way or for a bad purpose: *the problem of drug abuse* • *People protested about the president's abuse of power.*

**academic** /ækə'demɪk/ *adj* students who are academic are good at their schoolwork and seem to enjoy doing it: *Both my sisters are very academic.*

**acceptable** /ək'septəbl/ *adj* if something is acceptable, most people regard it as normal and not many people think it is bad or wrong: *Nowadays, it is quite acceptable for women to go to bars on their own.* • *In many parts of the US, smoking at parties is no longer acceptable.*

**accident** /'æksɪdənt/ **1** *n* *C* a bad event that causes damage, injury, or death, for example when something gets broken or when a car hits another car: *Heavy rain caused several accidents on the highway yesterday.* **2** *by accident* when something happens, but you did not plan it or try to make it happen: *By accident, a police officer discovered the place where the terrorists were hiding.*

**accommodations** /ə,kʊ:mə'deɪʃn/ *n* *plural* a place to live or a place to stay; a room, apartment, or house: *the high cost of student accommodations in London*

**according to** /ə'kɔ:rdɪŋ tu/ *preposition* **1** this is what someone says: *According to this report, violent crimes are increasing.* **2** when a number or amount changes depending on something else: *The cost of flights varies according to the time of year.* (=the cost isn't fixed, but depends on when you travel)

**account** or **bank account** /'bæŋk ə,kəʊnt/ *n* *C* when you have an account with a bank, you keep your money there and can use it when you need it: *By the end of the month, there was no money left in my account.* • *Can you remember your bank account number?*

**accountant** /ə'kaʊntənt/ *n* *C* someone whose job is to keep records of the money that a business or organization spends and receives: *Jane is studying to be an accountant.*

**accurate** /'ækjʊrət/ *adj* completely correct, with no mistakes: *an accurate description of the events* • *I don't think this map is completely accurate.*

**accuse** /ə'kju:z/ *υ* T to say publicly that someone has done something bad or illegal: *In today's newspaper, she accuses the government of breaking its promises.* • *Harold Shipman was accused of murder.*

**accustomed** /ə'kʌstəmd/ *adj* you **get accustomed** or **become accustomed** to changes or new situations by gradually getting used to them: *It took a few weeks for us to get accustomed to the English weather.*

**achieve** /ə'tʃi:v/ *υ* T to do something special or difficult by trying very hard; your **achievements** are the things you have achieved: *a great musician, who achieved so much in his short life* • *Winning the gold medal was a great achievement.*

**acid rain** /æ'sɪd 'reɪn/ *n* *U* rain that contains harmful chemicals produced by factories, car engines, etc. It can damage trees, buildings, rivers, and lakes.

**acquaintance** /ə'kweɪntəns/ *n* *C* someone that you know, although he/she is not one of your friends [FORMAL]

**activate** /'æktɪveɪt/ *υ* T to make a machine or system start working: *If anyone speaks, that activates the microphone.*

**acute** /ə'kju:t/ *adj* very serious or worrying: *Street crime is an acute problem.*

**adapt to** /ə'dæpt tu/ *υ* T to change the way you behave or think, so that you get used to a new situation: *The children quickly adapted to life in the city.*

**address** /ə'dres/ *υ* T the way you **address** someone is the words or names that you use when you speak to them: *In some countries, it is rude to address people by their first name if you don't know them well.*

**admire** /əd'maɪər/ *υ* T to like and respect someone, for example because they have done something very special: *Most people admired the way that Princess Diana supported people with AIDS.*

**admit** /əd'mɪt/ *υ* T to agree that something is true, even though you are embarrassed about saying this: *Clark admitted stealing the money.* • *She now admits that she made a mistake.* • *I must admit I didn't really do enough studying last year.*

**adopt** /əd'ɔ:pt/ *υ* T a child who is **adopted** becomes part of another family by a legal process: *Both her parents were killed when she was two, and she was adopted by a new family.* • *Jim's adopted brother* (=a boy from another family that Jim's parents have adopted)

**adore** /ə'dɔ:ɪ/ *υ* T to like someone or something very much: *I really adore Italian food.*

**advance** /əd'væns/ *n* **1** *in advance* when you do something early, so that you will be prepared: *The tickets are cheaper if you buy them in advance.* • *If you have to miss a class, please let us know a week in advance.* (=a week before it happens) **2** *advances* medical, scientific, or technical **advances** are improvements or new inventions that make things better: *Thanks to technical advances, computers are much cheaper than they used to be.*

**advanced** /əd'vænst/ *adj* at a high level of development in areas like science, technology, and industry: *The army is equipped with the most advanced weapons systems.*



## advantage

**advantage** /ədˈvæntɪdʒ/ *n* 1 the **advantages** the advantages of a person, place, method, etc., are the good things about it, which make it better than others of the same type: *What are the advantages of living in downtown London/of going by plane?* • We discussed **the advantages and disadvantages** of all the people who applied for the job. 2 **take advantage of someone** to use someone in order to get something for yourself, especially someone who is younger or less experienced than you

**advertisement** /ˌædvərtaɪzmənt/ *n* C something that is designed to persuade people to buy something or do something. They are sometimes words and pictures printed in newspapers or magazines, or short motion pictures shown on television: *an amusing advertisement for a new kind of cat food* • *Do you think cigarette advertisements should be banned?*

**advice** /ədˈvaɪs/ *n* U what you tell someone when they ask you what they should do: *Before you sign the contract, get advice from a lawyer.* • *My friend gave me some advice about buying a computer.* • *a useful piece of advice* (NOT ~~an advice~~)

**advise** /ədˈvaɪz/ *v* T to give someone advice about what they should, or shouldn't, do: *Steve's doctor advised him to take more exercise.*

**advocate** /ˈædvəkət/ *n* C someone who thinks a particular plan, method, or idea is a good one, and publicly supports it [FORMAL]: *Mr. Kohl has always been a leading advocate of a single currency for Europe.*

**affair** /əˈfeɪ/ *n* C **have an affair** to have a secret sexual relationship with someone, although you are married to someone else: *She found out that Tom had been having an affair with his secretary.*

**affect** /əˈfekt/ *v* T to cause a change in a person, situation, etc., especially a change that makes things worse: *Chemicals in food sometimes affect children's behavior.* • *There has not been much rain this year, and this has affected food production.*

**afford** /əˈfɔːrd/ *v* T **can/could afford** (usually negative) 1 to have enough money to buy or pay for something: *We can't afford to go on vacation this year.* 2 to have enough time to do something: *Dad can't afford to have any more time off work.* 3 not to do something in order to avoid problems: *We can't afford to wait any longer or we'll miss the bus.* 4 to provide something or allow something to happen: *The room affords a beautiful view over the city.* • *The new law will afford protection to employees.*

**afterward** or **afterwards** /ˈæftərwɜːrdz/ *adv* after an event or time that has already been mentioned: *Charles arrived shortly afterward.* • *She died not long afterward.*

**agency** /ˈeɪdʒənsi/ *n* C a business that provides a service for people, for example by arranging vacations (a **travel agency**), finding jobs (an **employment agency**), or getting tickets for them (a **ticket agency**)

**agree** /əˈɡriː/ *v* I to have the same opinion as someone else: *Maria said she enjoyed the concert, and the*

*others all agreed.* • *He thinks we should get a bigger car, but I don't really agree with him.* • *Do you agree that most people now work harder than they used to?* • *They're always arguing – they never agree about anything.*

**airconditioning** /ˈɜːkən.dɪʃnɪŋ/ *n* U a system or piece of equipment for keeping a building cool in hot weather

**alarm** /əˈlɑːrm/ *n* C 1 a piece of equipment that warns you of danger: *a fire alarm/smoke alarm* • *Does your house have a burglar alarm?* (=which makes a loud noise if a thief tries to get in) 2 **alarm clock** a clock that makes a noise to wake you up

**album** /ˈælbəm/ *n* C a record or CD with several pieces of music on it: *Have you heard the new Oasis album?*

**alien** /ˈeɪliən/ *n* C a creature from another planet or star: *a science fiction movie about aliens from Mars who attacked the Earth* • *an alien spaceship*

**all right** /ɔːl ˈraɪt/ *adj/adv* 1 good enough, but not very good: *The movie was all right, but not as good as the last one he was in.* 2 not sick or injured or in danger: *Sara is very late – I hope she's all right.* 3 **is it all right if ...?** a way of asking if you are allowed to do something: *Is it all right if I smoke in here?*

**aloud** /əˈlaʊd/ *adv* **read aloud** to read something so that other people can hear it, instead of reading it without speaking

**alternative** /ɔːlˈtɜːnətɪv/ *n* C when there are several alternatives, there are several different things, ideas, or methods, and you can choose any of them: *I need to get this package to Japan by Friday – what are the alternatives?* (=what are the different ways of doing this?)

**alternatively** /ɔːlˈtɜːnətɪvli/ *adv* say this as a way of suggesting something different: *We could invite them here, or alternatively we could all go out to a restaurant.*

**although** /ɔːlˈðəʊ/ *conjunction* 1 used for linking two ideas, when one of them makes the other one seem very surprising: *She already speaks fluent Spanish, although she has only been learning it for two years.* 2 but, however: *I enjoyed the movie, although I think his last one was better.*

**altogether** /ɔːlˈtəʊɡeðər/ *adv* 1 when you add all the parts together: *With the flight, the taxis, and the hotel, it cost about \$800 altogether.* 2 completely: *She left her job and decided to give up teaching altogether.*

**amazed** /əˈmeɪzd/ *adj* feeling really surprised, because you did not expect something at all: *Mario was amazed when I told him I had passed my driver's test.*

**amazement** /əˈmeɪzmənt/ *n* U **to my/her/their amazement** say this when you are mentioning something that is very surprising: *We asked the bank to lend us some money and, to our amazement, they agreed.*

**amazing** /əˈmeɪzɪŋ/ *adj* very surprising and difficult to believe: *You should see that movie – the special effects are absolutely amazing.*



**amazingly** /ə'meɪzɪŋli/ *adv* say this when you are mentioning something that is very surprising: *She was in six races and, amazingly, she won them all.*

**ambition** /æm'bɪʃn/ *n* C your **ambitions** are the things you want to achieve in the future: *One of my ambitions is to learn to fly a plane.*

**ambitious** /æm'bɪʃəs/ *adj* someone who is **ambitious** wants to become famous or to do very well in their job: *an ambitious young politician*

**amendment** /ə'mendmənt/ *n* C a change made to a law or rule [FORMAL]

**analyst** /'ænəlɪst/ *n* C an expert whose job is to examine a situation and give his/her opinion on it: *Financial analysts believe that interest rates will probably go up again soon.*

**anatomist** /ə'nætəməst/ *n* C an expert in the science of **anatomy** (=the structure of the body and the way all its parts are connected)

**announcement** /ə'naʊnsmənt/ *n* C a message or statement that you make in order to give people information: *There are going to be big changes in the team, and the manager will be making an announcement tomorrow.*

**annoy** /ə'noɪ/ *v* T to make you feel rather angry or impatient: *He arrives late every day, and it's beginning to annoy me.*

**annoyed** /ə'noɪd/ *adj* feeling rather angry or impatient: *He gets annoyed if you talk to him while he's working.* • *I think she's annoyed with me because I didn't invite her to my party.*

**annoying** /ə'noɪ-ɪŋ/ *adj* something that is annoying makes you feel rather angry or impatient: *We had to wait half an hour for a bus – it was very annoying.* • *I find it annoying that she didn't tell us she was leaving.*

**annual** /'ænjʊəl/ *adj* happening every year or relating to a whole year: *The annual rainfall here is just 100 mm. (=100 mm of rain in the whole year)* • *the annual school concert (=which happens once every year)*

**antique** /'æntɪk/ *adj* old and valuable, and often very beautiful: *antique furniture/jewelry/silver*

**anxiety** /æŋ'zaɪəti/ *n* C, *U* a feeling of being very worried: *Problems at the school were causing a lot of anxiety among the students' parents. (=were making them feel very worried)*

**anxious** /'æŋksəs/ *adj* feeling worried about something bad that might happen: *Anxious relatives waited for more news of the plane crash.* • *It was beginning to get dark, so we were anxious to get home. (=we wanted to go home)*

**apart from** /ə'pɑːt frɒm/ *preposition* in addition to something else: *Do you have any qualifications apart from your high school diploma?*

**apartheid** /ə'pɑːtaɪt, -teɪt/ *n* *U* the political system that used to exist in South Africa, by which people of different races had to live separately, and black people had no personal freedom

**appalling** /ə'pɔːlɪŋ/ *adj* extremely bad or unpleasant: *an appalling smell* • *He gave an appalling performance.*

**apparently** /ə'pærəntli/ *adv* say this when you are mentioning a fact that you have heard, which you think is probably true: *Apparently the new principal is only 32!*

**appeal to** /ə'piːl tuː/ *v* T if something **appeals to** you, you think it is probably interesting or enjoyable: *Trish likes surfing, but it doesn't really appeal to me.*

**appear** /ə'pɪr/ *v* I 1 to be on television, in a play or movie, etc.: *a well-known actor who often appears on TV* • *She's appearing at the National Theater/in a new production of Madame Butterfly.* 2 if something **appears** somewhere, you see it or notice it there: *an article that appeared in today's paper* • *A police car suddenly appeared at the end of the street.*

**appearance** /ə'pɪərəns/ *n* *U* 1 the way someone or something looks: *Jon is always worrying about his appearance.* 2 the arrival of something or someone: *the appearance of the first Europeans in America*

**applicant** /'æplɪkənt/ *n* C someone who has applied for a job: *There were over 50 applicants for the job, and we interviewed six of them.*

**application** /'æplɪ'keɪʃn/ *n* C a letter or form that you send when you apply for a job: *Did they receive many applications?* • *Please fill out the application form and send it to this address.*

**apply for** /ə'plai fɔː/ *v* T to send a letter or form in order to ask formally for a job or a chance to study somewhere: *She applied for about 20 jobs before she got the one that she wanted.*

**appointment** /ə'pɔɪntmənt/ *n* C an arrangement to meet someone at a certain time, especially for a business or professional meeting: *Suzie has an appointment with her lawyer at 10:15.* • *If you want to see the manager, you have to make an appointment.*

**appreciate** /ə'priːʃiət/ *v* T to be very pleased or grateful when someone has helped you: *Would you mind meeting me at the airport? I'd really appreciate it.*

**apprentice** /ə'prentɪs/ *n* C someone who works for a company for low pay, while they are being trained in a skill: *an apprentice electrician/engineer/car mechanic*

**apprenticeship** /ə'prentɪsʃɪp/ *n* C the job of being an apprentice, or the time you have to spend as an apprentice: *He'll earn a lot more money after he finishes his apprenticeship.*

**appropriate** /ə'prɒpriət/ *adj* right or suitable for a situation: *Choose some appropriate clothes to go to the interview in.* • *Do you think this card is appropriate for Kim's birthday?* –**appropriately** *adv*: *appropriately dressed (=wearing suitable clothes)*

**approve** /ə'pruːv/ 1 *v* T to officially agree that something can happen: *The city council has approved our application to build a new hotel.* 2 **not approve of** to think something is bad or wrong and should not be allowed: *My parents didn't approve of me dating boys.*



**approximate** /ə'prɒksɪmət/ *adj* an **approximate** measurement, distance, time, amount, etc., is not exact but is close to the correct number [FORMAL]: *They were asked to calculate the approximate cost of building a new hospital.*

**approximately** /ə'prɒksɪmətli/ *adv* about, but not exactly: *The accident happened at approximately 10:00 p.m. (=between about 9:45 and 10:15 p.m.)*

**aptitude test** /'æptɪtʊd ,test/ *n C* a test you take to find out whether you are good at something and whether you find it easy

**area** /'eɪə/ *n C* 1 part of a city, country, or place: *She has an apartment in a fashionable area of New York.*

- *There will be heavy rain in western areas of the country.*
- *We sat in the no-smoking area of the restaurant.*

2 the amount of space that something consists of: *an office with an area of 15 square meters*

**argue** /'ɑːɡjuː/ *v I* to disagree with someone in an angry way: *Helen and her brother are always arguing.*

- *He left his job after arguing with his boss.*

**arise** /ə'reɪz/ [**arose, have arisen**] *v T* if problems or opportunities arise, they start to exist

**armor** /'ɑːrmər/ *n U* a type of metal clothing that soldiers used to wear in the past to protect their bodies when they were fighting

**arms** /ɑːrmz/ *n plural* another word for weapons, such as guns and bombs: *He was charged with supplying arms to a terrorist group.*

**arrange** /ə'reɪndʒ/ *v I, T* to make plans so that something can happen, for example a meeting or a party: *Her secretary spent the morning arranging interviews for the new job.*

- *Jan and I arranged to meet for a cup of coffee after work.*

**arrangement** /ə'reɪndʒmənt/ *n C* 1 the **arrangements** all the things that you have to organize so that something can happen: *Who is in charge of the arrangements for the wedding?*

- 2 **make an arrangement** to agree with someone that you will do something together: *I phoned Anna and we made an arrangement to meet for a drink on Friday.*

**arrest** /ə'rest/ 1 *v T* the police **arrest** someone by catching them and taking them to a police station, if they think that person has done something illegal: *Blake was arrested when he tried to leave the country.*

- *She was arrested for stealing a car.*

2 **under arrest** someone who is **under arrest** has been arrested: *The two bank robbers were followed to the airport and are now under arrest.*

- 3 see **house arrest**

**article** /'ɑːtɪkl/ *n C* 1 a report in a newspaper or magazine: *I read an article on/about a new type of car engine that doesn't cause any pollution.*

- 2 a thing or object [FORMAL]: *The police found several stolen articles in his apartment.*

**ashore** /ə'ʃɔː/ *adv* to the land from the sea or from a boat: *I jumped off the boat and swam ashore.*

**ashtray** /'æʃtreɪ/ *n C* a flat container you use to put the ash in when you are smoking a cigarette

**aspect** /'æspekt/ *n C* one of the parts of your life, job, or schoolwork, or one of the parts of a situation or problem: *Which aspects of your job do you enjoy most?*

- *I think we should discuss the financial aspect of the problem first.*

**assassinate** /ə'sæsɪneɪt/ *v T* to kill a famous or powerful person: *the man who tried to assassinate the Pope*

**assault** /ə'sɔːlt/ *n C, U* a crime of attacking someone: *The assault occurred while he was walking home late at night.*

**assistant** /ə'sɪstənt/ *n C* someone whose job is to work with a more important person and help them do their job: *He's one of the president's personal assistants.*

- *She got a job as the company's assistant sales director.*

**associate** /ə'səʊʃieɪt, ə'səʊsi-/ 1 *v T* if you **associate** one thing or idea with another, you make a connection between them in your mind: *"What do you associate with an English winter?" "Cold winds, long dark evenings, and warm pubs."*

- 2 if one person is **associated** with another, they are connected in some way, for example by working together or being friends: *The police want to speak to anyone who was associated with the missing woman.*

- 3 /ə'səʊʃieɪt, ə'səʊsi-/ *n C* someone that you work with or have a business relationship with [FORMAL]: *Brian was meeting one of his business associates.*

**astonished** /ə'stɔːnɪʃt/ *adj* very surprised by something, because it seems almost impossible: *I was absolutely astonished when she told me they were getting married.*

**athletic** /æθ'letɪk, əθ-/ *adj* with a strong and healthy-looking body

**atmosphere** /'ætməsfɪr/ *n C* the way that a place makes you feel when you are there, for example whether it makes you happy or unhappy: *I love going to Sevilla – the atmosphere is always so relaxing there.*

- *I didn't enjoy working there – there was a bad atmosphere.*

**attack** /ə'tæk/ 1 *v T* to try to harm someone, for example by hitting them or using a weapon: *A mother and her daughter were attacked as they were walking in the park.*

- 2 *n C* when someone attacks another person: *Police are investigating a vicious attack on an old lady.*

- 3 see **heart attack**

**attempt** /ə'tempt/ *n U* when someone tries to do something: *Branson is making another attempt to fly around the world in a balloon.*

- *Dana jumped into the river in an attempt to save the dog's life.*

- (=in order to try and save the dog)

**attend** /ə'tend/ *v T* 1 **attend** a school/college/class to be a student at a school, college, or class: *Sam attended a well-known school in Edinburgh.*

- 2 **attend a meeting/event** to go to a meeting or other event: *She missed class in order to attend her grandmother's funeral.*



**attendant** /ə'tendənt/ *n* C someone whose job is to help customers, for example at a gas station, swimming pool, or parking lot

**attention** /ə'tenʃn/ *n* U **1** pay attention to watch or listen or do something carefully: *I don't know what we have to do for homework – I wasn't paying attention when the teacher told us.* • Do the exercise again, and remember to **pay attention to** the spelling. **2** get/attract someone's attention to try to make someone notice you: *I waved at the waiter to get his attention.*

**attitude** /'ætɪtʃd/ *n* C what you think or feel about something: *She's a good student with a positive attitude towards her work.* • There has been a gradual change in people's attitudes towards sex and marriage.

**attract** /ə'trækt/ *v* T to make people go to a place because they want to find out what is happening there: *a club for dance music, which always attracts a lot of students and young people* • Their shouts soon attracted a big crowd.

**attractive** /ə'træktɪv/ *adj* **1** good-looking: *The bar was full of attractive young people.* **2** an attractive job, way of life, etc., seems very pleasant or interesting, so you think you would like it: *It's a good job, and they're offering a very attractive salary.*

**audition** /əʊ'dɪʃn/ *n* C a short performance that an actor, musician, dancer, etc., has to give to see whether they are good enough to be in a play, movie, or show

**aunt** /ænt/ *n* C the sister of your father or mother, or the wife of your uncle: *My aunt and uncle came to watch me in the school concert.* • Aunt Jessy is my father's younger sister.

⇒ If someone is your aunt, you are her **nephew** (male) or **niece** (female).

**author** /'ɔːθər/ *n* C someone who has written a book, newspaper article, etc.: *a radio interview with Steve Jones, author of several books on genetics*

**authorities** /ə'θɔːrətɪz/ *n* plural the authorities all the people who have official power and can tell other people what to do, especially the police and people who work for the administration: *When Brad was a teenager, he was often in trouble with the authorities.*

**automated teller machine** or **ATM** /'ɒtəmeɪtəd 'telər məʃɪm or ɛɪtɪəm/ *n* C a machine outside a bank from which you can get money by using a plastic card  
⇒ The British word for this is **cashpoint**.

**available** /ə'veɪləbl/ *adj* **1** not busy, and therefore able to see someone or do something for them: *I'd like to talk to Ms Parker if she's available.* **2** ready for someone to have or use: *I called the supermarket to find out if there were any jobs available.*

**average** /'ævərɪdʒ/ *adj* **1** the average person/child, etc., most typical people, children, etc.: *The aver-*

*age child spends about 25 hours a week watching TV.* **2** on average *n* in most typical cases: *On average, the women here earn less than the men.*

**aviation fuel** /'eɪvɪ'eɪʃn ˌfjʊəl/ *n* U the type of fuel that is used in airplane engines

**avoid** /ə'vɔɪd/ *v* T to not do something that might cause problems for you, or stay away from somewhere that might cause problems for you: *Avoid all the roads near the airport – there's a lot of traffic there today.* • The doctor says I should **avoid eating** foods with sugar in them.

**awake** /ə'weɪk/ **1** *adj* not asleep: *It was almost midnight, and the baby was still awake.* **2** [awoke, have awoken] *v* I to stop sleeping and wake up: *She awoke early in the morning and left the house.*

**award** /ə'wɔːrd/ *v* be awarded something to be given a special prize for something you have achieved: *She was awarded the Pulitzer Prize for her novel.*

## B

**babysitter** /'beɪbɪsɪtər/ *n* C someone who looks after children while their parents are not at home

⇒ Someone who lives with a family and looks after their children is called a **nanny**. In British English, a babysitter can also be called a **childminder**.

**back and forth** /bæk ən 'fɔːθ/ *adv* going first in one direction, then in the opposite direction: *The boats go back and forth across the English Channel, making about ten trips every day.*

**background** /'bækgraʊnd/ *n* C the type of family, social class, and place that a person comes from: *The girls were good friends, although they came from very different backgrounds.* • Matt was from a farming background.

**badly behaved** /'bædli br'heɪvd/ *adj* children who are badly behaved do not do what their parents or teachers want them to do, and they cause trouble, make noise, etc.

⇒ The opposite of badly behaved is well behaved.

**baggage** /'bæɡɪdʒ/ *n* U all the bags you take with you when you are on a journey

⇒ Another word for this is **luggage**.

**bakery** /'beɪkəri/ *n* C a place where bread and cakes are made, or a store where they are sold

**bald** /bɔɪld/ *adj* with no hair on your head: *By the time he was 30 he was almost bald.* • My brother is **going bald**. (=gradually becoming bald)

**ban** /bæn/ *v* T to forbid something by making a law against it: *a new law that will ban all cigarette advertising*

**bang** /bæŋ/ *v* I to make a loud noise by hitting something: *The door of the garage was banging in the wind.* • We could hear someone **banging on** the door of our neighbor's house.



## banker

**banker** /'bæŋkər/ *n* C someone who has an important job in a bank

**bargain** /'bɑːɡɪn/ *n* C something you buy that costs less than you expected or less than the usual price: *I got this shirt for only \$10 – it was a real bargain.*

**based on** /'beɪst ɒn/ *preposition* using something as the basic idea, and developing from that: *Lee's famous novel is based on his experiences in the Spanish Civil War.*

**basic** /'beɪsɪk/ *adj* of the most simple and most important kind: *basic computer training* • *an article explaining the basic differences between the two political parties*

**basically** /'beɪsɪkli/ *adv* say this when you are explaining the simple, basic facts about something: *The job isn't too difficult – basically, you just have to be good at talking to people.*

**bathing suit** /'beɪðɪŋ suɪt/ *n* C a piece of clothing that you wear when you go swimming, especially of an old-fashioned type

**bathrobe** /'bæθrəʊb/ *n* C a piece of clothing for men or women, like a light, loose coat, which you wear for example after having a bath, or before you get dressed in the morning

⇒ The usual British word for this is  **dressing gown**.

**battery** /'bætəri/ *n* C a thing that you put in a radio, Walkman, flashlight, etc., to provide electricity: *My Walkman isn't working – I think the batteries are dead.* (=have stopped working)

**beach** /bi:tʃ/ *n* C an area between the sea and the land, where people often go to relax, swim in the sea, etc.: *a beautiful island with long sandy beaches* • *Shall we go to the beach today?*

**bear** /ber/ *v* T to carry something [FORMAL OR LITERARY]: *A servant entered the room, bearing a tray with drinks on it.*

**beard** /bɪəd/ *n* C hair that a man grows on his face and chin

⇒ The hair that a man grows above his mouth is called a  **mustache**.

**beat** /bi:t/ *v* T to win a game or competition against another person or group: *Juventus were beaten by Manchester United in last night's game.*

**beg** /beg/ *v* T to keep asking someone to do something that you want very much: *We begged her to come with us, but she refused.*

**behave** /br'heɪv/ *v* I 1 to do things that are good, bad, sensible, etc.: *She behaved in a very responsible way.* 2 behave yourself, not to do things that annoy or offend people: *Will your children please behave!* 3 the way something acts or works: *Quantum mechanics is the study of the way atoms behave.*

**behavior** /br'heɪvjər/ *n* U your behavior is the things you do and say and the way you talk to people or treat them: *The police chief praised the behavior of the Italian soccer fans.*

**believe in** /br'liv ɪn/ 1 *v* T to be sure that something exists: *Do you believe in God?* 2 to support something because you are sure it is right or good: *Some men went to jail rather than fight in a war they didn't believe in.*

**belong to** /br'lɒŋ tu/ *v* T if something belongs to you, you are the owner of it: *Who does this calculator belong to?* • *They stole a car belonging to a famous rock star.*

**beloved** /br'ləvɪd/ *adj* a beloved person or thing is one that you love very much, and you do not want to be separated from them: *She never went anywhere without her beloved dog.*

**benefits** /'benɪfɪts/ *n* plural the benefits of something are the good things about it that will make your life better in some way: *a new hospital with all the benefits of modern medical science* • *The job offers an excellent salary and other benefits.* (for example health insurance, paid vacations, etc.)

**besides** /br'saɪdz/ *adv* say this when you are adding another fact or reason to something you already said: *We don't really need a car here, and besides there's nowhere to park one.*

**best friend** /best 'frend/ *n* C the friend that you like most: *She used to be my best friend when I was at college.*

**bilingual** /baɪ'lɪŋɡwəl/ *adj* someone who is bilingual can speak two languages very well: *Paola is bilingual in English and Italian.*

**billfold** /'bɪlfəʊld/ *n* C a small flat case that you use for carrying paper money in

⇒ It can also be called a  **wallet**.

**biography** /baɪ'ɒɡrəfi/ *n* C a written description of someone's life: *She is the author of a well-known biography of Princess Diana.* –**biographical** /baɪ'ɒɡræfɪkl/ *adj*: *biographical details* (=facts about the events in someone's life)

**birthrate** /'bɜːθreɪt/ *n* C the number of babies born in relation to the population: *a fall/rise in the birthrate*

**bite** /baɪt/ *n* C take a bite to bite something with your teeth: *Phil picked up an apple and took a bite.*

**bizarre** /br'zɑːr/ *adj* very strange: *Mike's new step-mother is younger than he is – it's a bizarre situation!*

**blame** /bleɪm/ *v* T to say that a person or thing is responsible for something bad that has happened: *She always blames me when anything gets broken.* • *He was late for school, but he blamed it on the traffic.*

**bleed** /bliːd/ *v* T to have blood coming out of your body because of a cut or injury: *She cut her finger and it started bleeding.*

**blew up**: see  **blow up**

**blood** /blʌd/ *n* U the red liquid that flows around your body: *When he got out of the car, his face was covered in blood.*

**blow up** /bləʊ 'ʌp/ [blew, have blown] *v* I to explode (=make a loud bang, causing a lot of damage): *There was a hole in the fuel tanks, and the plane blew up before it left the ground.*



**board** /bɔ:rd/ 1 *v* I, T to get on a plane, bus, train, or ship: *Passengers in rows 1 to 10 may board now/may board the plane now.* 2 **a plane is boarding** it is time for the passengers to get on a plane: *Flight BA 428 to Miami is now boarding.* 3 **on board** on a plane or ship: *The plane crashed with over 300 people on board.*

**boarding school** /'bɔ:rdɪŋ ,sku:l/ *n* C a school where the students live during the semester

**boiling** /'bɔɪlɪŋ/ *adj* very hot: *Turn the heater off – it's boiling in here!* • *a boiling hot day in June*

⇨The opposite of **boiling** is **freezing**.

**book** /buk/ *v* T to arrange to have a ticket, hotel room, vacation, etc., by asking for it to be kept for you:

⇨**Reserve** means the same: *You can book your plane tickets by phone if you like.*

**bookshelf**: see **shelf**

**booth** /bu:θ/ *n* C a covered or enclosed space where people sell things at a market

**border** /'bɔ:də/ *n* C the line that separates one country from another: *a small town in Italy, close to the border with Switzerland*

**bored** /bɔ:rd/ *adj* feeling tired and impatient because something is not interesting at all: *It was a long flight, and the kids soon got bored.* • *She's bored with school, and wants to get a job instead.*

**boring** /'bɔ:ɪŋ/ *adj* something that is **boring** makes you feel tired and impatient because it is not interesting at all: *"Did you enjoy the party?" "No, it was really boring."* • *Don't you find it boring, sitting in front of a computer all day?*

**borrow** /'bɔ:rəʊ/ *v* T to take or use something that belongs to someone else, when you agree to give it back to them later: *Can I borrow your calculator?* • *They borrowed \$5,000 from the bank.*

⇨When you **borrow** something from another person, they **lend** it to you.

**boss** /bɔ:s/ *n* C the person who is in charge of you at work: *Do you get along well with your boss?*

**bother** /'bɔ:ðə/ *v* I **not bother** to not do something because you do not think it is important or necessary: *A lot of young people now don't bother getting married/don't bother to get married.* • *When you cross from Belgium into Holland, you don't have to bother with passports. (=passports aren't necessary)*

**bow** /bau/ *v* I, T to bend your head and shoulders forwards as a way of showing respect for someone: *In some countries people bow to each other instead of shaking hands.* • *Remember to bow your head when you meet the king.*

**bowl** /boul/ *n* C a round deep dish for putting food in: *a salad bowl* • *For breakfast, I usually have a bowl of cornflakes.*

**bowling** /'boulɪŋ/ *n* U a sport in which you try to knock down a set of objects shaped like bottles by rolling a heavy ball towards them

**brand** /brænd/ *n* C a product made by one particular company: *Do you always buy the same brand of toothpaste?*

**brave** /breɪv/ *adj* not afraid to do something dangerous or frightening: *brave opponents of the military administration* • *a brave attempt to put out the fire*

**breakable** /'breɪkəbl/ *adj* not very strong, and easy to break

**bribe** /braɪb/ 1 *n* C money that someone gives secretly to a politician, judge, police officer, etc., to persuade them to do something dishonest: *The newspaper said he had offered bribes to the police.* 2 *v* T to give someone a bribe: *They bribed the guards to let them across the border.*

**brief** /brɪf/ *adj* very short: *a brief description of your family* • *We had a brief rest, then set off again.*

**briefcase** /'brɪfkeɪs/ *n* C a case you use when you are going to work or to school, for carrying papers and books

**briefly** /'brɪfli/ *adv* for a short time, or using only a few words: *Write a short letter, briefly explaining why you want the job.* • *She paused briefly, then continued talking.*

**brilliant** /'brɪljənt/ *adj* extremely intelligent or skillful: *a brilliant scientist/musician*

**broadcast** /'brɔ:dkæst/ *v* I, T to produce a radio or television program so that people can listen to it or watch it: *Channel 9 broadcasts an hourly news program throughout the night.*

**brought up**: see **bring up**

**buddy** /'bʌdi/ *n* C a friend [INFORMAL]: *He's a great buddy!*

⇨The usual British word is **mate**.

**budget** /'bʌdʒɪt/ *n* C a plan for how you will spend the money that you have, so that you get the best result

**bulb** or **light bulb** /'laɪt bʌlb/ *n* C a round glass thing with a thin wire in it, which produces electric light

**bump into** /'bʌmp ɪntu:/ *v* T to meet someone that you know, but without planning to: *I bumped into Annie when I was in the supermarket this morning.*

**burglar** /'bɜ:glə/ *n* C a thief who goes into someone's home to steal things.

⇨A thief who steals money from a bank is a **robber**.

**burglary** /'bɜ:gləri/ *n* C, U a crime in which someone goes into another person's home to steal things: *There have been four or five burglaries on our street this year.*

**burst** /bɜ:rst/ [burst, have burst] *v* I 1 **burst into tears** to suddenly start crying 2 **burst out laughing** to suddenly start laughing

**bury** /'beri/ *v* T to put something in a hole in the ground and cover it with earth: *They buried the stolen money in a field.*

**bust** /bʌst/ *v* C a small statue of a famous person, showing only their head and shoulders: *There was a bust of Karl Marx on his bookshelf.*



## butcher

**butcher** /'bʊtʃər/ *n* C someone whose job is cutting up meat and selling it. The store where a butcher works is called **the butcher's**.

**button** /'bʌtn/ *n* C **1** a thing you use to fasten a coat, shirt, etc.: *a blue dress with black buttons on the front* **2** a thing you press to make a machine work: *To send a fax, put the paper in here and then press this button.*

## C

**cabin** /'kæbm/ *n* C a small room on a boat, for sleeping in

**cable TV** or **cable** /'keɪbl ti: 'vi:/ *n* U a television system that uses wires to carry the programs, instead of sending radio waves through the air: *We watched the baseball game on cable TV/on cable.*

**cage** /keɪdʒ/ *n* C a place for keeping animals or birds in, made of metal bars: *I don't like to see wild animals being kept in cages.*

**calculator** /'kælkju.leɪtər/ *n* C a small electronic machine that does math calculations, such as addition, division, subtraction, and multiplication

**call** /kɔ:l/ *v* I, T **1** to telephone someone: *Sally called while you were in the shower.* • *If this happens again, you should call the police.* **2 call back** to telephone someone again, because they were out or they were busy when you called them before: *If you're too busy now, I'll call back later/I'll call you back later.* **3 call in** to telephone the place where you work in order to give a message: *I had a bad cold, so I called in sick.* (=called to say I was sick and would not be going to work)

**caller** /'kɔ:lər/ *n* C someone who telephones: *Ask the caller to give you her number, and say you'll call her back.*

**call-in** /'kɔ:lin/ *n* C a radio or TV program in which ordinary people can call the program to give their opinions or ask questions: *a call-in about environmental issues*

⇒ The British word for this is **phone-in**.

**calm down** /'kɑ:m 'daʊn/ *v* I to start feeling calm again after you have been frightened, worried, or angry: *We gave him some coffee, and after a while he calmed down.*

**campaign** /kæm'pem/ **1** *v* I to try to get laws or administration plans changed, using public activities like meetings and marches: *People were campaigning against the new road/campaigning for a new school.* **2** *n* C an organized plan designed to influence people's opinions or get changes in the law: *an advertising campaign* (=when a company tries to make people buy its product, by putting a lot of advertisements in the newspapers and on the TV and radio) • *an election campaign* (=when politicians try to persuade people to vote for them)

**cancel** /'kænsəl/ *v* T to stop an event that was planned to happen, or stop a plane, train, etc., that was planned to go somewhere: *We had to cancel the game because several players were sick.* • *My train was canceled, so I took a taxi.*

**candidate** /'kændɪdət/ *n* C one of the people who have applied for a job, or who want to get elected in an election: *About 30 people applied for the job, and we interviewed the six best candidates.* • *Here is a list of the candidates in next month's election.*

**candle** /'kændl/ *n* C a thing made of wax, which you burn to give light

**cannabis** /'kænəbɪs/ *n* U a drug that is illegal in most countries. People take cannabis by smoking it in cigarettes. Also known as marijuana.

**cap** /kæp/ *n* C a soft hat. There are various types of caps, such as the ones worn by police officers and soldiers, or the ones you wear to keep your hair dry when you are swimming or taking a shower: *a shower cap*

**capable** /'keɪpəbl/ *adj* **1 capable of** able to do something: *a car capable of traveling at 200 kph* **2 a capable** person, teacher, driver, etc., is good at doing something, and you can trust them to do things well: *I was looked after by Nurse Chang, who was very capable.*

**capsize** /kæp'saɪz/ *v* I to sink or turn over in the sea: *The Titanic hit an iceberg and capsized.*

**capture** /'kæptʃər/ *v* T to catch a person or get control of a place, especially in a war: *The city was captured by antigovernment soldiers.*

**career** /kə'riər/ *n* C the type of job you do for a large part of your life: *a career in teaching/journalism* • *a teaching/acting career* • *a job with a good career structure* (=a well-organized system for making progress as you become more experienced) • *He's very career-minded.* (=very interested in being successful at work)

**carefree** /'keəfri:/ *adj* when your life is very easy and you have no worries: *She remembered when she was young and carefree.* • *a carefree life*

**carnival** /'kɑ:mɪvl/ *n* C a big public event when people walk through the streets wearing colorful clothes, and there is a lot of music and dancing

**carry out** /'kæri 'aʊt/ *v* T to do something that you have planned or organized: *Police officers carried out a thorough search of the building.*

**case** /keɪs/ *n* C a situation in which things happen in a particular way, especially crimes, illnesses, or unusual events: *The news story was about a man who saw a ghost, and there was a similar case last week.* • *There have been several cases of people being robbed on the street.*

**cash** /kæʃ/ *n* U money, especially money you carry with you in banknotes (dollars) and coins

**cashier** /kæ'ʃɪər/ *n* C someone whose job is to give or receive money in a bank, store, or gas station



**cash register** /kæʃ redʒɪstər/ *n* C a piece of equipment in a store that calculates how much a customer has to pay, and is also used for storing the money paid by customers

⇨ The British word for this is **till**.

**casual** /'kæʒuəl/ *adj* informal: *casual clothes* • “Hi” is a *casual way of saying hello*.

**catch up** /kætʃ 'ʌp/ [**caught, have caught**] *v* I, T if you **catch someone up**, or **catch up with someone**, you reach them by following them and walking, running, or driving faster than them: *A police car chased after the gang and caught up with them at the traffic light.*

**category** /'kætɪgəri/ *n* C a group of things or people of the same general type: *He won first prize in the category of “Best Young Actor.”* • *All the books are sorted into one of three categories.*

**cathedral** /kə'thi:drəl/ *n* C a large and important Christian church: *Canterbury Cathedral*

**caught up**: see **catch up**

**celebration** /,selə'breɪʃn/ *n* C an important happy occasion or party, when something special has happened: *We had a big celebration when we finished our exams.*

**cellphone** /'selfəʊn/ *n* C a telephone that you can take with you wherever you go

⇨ It can also be called a **mobile phone**.

**central heating** /,sentrəl 'hi:tn/ *n* U a system of equipment for keeping a building warm in cold weather

**century** /'sentʃəri/ *n* C a period of one hundred years: *Cars were invented in the late 19th century.* (=near the end of the period from 1800 to 1900) • *English people first settled in America about four centuries ago.*

**ceramics** /sə'remɪks/ *n* plural things like plates, cups, and bowls, especially when they are beautifully made and decorated: *a store selling hand-painted ceramics from Portugal*

**ceremony** /'serɪməni/ *n* C a public or religious event where a set of formal actions are performed: *the wedding ceremony*

**certainly** /'sɜ:tnli/ *adv* say this when you are sure that something is true: *Your English has certainly improved since you went to that school.* • “Are we allowed to smoke here?” “No, **certainly not!**”

**certify** /'sɜ:tɪfaɪ/ *v* T to state formally that something is true, especially in an official document or form

**chain-smoke** /tʃeɪn sməʊk/ *v* I, T to smoke cigarettes continually, lighting each one from the one you smoked before

**challenging/a challenge** /tʃælɪndʒɪŋ, ə tʃælɪndʒ/ *adj/n* when a job or activity is difficult, but also interesting and worth doing: *I decided to accept the job because it was a challenge/it was challenging.*

**chambermaid** /tʃeɪmbərmeɪd/ *n* C a woman whose job is to clean the bedrooms in a hotel

**change** /tʃeɪndʒ/ *v* **change your mind** to change a plan or decision, so that you decide to do something else: *I was planning to get a job, but then I changed my mind and went to college instead.*

**channel** /tʃænl/ *n* C one of the different sets of programs you can choose on a television: *Which channel is that movie on?* • *If you have a remote control, you can change channels without leaving your chair.*

**chaos** /'keɪɔ:s/ *n* U a very disorganized situation, in which a lot of different things are happening, and no one is in control: *The traffic lights downtown weren't working, and it was complete chaos.*

**charge** /tʃɑ:rdʒ/ *v* T 1 to ask someone to pay a particular price for something: *He charged us \$200 to fix the car.* • *How much do they charge for a haircut?* 2 to tell someone officially that they are believed to be guilty of a crime and must go to court: *Police arrested Fratelli and charged him with murder.*

**chat** /tʃæt/ 1 *v* I to have a conversation with a friend: *Becky and Sue were chatting about their boyfriends.* 2 *n* C a conversation between friends: *Why don't you come over for a chat some time?*

**checkout** /tʃekəʊt/ *n* C the place in a supermarket where you pay for all the things you have bought: *She had a part-time job as a checkout clerk in the local supermarket.*

**cheeky** /tʃi:ki/ *adj* a little rude, but not in a very serious way

**cheerful** /tʃi:fl/ *adj* always happy and friendly

**chef** /ʃef/ *n* C someone whose job is to cook in a restaurant or hotel

**childhood** /tʃaɪldhʊd/ *n* U the time when you were a child: *I lived there during my childhood.* • *a happy/unhappy childhood*

**chopsticks** /tʃɒpstɪks/ *n* plural the two thin sticks that people use to eat food with in some Asian countries made of different materials such as wood or metal

**choreographer** /kə'reɪ'ɔ:grəfər/ *n* C someone whose job is to decide and arrange the way that dancers move in a performance

**chores** /tʃɔ:z/ *n* plural the jobs you have to do in order to keep your home clean and tidy: *washing, ironing, and other household chores*

**chrome** /kroum/ *n* U a special kind of shiny metal used especially on cars and motorcycles: *an old American car with polished chrome wheels*

**chunk** /tʃʌŋk/ *n* C a part of something larger that has been separated: *They divided up the farm and sold a big chunk of land to a property developer.*

**circuit** /'sɜ:kt/ *n* C a series of sports competitions that people take part in when they do the sport as their job: *Tiger Woods won his first tournament soon after he joined the professional golf circuit.*

**circulate** /'sɜ:rkjuleɪt/ *v* I to walk around a room and talk to all the people there: *Tony was circulating with some glasses of wine for the guests.*



**circulation** /ˈsɜːrkjuːleɪʃn/ *n* U the way blood moves around your body: *There was a diagram on the wall, showing the circulation of the blood.* • *Regular exercise can improve your circulation.*

**circumstances** /ˈsɜːrkəm, stənsɪz, -stən-/ *n* plural the situation at a particular time or in a particular person's life, and the way this affects what happens: *The two children had been brought up in very different circumstances.* • *In some circumstances* (=in certain conditions), *you may be allowed to take the exam again.*

**citizen** /ˈsɪtɪzn/ *n* C someone who belongs to a particular country and has legal and political rights there: *She's working in Hong Kong now, but she's a British citizen.*

**citizenship** /ˈsɪtɪznʃɪp/ *n* U someone who has **Canadian citizenship**, **British citizenship**, etc., has the legal and political rights of a citizen of Canada, Britain, etc.: *He moved to New York five years ago, and now he has US citizenship.*

**civilization** /ˌsɪvɪlaɪˈzeɪʃn/ *n* C a society that has a high level of social and political organization, and has its own special culture: *the ancient civilization of the Inca people of South America*

**claim** /kleɪm/ *v* T to say something is true, even though you cannot prove it: *Mulder claims that he saw an alien spacecraft/claims to have seen an alien spacecraft.*

**clan** /klæn/ *n* C a group of families who are closely related to each other, in the traditional social systems of some countries

**classmate** /ˈklæsmeɪt/ *n* C someone who is in the same class as you: *One of my classmates is going to college in the US next year.*

**clerk** /klɜːrk/ *n* C someone who deals with customers in a hotel, store, or ticket office: *a ticket clerk at a railroad station* • *a desk clerk in a hotel* • *a sales clerk in a store*

⇒ In British English a sales clerk is called a **shop assistant**.

**cliché** /kliːˈʃeɪ/ *n* C a phrase, idea, story, etc., that has been used so often that it seems very boring and not at all original or different: *The president's speech was full of clichés.*

**client** /ˈklaɪənt/ *n* C someone who pays a lawyer, accountant, or other professional person for their advice or services

**climate** /ˈklaɪmət/ *n* C the kind of weather that is typical of a place or area: *a country with a warm, dry climate* (=where the weather is usually warm and dry)

**close** /kloʊs/ *adj* people who are close have a special relationship, and they talk to each other a lot and know each other very well: *My brother is ten years older than me, and we've never been very close to each other.* • *Jan is one of my closest friends.*

**closet** /ˈkloʊzət/ *n* C a large cupboard for keeping clothes in

**clue** /kluː/ *n* C anything that helps you to find the answer to a difficult question or helps the police to

find out about a crime: *Detectives searched the bank for clues.*

**coast** /koʊst/ *n* C the area of a country that is close to the sea: *the east coast of the United States* • *St. Andrews is on the coast.*

**coastal** /ˈkoʊstl/ *adj* on the coast, near the coast, or typical of the coast: *Coastal areas will have a lot of rain today.* • *a coastal climate*

**coastline** /ˈkoʊst-laɪn/ *n* C the shape or length of a country's coast: *western Scotland's rocky coastline*

**coincidence** /ˈkɔʊˈɪnsɪdəns/ *n* C when two similar things happen without being planned, and this surprises you: *What a coincidence that we were both traveling on the same train!* • *By coincidence, her boyfriend had the same last name as her.*

**coin purse** /ˈkɔɪn pɜːrs/ *n* C a small case that you use for carrying coins and paper money in

⇒ A small flat case for carrying paper money in is a **wallet** or **billfold**.

**collapse** /kəˈlæps/ *v* I 1 to suddenly fall down because you are too weak or too tired to stand: *She tried to get out of bed, but she collapsed almost immediately.* 2 if a wall, building, or bridge collapses, it suddenly falls down because it is weak or damaged

**colleague** /ˈkɔːliːg/ *n* C someone you work with: *She went out for a meal with some colleagues.* • *He's a colleague of mine.* (=one of my colleagues)

**collectively** /kəˈlektɪvli/ *adv* together, as a group: *All decisions affecting the company are taken collectively by the whole staff.* • *England, Wales, and Scotland are known collectively as "Great Britain."*

**colloquial** /kəˈloukwɪəl/ *adj* colloquial words or phrases are used in informal conversations: *It was totally wicked, dude!*

**colonist** /ˈkɔːlənɪst/ *n* C someone who goes to another country to start a new community (a colony), especially in the past: *English colonists in Australia in the 18th century*

**come out with** /kʌm ˈaʊt wɪð/ *v* T to say something, especially something silly or surprising [INFORMAL] similar to admit

**come up** /kʌm ˈʌp/ *v* I to happen suddenly, when you are not expecting it: *A problem came up at work, so I had to stay at the office.*

**comment** /ˈkɔːment/ *n* C something you say or write to give your opinion, for example in a meeting or discussion: *We asked an expert to give his comments on the latest events in Rwanda.*

**commercial** /kəˈmɜːrʃl/ *adj* connected with business and making profits: *Her first novel was very good, but it wasn't a commercial success.* (=it did not make a lot of money)

**commit** /kəˈmɪt/ *v* T to do something illegal: *Sutcliffe had committed several murders.* • *Police say the crime was committed between midnight and 3 a.m.*



**committee** /kə'mɪti/ *n* C a small group of people who have the power to make decisions for a larger group, in business, politics, etc.: *The company's finance committee decides whether employees' salaries will go up.*

**common** /kə'mən/ *n* have something in common to be similar in some way, for example by having the same interests, experiences, or characteristics: *I don't know why she goes out with him – they don't have much in common.* • *What do these two stories have in common?* (=in what ways are they similar?)

**common sense** /kə'mən 'sens/ *n* U someone who has common sense is always sensible and practical, and is good at deciding what to do in any situation

**communicate** /kə'mjuːnɪkeɪt/ *v* I to exchange information with another person, for example by speaking, writing, telephoning, etc.: *He left home two years ago, and hasn't communicated with his family since then.* • *My girlfriend lives in Japan, so we communicate by email.*

**community** /kə'mjuːnɪti/ *n* C a group of people who live together in the same area, especially people who are alike in some way: *There's a large Polish community in Chicago.*

**commuter** /kə'mjuːtər/ *n* C someone who travels a long distance every day by train or car in order to get to work

**compartment** /kəm'pɑːtmənt/ *n* C one of the parts that a train is divided into

**complain** /kəm'pleɪn/ *v* I, T to say you are fed up or not satisfied about something, for example because it is annoying, unfair, or not good enough: *She's always complaining about her brother.* • *You should complain to the manager if your room isn't clean.* • *Some of the students complained that their teacher was always late.*

**complete** /kəm'pliːt/ 1 *adj* in every way: *Kabila's army is now in complete control of the country.* • *It was a complete surprise.* 2 *adj* all of something, with nothing missing: *a complete set of Jane Austen novels* 3 *v* T to finish doing something, or to do everything that needs doing: *She completed her studies in 1996.* • *Complete these sentences by adding the correct preposition.*

**composer** /kəm'pəʊzər/ *n* C someone who writes music, especially classical music: *famous composers like Mozart and Tchaikovsky.* A composer composes music: *Who composed The Magic Flute?*

**compulsive** /kəm'pʌlsɪv/ *adj* a compulsive smoker, drinker, gambler, etc., cannot stop doing something, even though it is bad for them

**compulsory** /kəm'pʌlsəri/ *adj* when the laws or rules say that you must do something: *You can choose which language to study, but Math and Science are compulsory.*

⇨The opposite of compulsory is optional.

**concept** /kəmsept/ *n* C an idea of what something is like: *a book that explains the basic concepts of the Islamic religion*

**concerned** /kən'sɜːnd/ *adj* worried because you think something bad may have happened: *She didn't come home at the usual time, so her parents began to get concerned.*

**concerning** /kən'sɜːmɪŋ/ *preposition* about a particular subject [FORMAL]: *a letter from the bank manager concerning our request for a loan*

**conclusion** /kən'kluːʒn/ *n* C the last part of something, or the way something ends: *the conclusion of a novel*

**condition** /kən'dɪʃn/ *n* C 1 something that one person must promise to do, before another person will agree to do something else: *You can borrow the car on one condition* (=if you promise to do one thing) – *you must bring it back before midnight.* 2 the conditions in which you live or work are all the things about your situation that make it pleasant or unpleasant: *The city was under attack, and people were living in terrible conditions, with no electricity and not much food or water.* • *It's a really modern factory, and the pay and conditions are pretty good.*

**conduct** /kən'dʌkt/ *v* T to do something in order to collect information and find out about something: *Do you think scientists should conduct experiments with live animals?*

**conference** /kəm'fərəns/ *n* C a large meeting that goes on for several days, where people like scientists, teachers, or business people exchange ideas about their subject: *She's going to a conference on computers in education.*

**confidence** /kəm'fɪdəns/ *n* U someone who has confidence believes in their own ability, so they do not feel shy and they do not worry about failing: *a talented young musician with plenty of confidence*

**confined** /kən'faɪnd/ *adj* be confined to to have to stay somewhere and be unable to leave, because of illness: *She had a bad case of flu and was confined to bed for over a week.*

**confirm** /kən'fɜːrm/ *v* T to say that something is definitely true: *She says she was at home last night, and her parents have confirmed this.* • *Jackson confirmed that the rumors about a divorce were true.*

**confirmation** /kən'fər'meɪʃn/ *n* U proof that something is definitely true or has definitely happened

**confuse** /kən'fjuːz/ *v* T to make a mistake, when you think something is something else: *She confused her pocketbook with mine, and took the wrong one.* • *People often confuse me with my brother because we look very alike.*

**confused** /kən'fjuːzd/ *adj* feeling that you do not understand something or you do not know what is happening: *It was a complicated story, and I got*



## confusing

**very confused.** • *You look confused – shall I explain it again?*

**confusing** /kən'fju:zɪŋ/ *adj* something that is confusing is difficult to understand or makes you feel that you do not know what is happening: *I don't understand these instructions – they're so confusing.* • *The airport was large and crowded, and Dan found it very confusing.*

**congestion** /kən'dʒestʃən/ *n*  $\cup$  when there is a lot of traffic and it is moving very slowly: *There was heavy congestion on all the roads going uptown.*

**congratulations** /kən,grætʃu'leɪʃnz/ *n* what you say to tell someone you are pleased about something special they have done: *Did you get the job? Oh, congratulations!*

**connect** /kə'nekt/ *v* **T** 1 to show that there is a connection between two people, events, facts, etc.: *The police found evidence that connected Paterson with the murdered man.* 2 to put you in contact with the person that they are trying to telephone: *Hold on, I'll just connect you.* • *Could you connect me to the accounts department, please?*

**connected with** /kə'nektɪd wɪð/ *n* having some connection with: *I'm not sure what her job is, but I think it's connected with tourism.*

**connection** /kə'nekʃn/ *n*  $\cup$ ,  $\cup$  a way in which two people, facts, or situations are related or similar, so that one affects or influences the other: *Scientists believe there may be a connection between lack of sunlight and some types of mental illness.* • *The police could not find any connection between the two crimes.* (=could not prove that they were related in any way)

**consciousness** /'kɒnʃəsnəs/ *n*  $\cup$  the state when you are awake and know what is happening around you: *She lost consciousness after falling and hitting her head.* • *to regain consciousness after an operation*

**consequently** /'kɒnsɪkwəntli/ *adv* say this to show that one thing happens because of another [FORMAL]: *There were problems with the airport's computers, and consequently several flights were delayed.*

**conservative** /kən'sɜ:vətɪv/ *adj* rather old-fashioned, and not liking change or new ideas: *It's a very conservative school.* • *conservative ideas about marriage*

**consider** /kən'sɪdər/ *v* **T** 1 to think about something, especially when you have to make a decision: *I considered all the advantages and disadvantages, and decided not to go to college.* • *Have you ever considered working with computers?* 2 **considered to** be thought by most people to be: *Walking is considered to be one of the best forms of exercise.*

**considerable** /kən'sɪdərəbl/ *adj* quite large [FORMAL]: *a considerable distance* (=a long way) • *The cost of the repairs could be considerable.* –**considerably** *adv*: *Taking the plane would be considerably more expensive.* (=would cost a lot more)

**consist of** /kən'sɪst əv/ *v* **T** to be made of different parts: *The test consists of two written papers and one oral exam.*

**constitution** /'kɒnstɪ'tu:ʃn/ *n*  $\cup$  a country's constitution is the set of laws that control how it is governed and describe the rights and duties of the people who live there

**consult** /kən'sʌlt/ *v* **T** to get information or advice by asking a person or looking at a book, map, etc.: *We consulted the map, and realized we were on the wrong road.* • *If the pain gets worse, consult a doctor.*

**consume** /kən'sju:m/ *v* **T** to eat or drink something, or to use something such as gasoline, electricity, etc. [FORMAL]: *Small cars consume less fuel than larger ones.* • *The average family consumes about 2 kilos of sugar per week.*

**contact** /kəmtækt/ 1 *n*  $\cup$  when people communicate with each other: *They used to be good friends, but after they left school they lost contact.* (=stopped seeing each other or talking to each other) • *My cousin lives in New York now, but we keep in contact.* 2 *v* **T** to communicate with someone, by writing, telephoning, etc.: *If you need more information, contact the school secretary.*

**contents** /'kɒntents/ *n* plural 1 everything that is in a container, a box, a drawer, etc.: *He opened the bottle and poured the contents down the sink.* 2 a list at the beginning of a book that shows how the book is divided and what each separate part of it contains

**context** /'kɒntekst/ *n*  $\cup$  all the words or sentences that come before and after a particular word and help you understand it: *Try to guess what it means by looking at the context.*

**continent** /'kɒntɪnənt/ *n*  $\cup$  one of seven very large areas of land that the world is divided into, such as Africa, Asia, and South America

**contract** /'kɒntrækt/ *n*  $\cup$  a legal agreement between people or companies, which says what work someone will do, and how much they will be paid: *She has a contract with a design company.* • *Some people work for just one employer, others work on a contract basis for several different employers.*

**contrast** /'kɒntræst/ *v* **T** to show the differences between two situations, events, etc.: *The poem contrasts the horrors of war with the simple pleasures of life in peacetime.*

**contribution** /kən'trɪ'bju:ʃn/ *n*  $\cup$  all the work someone does or all the help they give: *The concert was a great success, and I'd like to thank you for your contribution.*

**controlled** /kən'trəʊld/ *adj* if something is controlled, there are clear rules that put limits on who can do it, who can have it, etc.: *The sale of alcohol is strictly controlled.*

**controversial** /kən'trə'vɜ:ʃl/ *adj* a controversial idea, subject, decision, etc., is one that people disagree about and sometimes get angry about: *He made a controversial speech saying that women with children should not go out to work.*



**controversy** /kən'trɒvɜːrsi/ *n* **U** when there is a lot of public disagreement, for example in the newspapers and on television, about something someone does or says: *a movie about drug-taking, which caused a lot of controversy*

**convent** /kən'vent/ *n* **C** a place where **nuns** live (=a community of religious women). A **convent school** is a convent where students are taught by nuns.

**convict** /kən'vɪkt/ *v* **T** **be convicted of** to be found guilty of a crime: *Watson was convicted of murder and sentenced to 30 years in jail.*

**convince** /kən'vɪns/ *v* **T** to make someone believe that something is true: *She tried to convince them that she was innocent.*

**convinced** /kən'vɪnst/ *adj* feeling sure that something is true, even though you cannot prove it: *We were convinced that the business would be a success.*

**convincing** /kən'vɪnsɪŋ/ *adj* making you feel sure that something is true or real: *She told us her train was delayed – it wasn't a very convincing excuse.* • *De Niro gave a convincing performance as a gangster.*

**cope** /kəʊp/ *v* **I** to deal with a difficult situation, and do things well: *She's doing two jobs as well as taking her degree – I don't know how she copes.* • *When his parents died he had to cope with a lot of extra responsibilities.*

**corruption** /kə'rʌpʃn/ *n* **U** dishonest and illegal behavior in business, politics, etc.: *The new administration promised to put a stop to police corruption.*

**cosmologist** /kəʊz'mɒlədʒɪst/ *n* **C** a scientist who studies the structure of the universe and the way it was formed

**cosmopolitan** /kəʊz'mə'pɒlɪtən/ *adj* a cosmopolitan place is interesting, modern, and exciting because there are people from all over the world there: *Sydney is a great city – it's so cosmopolitan.*

**cost of living** /kəʊst əv 'lɪvɪŋ/ *n* **C** the amount of money you have to spend in order to buy the basic things you need, like food, clothes, and a place to live: *The cost of living in Japan is much higher than it is in Greece.*

**costume** /'kɒstʃəm/ *n* **C** a special set of clothes, for example worn by an actor or actress: *The movie wasn't very good, but the costumes were fantastic.* • *In the carnival, the children wore traditional village costumes.*

**couch** /kaʊtʃ/ *n* **C** a long comfortable seat that three or four people can sit on, also called a sofa

**count** /kaʊnt/ *n* **at the last count** the last time a number was counted: *Newman collects old racing cars, and had 15 of them at the last count.*

**counterpart** /'kaʊntəpɑːt/ *n* **C** a person or thing of the same type, but in a different place: *Teachers here earn less than their German counterparts.* (=less than teachers in Germany) • *a meeting between Italy's Finance Minister and his Japanese counterpart*

**couple** /kʌpl/ *n* **C** **1** two people who are married or in a relationship: *Our neighbors are a young couple*

*with a baby.* **2 a couple of** two [INFORMAL]: *I bought a couple of new shirts.*

**courageous** /kə'reɪdʒəs/ *adj* very brave and determined

**court** or **law court** /'lɔː kɔːt/ *n* **C** a building where legal trials take place, to decide whether someone is guilty of a crime

**courtroom** /'kɔːtruːm, -rʊm/ *n* **C** one of the rooms in a court building, where legal trials take place

**cousin** /'kʌzn/ *n* **C** the child of your aunt or uncle: *Geena is my cousin – her mother is my dad's sister.*

**coverage** /'kʌvərɪdʒ/ *n* **U** reporting of events in a newspaper or on television: *There will be full coverage of the Olympic Games on Channel 3.* • *a newspaper with good coverage of international news*

**craft** /kræft/ *n* **C** a traditional activity in which you make things using your hands, for example **pottery** (=making plates, bowls, etc., from baked clay) or **weaving** (=making materials or carpets using wool, cotton, etc.)

**crash** /kræʃ/ **1** *v* **I** to hit something very hard, causing a lot of damage: *The plane crashed into the side of a mountain.* **2** *n* **C** an accident in which planes, cars, trains, etc., crash into something: *The Princess was killed in a car crash in Paris.*

**create** /kri'eɪt/ *v* **T** to make something that did not exist before: *The president announced plans to create six new colleges.* • *one of the cartoon characters created by Walt Disney*

**creative** /kri'eɪtɪv/ *adj* using your imagination to create stories, pictures, new ideas, etc.: *She's a very creative child.* • **creative writing** (=writing stories, poems, etc.)

**credit card** /'kredit kɑːd/ *n* **C** a plastic card provided by a bank, which you can use to buy things with and pay for them later

**creep** /kriːp/ [crept, have crept] *v* **I** to move very quietly and slowly because you do not want anyone to see you: *We crept up the stairs in the darkness.*

**critic** /'krɪtɪk/ *n* **C** someone whose job is to write about new books, movies, plays, etc., and say whether they are good or bad: *the New York Post's movie critic* • *I didn't really enjoy her last book, but the critics loved it.*

⇒ The report that a critic writes for a newspaper or magazine is called a **review**.

**criticize** /'krɪtɪsaɪz/ *v* **T** to say what you think is bad about a person, thing, idea, etc.: *My father always criticizes my friends and the way they dress.*

**crystal** /'krɪstl/ *n* **U** a high-quality, expensive type of glass

**culture** /'kʌltʃər/ *n* **C**, **U** a country's culture is its general way of life, and its art, music, customs, and traditions

**cure** /kjʊr/ **1** *n* **C** a medicine or medical treatment that makes an illness disappear: *When will they develop a cure for AIDS?* **2** *v* **T** to make a sick



person better, or make an illness disappear: *They told her that she could not be cured/that her cancer could not be cured.*

**curly** /'kɜːrli/ *adj* curly hair is not straight. It has curls in it (=hair that grows in a rounded, curving way)

**currency** /'kʌrənsi/ *n* C, U the type of money used in a particular country: *What currency do they use in Greece?*

**current** /'kʌrənt/ *adj* the one that exists at the present time, but may not exist for long: *The current cost of phone calls is lower than it was two years ago.* • *his current girlfriend*

**currently** /'kʌrəntli/ *adv* at the present time, but maybe not for long: *She's currently working in a bar, but she's planning to go back to college.*

**cushion** /'kʊʃn/ *n* C a soft thing that you put on a chair to make it more comfortable. Cushions are cloth containers filled with soft material.

**custom** /'kʌstəm/ *n* C a traditional activity or way of doing things, which the people in a particular country or area have done for a long time: *a guidebook for tourists, which describes the local customs and all the interesting places to see* • *an old Chinese custom*

**cut off** /'kʌt ɒf/ [**cut off**, have cut off] *v* T to disconnect someone's telephone, electricity supply, etc.: *They cut off our electricity because we hadn't paid the bill.*

**cutthroat** /'kʌtθrəʊt/ *n* C a violent criminal or murderer, especially a long time ago

**cutting edge** /'kʌtɪŋ edʒ/ *n* C 1 an advantage over someone else: *The extra qualifications will give you a cutting edge.* 2 the cutting edge of something is the most advanced form of it, and uses the newest and most exciting methods, technology, or developments: *a company at the cutting edge of computer technology*

## D

**damage** /'dæmɪdʒ/ *v* T to harm something, for example by breaking part of it or spoiling the way it looks: *Don't put that pan down there – you might damage the table.* • *Her car was badly damaged in the accident.*

**damn** /dæm/ *slang* used when something very annoying has happened [INFORMAL]: *Oh damn! I forgot to lock the door.*

**danger** /'deɪndʒər/ *n* U in danger when there is a possibility that something bad will happen, or that someone will be injured or killed: *The police are guarding him – they believe his life is in danger.* • *These animals are in danger of becoming extinct.*

**dare** /der/ *v* I to be brave enough to do something: *Our teacher was very strict, and no one dared to disobey her.* • *I wouldn't dare go bungee jumping.*

**date** /deɪt/ *n* C an arrangement to go out with someone, especially with a girlfriend or boyfriend: *I can't see you tonight – I have a date with Adam.* • *How old were you when you first went out on a date?* (=went out with a girlfriend or boyfriend)

**datebook** /'deɪtbʊk/ *n* C a book in which you write details of things you have to do, for example meetings or classes you have to go to

⇨ It can also be called a **diary**.

**day** /deɪ/ *n* day and night all the time, without stopping or resting: *They drove day and night till they reached the Mexican border.*

**day-care center** /'deɪkər 'sentər/ *n* C a special place in a factory, college, large store, etc., where babies and young children can be left and looked after while their parents are working, studying, or shopping

⇨ The British word for this is **crèche**.

**daylight** /'deɪlaɪt/ *n* U the natural light of the sun during the day: *In the middle of the northern winter, there are only a few hours of daylight.* • *I prefer to drive during daylight hours.*

**deal** /diːl/ *n* big deal or no big deal say this to show that you do not think something is very important or impressive [INFORMAL]

**deal with** /'diːl wɪð/ [**dealt with**, have dealt with] *v* T to take decisions and do what needs to be done: *If there is a serious problem, the principal will deal with it.* • *The job mostly involves dealing with customers.* (=helping them, answering their questions, etc.)

**dealer** /'diːlər/ *n* C someone who buys and sells things, especially works of art (art dealer/antique dealer), cars (car dealer), or illegal drugs (drug dealer)

**debt** /det/ *n* C money that you owe, because you have borrowed it and you have not paid it back: *As soon as she gets her salary, she wants to pay off her debts.* (=pay back money she has borrowed) • *While I was a student in London, I ran up a lot of debts.* (=gradually borrowed more and more money)

**decade** /'dekeɪd, de'keɪd/ *n* C a period of ten years

**decay** /dr'keɪ/ *n* U the natural chemical process by which some things are slowly destroyed. Decay affects things like wood, bones, dead plants, and teeth.

**decision** /drɪ'sɪʒn/ *n* C something you decide to do, especially after thinking about it or discussing it: *Getting married is a big decision.* (=an important decision) • *I hope they make the right decision.*

**deck** /dek/ *n* C a set of playing cards

⇨ It can also be called a **pack** of cards.

**declare** /dr'kleɪ/ *v* T to say in an official or public statement: *A government inspector declared that the house was not safe to live in.*

**decline** /dr'klaɪn/ *v* I to become less in amount or importance [FORMAL]: *The number of jobs in the mining industry has declined in recent years.* (=there are



fewer jobs now than before) • *the president's declining popularity*

**decrease** /di'kri:z/ *v* I to get less: *Computers have increased in power and decreased in price.*

⇨ The opposite of **decrease** is **increase**.

**defeat** /di'fi:t/ *v* T to win against someone in a game, war, election, etc.: *She reached the final, but was defeated by Hingis in an exciting game.*

**defend** /di'fend/ *v* T 1 to try to protect a person or place from being attacked: *They built thick walls to defend the city.* • *Would you use a gun to defend yourself?* 2 to explain why your ideas, decisions, etc., are right, when other people criticize them

**define** /di'fain/ *v* T to explain the meaning of a word (by giving a **definition**)

**degree** /di'gri:/ *n* C a high-level qualification you get by attending a college and successfully finishing a course: *She wants to go to college and get a degree.*

• *a degree in biology/a biology degree*

**delicious** /di'li:fəs/ *adj* food that is **delicious** tastes very good: *Those peaches are absolutely delicious.*

**delighted** /di'laɪtɪd/ *adj* very pleased and happy about something: *She's been given a place in medical school, so of course she's delighted.* • *We were delighted to hear about your new baby.*

**demonstrate** /dɪ'mɒnstreɪt/ *v* T to show what something is like or how something is done: *A computer expert came to demonstrate how the new library system works.*

**densely** /densli/ *adv* a place that is **densely populated** has a lot of people living close together

**density** /densəti/ *n* the **density** of a place's population is a measurement of how many people there are in relation to the amount of space. For example, Canada has a low population density, but Hong Kong has a high population density.

**dentist** /'dentɪst/ *n* C a person who is trained to look after people's teeth

**deny** /di'naɪ/ *v* T to say that something is not true or that you did not do something: *Lucas denies the charge of murder/denies murdering his wife/denies that he killed his wife.*

**depart** /di'pa:t/ *v* I to leave (used in public announcements, for example at airports or stations): *The next flight to Barcelona departs in 30 minutes.*

**department store** /di'pɑ:tmənt ,stɔ:z/ *n* C a large store that sells many different types of goods, such as clothes, furniture, and kitchen equipment

**depend** /di'pend/ *v* I it **depends** say this when you are not sure whether to say "yes" or "no," because your answer may change according to the situation: *"Are you coming to the party?" "It depends – I may be too busy."* • *We're hoping to go to the beach, but it depends on the weather.*

**deposit** /di'pɔ:zɪt/ *n* C 1 **oil/mineral deposits** an amount of oil, gold, diamonds, etc., under the ground

2 **deposit box** or **safe-deposit box** a special container in a bank or similar place, where money, jewelry, etc., can be kept safe 3 *v* T to put money in a bank account or other safe place

**depressed** /di'prest/ *adj* very unhappy, and not enjoying your life at all: *After his girlfriend left him, Phil became very depressed.*

**depressing** /di'presɪŋ/ *adj* making you feel very unhappy: *What depressing weather – I wish the sun would shine!* • *a depressing news report about children working in factories*

**deputy** /'depjuti/ *n* C the person who has the second most important job in an organization: *The Director isn't here – would you like to speak to her deputy?* • *the deputy principal*

**deserve** /di'zɜ:rv/ *v* T if you **deserve** something, it is fair that you should be given it, because of what you have done: *The judge said Viccei deserved a long jail sentence.* • *I think nurses deserve to be paid more money.*

**desperate** /despə'reɪt/ *adj* 1 when you want something very much, and you will do anything to get it: *They were desperate to have children/they desperately wanted to have children.* 2 a **desperate** problem or situation is very serious, and you do not know how the situation could get better

**desperation** /despə'reɪʃn/ *n* U you do something in **desperation** when you feel that your situation is so bad that you will do anything to make it better: *In desperation, some families were selling their furniture in order to buy food.*

**despite** /di'spaɪt/ *preposition* although something is true: *Despite the bad weather (=although the weather was bad) we all enjoyed the picnic.*

**destination** /destɪ'neɪʃn/ *n* C the place someone is going to: *a popular vacation destination* • *The spacecraft took over three weeks to reach its destination.*

**destroy** /di'strɔɪ/ *v* T to break or damage something so badly that it no longer exists: *A large apartment block was completely destroyed when a gas tank exploded.*

**detention** /di'tenʃn/ *n* C, U a punishment for doing something bad at school, when you have to stay behind after the other students have gone

**deteriorate** /di'tɪəriəreɪt/ *v* I to get worse: *Conditions in the hospitals were deteriorating due to lack of money.*

⇨ The opposite of **deteriorate** is **improve**.

**determined** /di'tɜ:mɪnd/ *adj* when you really want to do something, and you will work hard to get what you want: *You have to be very determined if you want to become an actor.* • *She's determined to pass her law exams.*

**develop** /di'veləp/ 1 *v* T to design or invent something: *Scientists have developed a new type of electric battery.* 2 *v* I to gradually change and grow: *The young birds develop quite quickly after they are born.*



## developed

**developed** /dɪ'veləp/ *adj* countries or areas that are **developed** have modern economic and industrial systems

**developing country** /dɪ'veləpɪŋ 'kʌntri/ *n* C a poor agricultural country that is endeavoring to develop industrially and economically

**device** /dɪ'vaɪs/ *n* C a small machine or piece of equipment that does a particular job: a **device** for measuring the speed of tennis balls

**devise** /dɪ'vaɪz/ *v* T to make a plan of how to do something

**devote** /dɪ'vout/ *v* T **devote your time/life/energy to** to spend your time, life, or energy doing something: *Since she retired from her job, she devotes most of her time to gardening.*

**dial** /daɪəl/ *v* T to push the buttons on a phone in order to call someone's number: *To call the police, dial 999.*

**diary** /daɪəri/ *n* C 1 a book in which you write details of things you have to do, for example meetings or classes you have to go to. It can also be called a **datebook**. 2 a book in which you keep a record of things that happen to you each day and of your private thoughts

**differ** /dɪfər/ *v* I to be different [FORMAL]: *English differs from German in several ways.*

**dig** /dɪg/ [**dug, have dug**] *v* I, T to make a hole in the ground, using a tool called a **spade** or a large machine: *There was a gang of workmen digging a hole in the road.* • *I spent the morning digging in the yard.*

**dilemma** /dɪ'lemə, daɪ-/ *n* C a situation in which you have to make a difficult choice or decision

**dining room** /daɪnɪŋ ru:m, -rʊm/ *n* C a room where you eat meals, either in your home or in a hotel

**diploma** /dɪ'pləʊmə/ *n* C a qualification you get by successfully finishing a course of study, usually for one or two years: a **diploma** in journalism

**director** /dɪ'rektər, daɪ-/ *n* C a senior manager, who is in charge of a company or of one of the departments in a company: *She's the Finance Director of a publishing company.*

**disadvantage** /dɪsəd'vʌntɪdʒ/ *n* C the **disadvantages** of a person, place, method, etc., are the bad things about it, which make it less good than others of the same type: *What are the disadvantages of living in downtown London?* • *We discussed the advantages and disadvantages of all the people who applied.*

**disappear** /dɪsə'pɪr/ *v* I 1 to become invisible, for example by going away or being covered by something: *The car sped off and disappeared around a corner.* • *The sun had disappeared behind a cloud.* 2 to stop existing: *old customs that are gradually disappearing*

**disappointed** /dɪsə'pɔɪntɪd/ *adj* feeling a little upset, because things did not happen the way you hoped they would: *She didn't get the job, so obviously she's disappointed.*

**disappointing** /dɪsə'pɔɪntɪŋ/ *adj* not as good as you hoped: *a disappointing result for the England team in last night's game*

**disaster** /dɪ'zæstər/ *n* a very serious accident, especially one that causes a lot of damage and kills a lot of people: *a major air disaster, when two planes collided and over 400 people were killed* • a **natural disaster** (=caused by rain, winds, or other natural events)

**discus** /dɪ'skʌs/ *n* C a round, flat, heavy object that people throw as a sport, to see how far they can throw it

**disease** /dɪ'zi:z/ *n* C, U a medical condition that makes you sick: *tropical diseases like malaria and yellow fever* • *Lack of exercise can lead to heart disease.*

**dishwasher** /dɪʃ,wɒʃər/ *n* C a machine in the kitchen for washing plates, cups, glasses, etc.

**dislike** /dɪs'laɪk/ 1 *v* T to not like someone or something: *She disliked broccoli.* 2 /dɪs'laɪk/ *n* your **likes and dislikes** the things you like and the things you do not like

**display** /dɪ'spleɪ/ 1 *v* T to put something in a place where everyone can see it: *The children's paintings were displayed on the walls all around the school.* Things that are displayed are **on display**: *ancient Mexican jewelry on display at the museum* 2 *n* C part of an electronic machine, for example a computer, fax machine, or photocopier, where information is shown

**dissident** /dɪsɪdənt/ *n* C someone who publicly opposes and criticizes the government, in a country where people are not allowed to do this

**distant** /dɪ'stənt/ *adj* a **distant** relative or cousin is someone who belongs to your family but who is not closely related to you: *I have some distant relatives up in Scotland, but I haven't seen them for years.*

**distribute** /dɪ'strɪbjʊt/ *v* T to give something to all the people in a group: *She walked around the room distributing books to all the students.*

**diversity** /daɪ'vɜ:səti, dɪ-/ *n* U when something consists of many different parts, and this makes it interesting: *Brazil is known for its cultural diversity.*

**divorce** /dɪ'vɔ:rs/ 1 *n* C, U the legal ending of a marriage: *a country where divorce is not very common/where there is a low divorce rate* • *She wants to get a divorce.* 2 *v* T to legally end your marriage with someone: *She married Bruce after divorcing her first husband.*

**divorced** /dɪ'vɔ:rst/ *adj* no longer married because your marriage has been legally ended: *My parents are divorced, and my mother is getting married again soon.* • *They got married when they were only 17, and they got divorced five years later.*

⇨ Married people who have stopped living together, but are not **divorced**, are **separated**.

**do** /du:/ *v* T to take action in order to solve a problem: *Paul is really overweight – he ought to do*



*something about it.* • *I didn't know what to do – stay in my job or look for another one.*

**dock** /daʊk/ *n* C an area in a port where ships go to be loaded and unloaded

**do-it-yourself** /du: ɪt jɔːrsɛlf/ *n* U doing jobs in your home by yourself, rather than paying someone to do them for you. Such jobs include painting, repairing electrical things, or putting in new bathroom equipment. Also known as “DIY.”

**domestic** /dəˈmestɪk/ *adj* connected with your home and family: *domestic duties* (=things you have to do at home, like cleaning, cooking, or taking care of children) • *domestic appliances* (=machines for using at home, like refrigerators or washing machines)

**dominate** /ˈdɒmɪneɪt/ *v* T to be the most important feature of something: *She spends so much time at the office – work seems to dominate her life.* • *This week's news has been dominated by the US election.*

**doorbell** /ˈdɔːrbɛl/ *n* C an electric bell outside a house, which you ring to make people in the house open the door: *I rang the doorbell.* (=made it ring)

**dot** /dɒt/ *n* C a small round mark

**double** /ˈdʌbl/ **1** *v* T to increase an amount so that it becomes twice as large: *The new administration doubled the amount of money being spent on education.* **2** *v* I to increase and become twice as large: *Salaries have almost doubled in the last five years.* **3** *double the size/amount, etc., twice as big or twice as much: They sold the house for double the amount they paid for it.*

**doubt** /daʊt/ **1** *n* C a feeling that you are not sure if something is right: *She agreed to marry him, but then she started to have doubts about it.* **2** *v* T to think something is probably not true or not going to happen: *I doubt whether he'll pass the test – he hasn't done much work.*

**downstairs** /ˌdaʊnˈstɜːz/ *adv* on a lower floor of a building from where you are: *I was in my bedroom, but I could hear the TV downstairs.*

**drag** /dræg/ *v* T to pull something heavy along the ground: *I couldn't lift the table so I dragged it across the floor.*

**drain** /dreɪn/ *n* C a pipe that carries used water away

**drama** /ˈdrɑːmə/ *n* U the study of plays and acting: *a drama school* (=a school where students learn how to act in plays and movies)

**dramatic** /drəˈmætɪk/ *adj* very exciting or surprising: *the dramatic story of how the hostages were rescued from the terrorists* • *a dramatic increase* (=a sudden, very large increase) *in the cost of bread*

**dramatically** /drəˈmætɪkli/ *adv* in a way that is very surprising and noticeable: *The situation has changed dramatically since yesterday.*

**drift** /drɪft/ *v* I to be moved around by the sea, unable to control where you are going. If a boat is drifting, you can say it is adrift.

**drive** /draɪv/ [drove, have driven] **1** *v* I, T to go somewhere in a car: *Slow down – you're driving too fast.* • *Sometimes I drive to work, sometimes I take the bus.* • *The thieves were driving a large white van.* **2** *drive someone mad/crazy* to make someone feel very angry or impatient

**driver's license** /ˈdraɪvəz ˈlaɪsɪns/ *n* C an official document that says you have the legal right to drive because you have passed a driver's test

**driver's test** /ˈdraɪvəz test/ *n* C an official test that you have to pass before you are allowed to drive a car: *She's taking her driver's test on Monday.* • *If you pass your driver's test, you can borrow my car.*

**drove**: see **drive**

**drown** or **be drowned** /draʊn, biː ˈdraʊnd/ *v* I, T to die by being underwater, because you cannot breathe: *Several passengers drowned/were drowned when the ferry sank in the middle of the lake.*

**drugstore** /ˈdrʌgstɔːr/ *n* C a store that sells medicines and also things like makeup and cleaning materials  
⇒ The British word for this is a **chemist's**.

**drunk driving** /ˈdrʌŋk ˈdraɪvɪŋ/ *n* U driving a car when you are drunk: *Drunk driving causes a lot of accidents.*  
⇒ The British word for this is **drink-driving**.

**dry cleaner's** /ˌdraɪ ˈkliːnərz/ *n* C a store where you take clothes to be dry-cleaned (=cleaned by a special process, using chemicals instead of water and soap): *I took my suit to the dry cleaner's.*

**due to** /ˈdʒuː tuː/ *adj* **1** because of: *Due to an injury, Johnson won't be running in today's race.* **2** expected to happen or do something at a particular time: *The next race is due to start at 3:15.*

**dug**: see **dig**

**dull** /dʌl/ *adj* not interesting, exciting, or enjoyable: *It was a pretty dull party.* • *He's quite a nice boy, but rather dull.*

**duty** /ˈdʊti/ *n* C something that you have to do, especially because it is part of your job: *Her duties include giving legal advice to the president.*

**duty-free** /ˌdʊti ˈfriː/ *adj* duty-free goods, such as cigarettes, whiskey, and perfume, are sold at airports or on planes and ships. They are cheaper than usual because there is no tax on them: *a bottle of duty-free vodka* • *the duty-free shop in the airport* (=where you can buy duty-free goods)

## E

**eager** /ˈiːɡər/ *adj* if you are eager to do something, you want to do it very much, and you are pleased and excited about it: *We're going to the zoo this afternoon, and the children are eager to get started.*

**earn** /ɜːn/ *v* T to be paid money for the work that you do: *Lisa's working at a bank in New York, and she's earning a really high salary.*

**earplugs** /ˈɪrplʌgz/ *n* plural things you put in your ears to keep out noise



**earring** /'ɪrɪŋ/ *n* C a piece of jewelry that you wear on/in your ear

**eat out** /i:t 'aʊt/ [**ate out, have eaten out**] *v* I to go to a restaurant: *I'm too tired to cook – let's eat out tonight.*

**editor** /'edɪtər/ *n* C the person who is in charge of a newspaper or magazine and decides what will go in it: *the editor of the New York Times* • *the fashion/music/business editor* (=the person in charge of one of the sections of a newspaper or magazine)

**effect** /i'fekt/ *n* C something that happens as a result of something else: *a study of the effects of smoking* • *These drugs can have harmful effects on the brain.*

**effective** /i'fektɪv/ *adj* an **effective** method or medicine is one that works well and does what you want it to do: *an effective cure for back pain*

**efficient** /i'fɪʃnt/ *adj* an **efficient** person or system is well organized and does not waste any time or energy: *He's so efficient – he always answers his mail as soon as he gets it.*

**effortlessly** /'efɔːtləsli/ *adv* without having to try hard: *a clever student who seemed to pass all her exams effortlessly*

**eject** /i'dʒekt/ *v* T to make a tape or videocassette come out of a machine: *To eject the tape, press the eject button.*

**elaborate** /i'læbərət/ *adj* complicated, with a lot of different parts or details: *an elaborate plan*

**elder** /'eldər/ *adj* older than you – only use this in the phrases **elder brother** and **elder sister** (NOT ~~she is elder than me~~)

**elderly** /'eldərli/ *adj* old – **elderly** is a more polite word than **old** when you are talking about people: *Our neighbors are an elderly couple.*

**elect** /i'lekt/ *v* T to choose someone for an important position by voting for them: *The people of Italy will be electing a new administration next week.* • *He was elected president/elected Pope in 1987.*

**election** /i'lekʃn/ *n* C an occasion when people vote in order to choose a leader, an administration, etc.: *The election will be held* (=will happen) *in November.*

**elementary school** /elə'mentəri sku:l/ *n* C a school for children from the **first** through **eighth** grades (=students of the same age who are in the same group for a particular year)  
 ⇨ A school for children after grade eight is a **high school**. The British word for an elementary school is a **primary school**.

**eloquence** /'eləkwəns/ *n* U an ability to express yourself well and to persuade people

**embarrassed** /ɪm'bærəst/ *adj* feeling shy or uncomfortable, for example in a difficult social situation: *We felt a bit embarrassed when Tim and Julie started arguing with each other.*

**embarrassing** /ɪm'bærəsɪŋ/ *adj* making you feel shy or uncomfortable, for example in a difficult social situation: *The teacher asked me to read out my poem to the class – it was really embarrassing.*

**emerald** /'emərəld/ *n* C a valuable stone used in rings and other jewelry. Emeralds look like pieces of green glass.

**emotion** /i'moʊʃn/ *n* C, U a strong feeling such as happiness, love, or anger

**emphasize** /'emfəsaɪz/ *v* T to say something in a way that shows you think it is important: *The police chief emphasized that his officers only used their guns in very special situations.* • *I must emphasize the importance of following all the safety regulations.*

**employ** /ɪm'plɔɪ/ *v* T to pay someone to work for you: *The company employs about 500 people.*

**employment** /ɪm'plɔɪmənt/ *n* U work that you get paid for: *students looking for part-time employment* • *an employment agency* (=an organization that helps people find jobs)

**enable** /i'neɪbl/ *v* T to make it possible for someone to do something [FORMAL]: *This software program enables you to write letters or reports by speaking into a microphone.*

**encircle** /ɪn'sɜːrkl/ *v* T to surround an area by being all around the outside of it: *Enemy soldiers encircled the camp.*

**enclose** /ɪn'klaʊz/ *v* T to put something in an envelope with a letter: *I enclose a completed application form for the post of Sales Executive.*

**encounter** /ɪn'kaʊntər/ *v* T to experience a problem or difficult situation: *The climbers encountered a lot of bad weather.*

**encourage** /ɪn'kʌrɪdʒ/ *v* T to persuade someone to do something, by telling them they will enjoy it or benefit from it: *If students are good enough, we always encourage them to go to college.*

**end up** /end 'ʌp/ *v* I to do something or go somewhere, even though you did not at first intend to: *We took the wrong road, and ended up in Amsterdam.* • *My friends all left, and I ended up paying for the whole meal.*

**energetic** /enə'rʒetɪk/ *adj* someone who is energetic has plenty of energy

**energy** /'enədʒi/ *n* U if you have energy, you feel strong and active, and you can work hard or do sports without getting tired: *Young children have so much energy!*

**engaged** /ɪn'geɪdʒd/ *adj* two people who are engaged have agreed to get married to each other: *We got engaged just three weeks after we first met.* • *Stan is engaged to a girl he met at college.*  
 ⇨ When people get engaged, the man usually gives the woman an **engagement ring**. The person you are engaged to is your **fiancé** (if it is a man) or **fiancée** (if it is a woman).



**enormous** /ɪˈnɔːrməs/ *adj* extremely large: *They live in an enormous house in Beverly Hills.*

**entertain** /ˌentərˈteɪn/ *v* T 1 to invite people to your house and give them food and drinks: *Because of her job, she often entertains her business colleagues at home.* 2 to make people laugh or enjoy themselves, for example by telling jokes or stories or by playing music

**entertainment** /ˌentərˈteɪnmənt/ *n* U things that people can watch or go to in order to enjoy themselves, such as concerts, movies, plays, or TV shows: *The capital offers a wide variety of entertainment for visitors.* • a weekly **entertainment guide** in the Sunday paper

**enthusiastic** /ɪnˌθuːzɪˈæstɪk/ *adj* someone who is **enthusiastic** is very positive, and seems to enjoy what they are doing and be really interested in it: *an enthusiastic teacher* – **enthusiastically** /-kli/ *adv*: *The audience cheered enthusiastically.*

**entire** /ɪnˈtaɪr/ *adj* the whole of something: *I read the entire book in one afternoon.* • *We spent the entire weekend cleaning up the house.*

**entirely** /ɪnˈtaɪrli/ *adv* completely: *I'm not entirely sure if I like it.*

**entitled** /ɪnˈtaɪtld/ *v* T called – used to say what the name of a book, play, movie, etc., is: *an old song entitled "Smoke Gets in your Eyes"*

**entrance fee** /ˈentrənsˌfiː/ *n* C what it costs to go into somewhere like a museum, art gallery, or famous building: *Some cathedrals are now charging an entrance fee.*

**entry** /ˈentri/ *n* U arrival in a place [FORMAL]: *State on the form your date and place of entry into the US.* (=when and where you entered the country)

**equally** /ɪˈkwəli/ *adv* 1 if you treat different people **equally**, you treat them all in the same way 2 if two things are **equally** good, **equally** important, etc., they are each as good or important as the other: *The company makes two models of luxury car, both equally expensive.*

**equipment** /ɪˈkwɪpmənt/ *n* U all the machines, tools, clothes, or other things you need for a job or activity: *a store that sells camping equipment/office equipment* • *an expensive piece of medical equipment*

**equivalent** /ɪˈkwɪvələnt/ *adj* having the same value, importance, or purpose as something else: *It costs 5,000 euros, which is equivalent to about £3,500.* • *She left her job at IBM for an equivalent position with Microsoft.*

**era** /ɪrə/ *n* C a period of time in history: *She worked at the White House during the Kennedy era.*

**essay** /eseɪ/ *n* C a piece of writing that a student does as part of his/her schoolwork: *We had to write an essay on the causes of World War I.*

**essential** /ɪˈsenʃl/ *adj* completely necessary: *For most businesses, a computer is now an essential piece of equipment.* • *It is essential that all passengers have a boarding pass.*

**estimate** /ˈestɪmeɪt/ *v* T to guess what an amount is likely to be: *Scientists estimate that global temperatures will rise by 4°C in the next 50 years.* • *the estimated cost/population/size* (=the cost, etc., that someone has estimated)

**euthanasia** /ˌjuːθəˈneɪzə/ *n* U when a person who is very sick is killed by being given drugs, in order to end their suffering. Euthanasia is illegal almost everywhere.

**eventually** /ɪˈventʃuəli, -tʃəli/ *adv* in the end, after some time has passed: *He took his driver's test several times, and eventually passed it.*

**everyday** /ˈevrɪdeɪ/ *adj* very ordinary and part of your normal life: *the everyday problems of being a doctor* • *everyday household jobs, like washing the dishes and making the beds*

**evidence** /ˈeɪdɪns/ *n* U information that helps to prove that something is true: *The police suspected him of the murder, but they had no hard evidence.* (=no definite information to prove it)

**evil** /ˈiːvl/ *adj* someone who is **evil** is very cruel and seems to get pleasure from harming people: *The judge described Manson as an evil and heartless killer.*

**ex-** /eks/ *prefix* used to say what someone used to be but is not now: *her ex-husband* (=the man who used to be her husband) • *The article was written by Terry Venables, the ex-manager of the England soccer team.*

**exceptional** /ɪkˈsepʃnəl/ *adj* very unusual, or unusually good: *an exceptional student/performance* (=extremely good) • *Cars are allowed downtown only in exceptional circumstances.* (=they are not usually allowed, unless there is a very special reason)

**exceptionally** /ɪkˈsepʃnəli/ *adv* in a way that is very unusual: *exceptionally heavy rain* • *an exceptionally intelligent child*

**exchange** /ɪksˈtʃeɪndʒ/ *v* T to give something to someone, and get something similar back from them: *using the Internet to exchange ideas/information* • *Soccer players sometimes exchange shirts with each other at the end of the game.*

**excited** /ɪkˈsaɪtɪd/ *adj* feeling happy and full of interest or expectation: *We're taking the children to the zoo today – they're very excited about it.*

**excitement** /ɪkˈsaɪtmənt/ *n* U the feeling of being excited about something: *It was the day before Christmas vacation, and there was great excitement in the school.* (=everyone felt very excited)

**exciting** /ɪkˈsaɪtɪŋ/ *adj* making you feel excited: *The movie ends with an exciting car chase.*

**excluding** /ɪkˈskludɪŋ/ *preposition* not including: *The company employs about 50 people, excluding temporary staff.*

**excursion** /ɪkˈskɜːʃn/ *n* C a short journey that you make for pleasure, especially in a group: *We stayed in London for a week, and went on an excursion to Stratford-on-Avon.*



## exhausted

**exhausted** /ɪg'zɔ:stɪd/ *adj* very tired: *I'm exhausted – I just want to go to bed.*

**exhaust fumes** /ɪg'zɔ:st ˌfju:mz/ *n plural* the gas that is produced by a car's engine. It comes out of a pipe at the back of the car, called an **exhaust pipe**.

**exhibit** /ɪg'zɪbɪt/ *n C* one of the objects, paintings, etc., that you can see at an exhibition

**exhibition** /ˌeksɪ'bɪʃn/ *n C* a public show, for example in a museum or art gallery, where people can come to see things: *There's a Picasso exhibition at the National Gallery this month.*

**exist** /ɪg'zɪst/ *v I* to really happen or really be there: *Do you think aliens really exist?* • *old customs that have existed for hundreds of years*

**exotic** /ɪg'zɔ:tɪk/ *adj* exciting, foreign, and unusual: *exotic flowers from the South American jungle* • *a travel writer who goes to all sorts of exotic places*

**expect** /ɪk'spekt/ *v T* 1 to think that something will probably happen: *I'm expecting a visit from my brother this weekend.* (=I think he will probably visit me) • *We all expected her to pass the exam/expected that she would pass the exam.* 2 to say that someone ought to do something: *We expect our students to arrive on time for their classes.* • *Everyone was expected to do two hours' homework every day.*

**experience** /ɪk'spɪəriəns/ 1 *n U* all the knowledge and skills that you have gained in your work and education: *We need someone who has experience in working with computers.* 2 *n C* something that happens to you: *He's afraid of flying, after a bad experience a couple of years ago.*

**experienced** /ɪk'spɪəriənst/ *adj* someone who has a lot of experience in a job or activity, because they have done it for a long time: *an experienced teacher/driver/doctor/manager*

**experiment** /ɪk'sperɪmənt/ *n C* a test or method that is used in order to find out what happens in certain situations: *Scientists are doing experiments to find out if the new drug is effective.*

**expert** /ˈekspɜ:t/ *n C* someone who knows a lot about a particular subject: *She's an expert in child psychology.*

• *They asked an expert to estimate the age of the coin.*

**explain** /ɪk'spleɪn/ *v T* to tell someone about something, so that they can understand it or see the reasons for it: *I don't understand these instructions – can you explain them to me?* (NOT ~~can you explain me the instructions~~) • *We all listened while Melissa explained her plan.* • *Bill explained how the heating system worked.* • *Can you explain why you are so late?*

**explanation** /ˌeksplə'neɪʃn/ *n C* what you say when you explain something or explain why something happened: *We asked him why he was so late, but he didn't give a very good explanation.*

**export** 1 /ɪk'spɔ:t/ *v T* to send goods to another country to be sold: *a company that exports beer and wine to Japan* 2 /ˈeksɔ:pɜ:t/ *n C* exports are goods that are exported to be sold in another country

**extend** /ɪk'stend/ *v T* to make something larger: *They're extending the hospital by building new operating rooms.* • *The boss has agreed to extend my contract.* (=make it last longer)

**extent** /ɪk'stent/ *n* to some extent/to a certain extent say this when you mean that something is partly true: *The bad harvest was due, to some extent, to low rainfall.* (=this is one of the reasons for it, but not the only one)

**extinct** /ɪk'stɪŋkt/ *adj* 1 plants or animals that are extinct no longer exist: *These rare birds are almost extinct.* (=not many of them still exist) 2 an extinct volcano is no longer active

**extra** /ˈekstrə/ *adj* more than the usual amount, or more than you have already: *Take an extra sweater – it might get cold later.* • *The rooms are \$50 a night, and it costs \$10 extra/an extra \$10 if you have breakfast.*

**extract** /ˈekstrækt/ *n C* a small part taken from a book, movie, TV program, etc.: *We had to read an extract from a play by Shakespeare.*

**eyebrows** /ˈaɪbrəʊz/ *n plural* the lines of hair that grow above your eyes

**eyes** /aɪz/ *n C* in her eyes/in his eyes according to her/his point of view: *I'm almost 17, but in my parents' eyes I'm still just a little girl.* (=that is the way my parents think of me)

## F

**faced with** /ˈfeɪst wɪð/ *v T* when you have to deal with a difficult problem or make a difficult decision: *She was faced with the difficult job of telling the staff that the company would have to close.* • *We're faced with some tough decisions.*

**facilities** /ˈfæ'sɪlətɪz/ *n plural* all the equipment, buildings, and other things that are provided for a particular purpose: *The hotel has very good sports facilities.* • *The college needs money to improve its research facilities.*

**factory** /ˈfæktəri/ *n C* a building where products of the same type are built or made in large quantities, using machines: *a shoe factory* • *workers who lost their jobs when the factory closed down*

**factual** /ˈfæktʃuəl/ *adj* factual information, reports, descriptions, etc., contain only facts, and not ideas or opinions: *a factual account of the events leading up to the war*

**fail** /feɪl/ *v T* 1 to not do well enough to pass a test or exam: *I failed my driver's test three times.* 2 fail to do something to not do what was expected [FORMAL]: *The package was posted last week but it failed to arrive.*

**fair** /fer/ *adj* a situation that is fair is one in which people are treated in a reasonable way, and everyone is treated equally: *a fair system of taxation* • *It's not fair to make him do all the cleaning.*

⇒ The opposite of fair is unfair.



**fairly** /'ferli/ *adv* quite, but not very: *She plays fairly well.* • *I'm fairly sure his name is Darren.* (=I think it is, but I'm not completely sure)

**fall** /fɔ:l/ [fell, have fallen] *v* I 1 to go down in number; get less: *The price of computers is still falling.*

Fall is more formal than **go down**, and its opposite is **rise**. 2 **fall in love** to start to be in love with someone

**familiar** /fə'miliə/ *adj* 1 not new or unusual, but similar to what you have seen or experienced before: *It's a familiar story – you know, boy meets girl, they fall in love, then they have problems.* 2 a familiar way of talking to someone is one that you use with people you know well [FORMAL]

**family** /'fæmli/ *n* C 1 the group of people you are related to, especially your parents and your brothers and sisters: *Here's a photo of my family.* 2 **family life/home/vacation/business**, etc., belonging to a family or involving a family 3 **start a family** to start having children: *They wanted to get married and start a family.*

**family name** /'fæməli neim/ *n* C a first or middle name that is or was a surname within the family e.g., the mother's surname before she married.

**famine** /'fæmin/ *n* C, U a situation in which there is not enough food in a country, and many people are hungry or even dying

**fan** /fæn/ *n* C someone who likes an activity or a famous person very much: *a jazz/soccer fan* • *A crowd of fans waited outside the band's hotel.* • *She's a big fan of Tom Hanks.*

**fancy** /'fænsi/ *v* **fancy doing something** say this to show that you are very surprised or shocked by what someone has done: *Fancy letting a young child play with a gun – they must be mad!*

**fantastic** /fæn'tæstik/ *adj* very good or enjoyable [INFORMAL]: *We had a fantastic time at the beach.* • *"Did you know I passed my driver's test?" "No, that's fantastic!"*

**fantasy** /'fæntəsi/ *n* C, U an imaginary situation that you create in your mind: *His number one fantasy was to date the world's top model.*

**fascinated** /'fæsineitid/ *adj* feeling very interested in something: *There was a TV program about tigers, and the children were fascinated by it.*

**fascinating** /'fæsineitɪŋ/ *adj* very interesting: *What a fascinating story/place!*

**favor** /'feivər/ *n* C 1 **do sb a favor** to do something to help someone: *Could you do me a favor and take this video back to the store for me?* 2 *v* T to like or want something more than something else: *The new administration favors "green taxes" as a way of reducing pollution.*

**fear** /fir/ *n* U the feeling you have when you are afraid: *I was shaking with fear.* (=because I was afraid) • *She left by the back gate, for fear of being seen by reporters.* (=because she was afraid of being seen)

**feature** /'fi:tʃər/ *n* C one of the important or typical parts of something: *The tourist handbook lists the city's main features.*

**feelings** /'fi:lɪŋz/ *n* plural how you feel about something: *He found it hard to express his feelings for her.* • **to hurt someone's feelings** (=to make them feel upset, for example by being unkind to them)

**fell**: see fall

**fellow** /'felou/ *adj* your fellow passengers, students, workers, etc., are the people who are passengers with you, etc.: *He shared the food with his fellow prisoners.*

**festival** /'festɪvl/ *n* C 1 a special occasion when there is a public celebration, for example for religious reasons: *the annual Holy Week festival in Sevilla* 2 an organized series of performances, for example of music, plays, or movies, that take place somewhere at the same time each year: *The Edinburgh Festival is usually in August.*

**fiancé** (male) or **fiancée** (female) /'fi:ən'seɪ/ *n* C the person that someone is engaged to (=has agreed to marry): *He gave his fiancée a beautiful diamond ring.*

**figure** /'figər/ *n* C a person of a particular type or appearance: *The party was attended by well-known figures from the world of television.* • *Outside in the dark, we could see the figure of a young girl.*

**file** /faɪl/ *n* C an organized collection of information about something, kept either on paper or on a computer: *The company keeps a file on all its customers.*

**fill out** /fil aut/ *v* T to write all the necessary information in the spaces on a form or other document: *Fill out the application form and send it to this address.*

**find** /faɪnd/ [found, have found] *v* T find it surprising/difficult/interesting, etc., to think that something is surprising, difficult, etc.: *I find it strange that she didn't come to the party.* (=it seems strange to me) • *How are you finding your new job?* (=are you enjoying it, is it interesting, etc.?) • *He says he has had over 30 girlfriends, but I find that rather difficult to believe.*

**fingerprint** /'fɪŋgəprɪnt/ *n* C a mark made by someone's finger, which has a pattern of lines that can be used by the police to find out who committed a crime

**finish with** /'fɪnɪʃ wɪð/ *v* T 1 to no longer need something because you have finished using it: *Could I have that knife when you've finished with it?* 2 to end your relationship with someone: *She's finished with her boyfriend.*

**firefighter** or **fireman** /'faɪə,faɪtər 'faɪrmən/ *n* C someone whose job is to put out fires.

⇒ These people as a group are called the fire department (in America) or fire brigade (in Britain).



**fit in** /fɪt 'ɪn/ *υ* I to be accepted as part of a group, because the other people in the group like you, and you all have similar attitudes and ideas: *Sam was a good doctor, but he didn't really fit in with his colleagues at the hospital/he didn't fit into the team he was working with.*

**fix** /fiks/ *υ* T 1 to repair something that is not working: *We called in a plumber to fix the shower.* • *I have to get my car fixed.* (=pay someone to fix it) 2 **fix** or **fix up** to arrange something: *I'll ask my secretary to fix a meeting/to fix up a meeting.*

**flag** /flæg/ *n* C a piece of cloth with a colored design on it, especially one that is used as the symbol of a country: *The maple-leaf flag of Canada is well-known.*

**flash** /flæʃ/ 1 *υ* I to shine for a short time and then go off again: *When the green light flashes, you can cross the road.* • *the flashing light of a police car* 2 *n* C a special light on a camera, for taking pictures inside a building

**flexible** /'fleksɪbl/ *adj* 1 someone who is flexible easily gets used to new situations, and does not get upset when things change 2 a flexible object, material, or body that can bend easily: *flexible plastic wire* • *exercises to make you more flexible*

**fling** /flɪŋ/ [**flung, have flung**] *υ* T to move part of your body with a quick, sudden movement: *He flung his arms around her.*

**flood** /flʌd/ *υ* T to cover an area with water: *A pipe burst and flooded the bathroom/the bathroom was flooded when a pipe burst.*

**floods** or **flooding** /flʌdz, 'flʌdɪŋ/ *n* a situation in which a large area of land is covered by water because of heavy rain: *After a week of heavy rain, the river overflowed and caused serious floods/caused serious flooding.*

**florist** or **florist's** /'flɔːrɪst(s)/ *n* C a store that sells flowers

**flu** /flu/ *n* U a common sickness that lasts for a few days, which makes your head and muscles ache and makes you feel very weak: *A lot of students are off school with flu this week.*

**fluently** /'fluːəntli/ *adv* speaking a language you have learned well and correctly: *She has been learning Italian for six years, and she speaks it fluently.*

⇒ You can also say that someone **speaks fluent Italian/English, etc.**, or **is fluent in Italian/English, etc.**

**flung**: see **fling**

**foggy** /'fɒgi/ *adj* when the weather is foggy, there is a lot of fog (=thick watery air) so that it is difficult to see where you are going

**fool** /fuːl/ *n* C someone who behaves in a stupid way or makes a stupid mistake: *Pulling his pants down made him look like such a fool.*

**foolish** /'fuːlɪʃ/ *adj* silly, not very sensible: *a foolish thing to do*

**footprint** /'fʊtprɪnt/ *n* C a mark made on the ground by a foot or a shoe: *footprints in the snow*

**force** /fɔːrs/ *υ* T to make someone do something that they do not want to do: *He pulled out a gun and forced me to give him my car keys.* • *Lack of money forced her to take the first job she could find.*

**foreign correspondent** /'fɔːrɪn kɔːrɪ'spɒndənt/ *n* C someone that works for a newspaper or for a TV or radio news program, whose job is to report news stories from foreign countries

**forever** /fə'revər/ *adv* 1 continuing for all time in the future: *love that will last forever* 2 a very long time: *It takes forever to get a new passport – I had to wait about six weeks for mine!*

**former** /'fɔːrmər/ *adj* existing at an earlier time: *my former job/school/boyfriend* (=the one I had before) • *Croatia was part of the former Yugoslavia.*

**forth**: see **back and forth**

**fortunately** /'fɔːrtʃənətli/ *adj* say this to show you are pleased, because something bad might have happened but did not happen: *Some tiles fell off the roof, but fortunately they didn't hit anyone.*

**found** /faʊnd/ 1 *υ* T to start a new organization, school, or city: *an old university that was founded in the 15th century* 2 see **find**

**fox** /fɔːks/ *n* C a wild animal that is similar to a small dog and has red-brown fur and a thick tail. Foxes are known for killing chickens and other small animals.

**fraction** /'frækʃn/ *n* C a number that is smaller than a whole number, for example  $\frac{1}{2}$ ,  $\frac{1}{4}$

**frame** /freɪm/ *n* C the wooden, metal, or plastic part around the outside of a picture or mirror: *a valuable old mirror with a carved wooden frame*

**frankly** /'fræŋkli/ *adv* say this when you are giving your honest opinion about something: *"What do you think of Jo's boyfriend?" "Well, quite frankly, I don't really like him."*

**free** /fri/ 1 *adj* not costing anything: *If you buy the camera, they give you free film.* • *Entrance to the game costs \$5, but it's free for children under 10.* 2 *adj* not limited in what you can do: *a free press* (=when newspapers are not controlled, and can write whatever they want) • *You don't have to stay – you are free to leave whenever you like.* 3 *adj* not being used: *The restaurant was busy, and we couldn't find a free table.* 4 *υ* T to let someone out of jail

**freedom** /'friːdəm/ 1 *n* U the right to do what you want, without being controlled by unfair rules: *It's a very strict school, and the children don't have much freedom.* • *fighting for political freedom* 2 **freedoms** the rights that people have to do what they want

**freezing** /'friːzɪŋ/ *adj* very cold: *Shut that window – it's absolutely freezing in here!* • *a freezing cold day in the middle of winter*

⇒ The opposite of freezing is **boiling**.

**friend**: see **best friend**

**friendship** /'frendʃɪp/ *n* C, U the relationship between people who are friends, and the feelings they have for each other: *I first met her in 1986, and it was the start of a long friendship.*



**frightened** /'fraɪnd/ *adj* feeling worried and afraid about something: *The children were lost, and they started to get frightened.* • *Don't be frightened of the dog – he's quite friendly.*

**frightening** /'fraɪnm/ *adj* making you feel worried and afraid: *a very frightening movie* • *Suddenly, there was a loud bang and all the lights went out – it was really frightening.*

**frozen** /'frouzn/ *adj* **1** frozen water, rivers, lakes, etc., have turned into ice because of very cold weather **2** frozen meat, fruit, or vegetables have been made very cold so that they can be kept for a long time: *frozen peas/chicken/fish* **3** feeling very cold: *Put the heater on – I'm frozen!*

**frustrated** /'frʌstreɪtɪd/ *adj* feeling annoyed and impatient because something is stopping you from doing what you intended to do: *sitting in a traffic jam, feeling very frustrated*

**full-time** /'fʊl 'taɪm/ *adj, adv* working or studying every day, as your main activity: *She left her job to become a full-time student.* • *Steve had a part-time job at the hospital, but now he works there full-time.*

⇒ The opposite of full-time is part-time.

**fully** /'fʊli/ *adv* completely, and with everything that is necessary: *The boat is fully equipped with all the latest radar systems.* • *a fully trained computer programmer*

**function** /'fʌŋkʃn/ *v* **1** a machine or piece of equipment that is functioning is working normally and doing the job it is supposed to do: *I'll let you know when our fax machine is functioning again.*

**funeral** /'fjuːnərəl/ *n* **C** a special ceremony for someone who has died, when their body is buried (=put in the ground) or cremated (=burned)

**funny** /'fʌni/ *adj* **1** a funny person, story, situation, etc., is amusing and makes you laugh: *She told us a really funny joke about Prince Charles.* **2** strange or surprising, and making you a little worried: *The heating system was making a funny noise.* • *That's funny – I thought I locked all the doors when I left the house.*

**furious** /'fjʊriəs/ *adj* very angry: *She was furious when she found out he had lied to her.* • *a furious letter/argument*

**further** /'fɜːðər/ *adj/adv* **1** a longer distance (the comparative of far): *Which is further from London – Tokyo or Los Angeles?* **2** more than you have already [FORMAL]: *Let us know if you require any further information/assistance.*

**furthermore** /'fɜːðərmɔːr/ *adv* say this when you are adding another fact or reason to something you already said [FORMAL]: *This type of fuel is cheaper, and furthermore it is less harmful to the environment.*

## G

**gain** /geɪn/ *v* **T** to get or receive something [FORMAL]: *Her party gained over 50% of the votes.* • *This is an opportunity to gain useful experience in the music business.*

**gale** /geɪl/ *n* **C** a very strong wind: *The tree was blown down in a gale.* (=when there was a gale)

**gallery** or **art gallery** /'ɑːt ɡæləri/ *n* **C** a place where people can go to look at paintings, drawings, and other kinds of art.

⇒ A show at a gallery is called an exhibition.

**gamble** /ɡæmbl/ *v* **I, T** to try to win money by guessing the result of a horse race, a card game, etc.: *He lost most of his money by gambling/he gambled away most of his money.* • *Is gambling legal here?*

**gambler** /'ɡæmblər/ *n* **C** someone who gambles: *a compulsive gambler* (=who cannot stop gambling)

**game show** /'geɪm ʃəʊ/ *n* **C** an entertaining program on television, in which people try to win prizes by answering questions or playing games

**gang** /ɡæŋ/ *n* **C** a group of criminals who work together

**gardening** /'ɡɑːdnɪŋ/ *n* **U** doing work in your yard, for example planting things, cutting grass, or removing weeds: *My mother is very fond of gardening.*

**gave up**: see give up

**gaze** /geɪz/ *v* **I** to look at something or someone for a long time: *two lovers gazing into each other's eyes* • *She stood at the window and gazed out at the sea.*

**generalization** /ˌdʒenərəlaɪzeɪʃn/ *n* **C** a statement in which you make a general comment about a large group of people or things. For example if you say "Japanese cars are generally very reliable" or "Most Swedish people speak very good English," you are making a generalization.

**gene** /dʒiːn/ *n* **C** the part of a cell in a human, animal, or plant that controls the way it develops

**generation** /ˌdʒenə'reɪʃn/ *n* **C** all the people of a similar age: *Most people of my parents' generation* (=people who are about the same age as my parents) *remember the first Moon landing.* • *The countryside needs to be preserved for future generations.* (=people who will live in the future)

**genetic** /dʒə'netɪk/ *adj* based on genes: *Are differences in male and female behavior influenced by social conditions, or are they simply genetic?* (=caused by differences in genes)

**genetic engineering** /dʒə'netɪk endʒɪ'nɪrɪŋ/ *n* **U** the science of changing the genes of a human, animal, or plant, for example in order to make it healthier

**gesture** /dʒestʃər/ *n* **C** **1** a movement of your hands, arms, or head that you make in order to tell someone something **2** something you say or do to show



someone how you feel: *They organized a big party for me before I left, which was a nice gesture.*

**get** /get/ [got, have got] *v* I to become, by changing from one state into another: *It starts to get cold here in November.* • *We got lost on the subway in New York.* • *Pollution in the city is getting worse.*

**get across** /get ə'krɔːs/ [got across, have got across] *v* T if you **get** ideas or information **across**, you express it in an effective way, so people understand what you mean: *He's a brilliant scientist, but he's not very good at getting his ideas across.*

**get along** /get ə'lɒŋ/ *v* I 1 to have a friendly relationship with someone: *My sister and I get along pretty well.* (=we are friendly to each other and we do not often argue) • *I like Josh, but I don't really get along with his girlfriend.* 2 to be successful in something you are doing: *How is your little boy getting along at school?* (=is he enjoying it? is he doing well?)

**get around** /get ə'raʊnd/ *v* I to travel around, going to a lot of different places: *Ross is 16 now, so he's old enough to get around on his own in London.*

**get down to** /get 'daʊn tuː/ *v* T to start doing something that you have to do, especially work: *When are you going to get down to that essay/get down to writing that essay?*

**get in touch:** see touch

**ghost** /ɡəʊst/ *n* C the spirit of a dead person who appears to someone who is alive: *Have you ever seen a ghost?* • *a ghost story* (=a frightening story about ghosts) –*ghostly adv:* *ghostly laughter*

**give up** /ɡɪv 'ʌp/ [gave up, have given up] *v* T to stop doing something that you have been doing for a long time: *He gave up his job to look after his children.* • *I've been trying to give up smoking.*

**glamorous** /ɡləməərəs/ *adj* attractive and exciting: *the glamorous life of a supermodel* • *a Hollywood party attended by rich and glamorous people*

**glance** /ɡlæns/ *v* I to look at something or someone very quickly: *She glanced at her watch/glanced around the room.*

**glazier** /'gleɪziə/ *n* C someone whose job is to put glass in windows

**glossy magazine** /ˈɡləʊsi 'mæɡəziːn/ *n* C a magazine that is printed on smooth shiny paper and usually has a lot of colored photographs: *a glossy fashion magazine*

**go** /ɡəʊ/ *v* [went, have gone] 1 **go well/go badly** to be successful/not be successful: *If the interview goes well, they'll probably offer you the job.* • *My driver's test went really badly.* 2 **go bad** /ɡəʊ 'bæd/ food **goes** bad when it gets old and is no longer fresh: *The meat will go bad if you don't keep it in the fridge.* 3 **go on** vacation to leave your home and go somewhere to have a vacation

**good-hearted** /ɡʊd hɑːrtɪd/ *adj* always kind and generous: *My grandmother was a good-hearted woman.*

**go around to** /ɡəʊ ə'raʊnd tuː/ *v* T to go to someone's house to visit them: *We went around to Sally's house for dinner.*

**go on** /ɡəʊ 'ɒn/ *v* I 1 to keep talking about something in a boring or annoying way: *He just went on and on about how great his new car was.* 2 to do something different after you finish something else: *We finished our meal, then went on to a club.* • *After he stopped playing soccer, he went on to become a soccer manager.*

**gossip** /ˈɡɒsɪp/ *n* U information about other people's lives, which people enjoy talking about, but which is sometimes untrue or unkind: *Phil gave me all the latest gossip from the office.* • *the gossip column in a newspaper* (=full of gossip about rich or famous people)

**got along:** see get along

**grab** /ɡræb/ *v* T to take something in your hand, with a sudden fast movement: *Someone grabbed my purse and ran off into the crowd.*

**gradually** /ˈɡrædʒuəli/ *adv* happening slowly, over a long period of time: *Gradually, her health improved.*

**graduate** 1 /ˈɡrædʒueɪt/ *v* I to leave college or university after successfully completing a course of study: *What do you want to do when you graduate?* In the US, students also **graduate** from high school. 2 /ˈɡrædʒuət/ *n* C someone who has successfully completed a college or university course, and has received a degree. 3 to do something better, bigger or more important than before: *As an actress, Ann graduated from small roles to more substantial parts.*

**grandchild** /ˈɡræntʃaɪld/ *n* C someone's grandchild is the child of their son or daughter

**grandma** or **granny** /ˈɡrænmə, 'græni/ *n* C a name some people call their grandmother. You can call your grandfather **grandpa** or **granddad**.

**grandparents** /ˈɡrænˌperənts/ *n* plural someone's grandparents (their grandfather and grandmother) are the parents of their mother or father

**grand piano:** see upright piano

**great** /ɡreɪt/ *adj* 1 very good or enjoyable: *What a great movie/meal!* • *She's a great dancer.* 2 famous and successful: *a novel by the great Colombian writer, Gabriel García Márquez* 3 a lot or very much – say this to emphasize something: *Take great care.* (=be very careful) • *The party was a great success.* (=was very successful) 4 **great-** someone's great-grandchildren are the children of his/her grandchildren. Someone's great-grandparents are the parents of his/her grandparents.

**greeting** /ˈɡriːtɪŋ/ *n* C the first words you say or things you do when you meet someone: *The two men bowed to each other – a traditional Japanese greeting.*

**grew up:** see grow up

**grocery store** /ˈɡrəʊsəri stɔː/ *n* C a store that sells general food items, as well as small household products such as soap



**gross national product** or **GNP** /grouːs næʃnəl 'praɪdakt, dʒiː en 'piː/ *n* a measurement of how wealthy or developed a country is. It is the value of all the goods and services that are produced in that country.

**growth** /graʊθ/ *n* U an increase in amount, size, importance, etc.: *rapid population growth* • *a growth in the number of students at college*

**grow up** /graʊ 'ʌp/ [grew up, have grown up] *v* I to gradually change from being a child to being an adult: *He didn't see his children much when they were growing up.* • *I grew up in Paris* (=I lived there when I was a child)

**guess** /ges/ *v* I, T 1 to say the answer to a question without being sure that you know it: *If you don't know the right answer, just guess.* • *We had to guess which country he was from/guess how many people there were in the room.* 2 **guess what!** say this when you tell someone something very surprising: *Guess what! Julie's getting married!*

**guest** /gest/ *n* C 1 someone that you have invited to your house: *Simon went around with a bottle of wine and gave all the guests a drink.* 2 someone who has been invited to appear on a TV or radio show: *Our special guest today is the writer Margaret Atwood.*

**guide** /gaɪd/ *n* C 1 a book, magazine, etc., that gives useful information: *a guide to the temples of Thailand* • *a "What's On" guide that gives details of concerts, movies, and other events* 2 a person whose job is to show tourists around a place

**guidebook** /gaɪdbʊk/ *n* C a book that provides information for tourists about the places to visit, famous buildings, etc., in a city or country: *a guidebook to St. Petersburg*

**guidelines** /gaɪdlaɪnz/ *n* plural advice and instructions about the correct way to do something or deal with a problem: *Staff at the hotel are given guidelines about how to deal with customers who complain.*

**guilty** /'ɡɪlti/ *adj* someone who is **guilty** has committed a crime: *The police were sure he was guilty, but they couldn't prove it.* • *Carson was found guilty* (=the court decided he was guilty after a trial) *and got 10 years in jail.* • *Her lawyer advised her to plead guilty.* (=to admit to the court that she was guilty)

**guy** /gaɪ/ *n* C a man [INFORMAL]: *Who was that guy you were talking to at the party?*

**gym** /dʒɪm/ *n* C a place that has a lot of equipment for doing physical exercise: *Clare goes to the gym three times a week.*

**gymnast** /dʒɪmnæst, -nəst/ *n* C someone who does gymnastics: *an Olympic gymnast*

**gymnastics** /dʒɪm'næstɪks/ *n* U a sport in which people do very difficult physical exercises, such as walking along narrow bars or standing upside down

## H

**habit** /'hæbɪt/ *n* C something that you do regularly: *Mike had a habit of scratching his head when he was thinking.* • *Smoking is a very bad habit.* • *It's OK to be late once or twice, but don't make a habit of it/don't get into the habit of being late.* (=don't start doing it regularly)

**hairstyle** /'herstɑɪl/ *n* C the way your hair has been cut and shaped: *I like your new hairstyle.*

**half brother** /'hæf 'brʌðə/ or **half sister** /'hæf 'sɪstə/ *n* C a brother or sister who is the child of one of your parents but not of both your parents: *My mother married again and now I have a little half sister.*

**hall** or **hallway** /hɒl, 'hɒlweɪ/ *n* C the part of a building that you enter when you come through the main door, which leads to the other rooms: *Shall we leave our coats in the hall?*

**hand** /hænd/ *n* 1 **shake hands** people shake hands by holding each other's hand and moving it up and down. They do this when they meet or say goodbye or make a business agreement. 2 **hold hands** people who love each other hold hands when they are sitting together or walking together, by taking each other's nearest hand in their hand: *They walked along the beach, holding hands.* 3 **on the one hand ... on the other hand** say this when you are giving two different or opposite ideas or opinions: *On the one hand, she'd like to take a break when she finishes her exams. On the other hand, she really needs to earn some money.* 4 **hand something in** *v* T to give a piece of work to your teacher: *I have to hand in this essay by Friday.*

**handkerchief** /'hæŋkətʃɪf/ *n* C a square piece of cloth that you use for wiping your nose

**handle** /'hændl/ *n* C the part of something that you use for holding it or picking it up: *a brush with a long handle*

**handmade** /hænd'meɪd/ *adj* made by someone using their hands and simple tools, not made by machines

**handset** /'hændset/ *n* C the part of a telephone that you pick up and hold close to your face  
⇨ It can also be called the receiver.

**handsome** /'hænsəm/ *adj* a handsome man is good-looking

**hang** /hæŋ/ [hung, have hung] *v* I to be fixed or supported at the top, so that the bottom half is free to move: *There was a winter coat hanging on a hook in the hall.*

**hang on** /hæŋ 'ɒn/ *v* I 1 say this to ask someone to wait for a short while: *Hang on, Paula, I'll be ready in a minute.* 2 say this when you suddenly remember something that affects what you are saying: *OK, let's go out on Thursday – oh but hang on, I don't get paid till Friday, so I won't have any money.*



## harbor

**harbor** /'hɑ:bər/ *n* C a place at the edge of the sea where ships stop. Harbors are usually surrounded by walls so that the water is calm: *Hong Kong's Victoria Harbor is very beautiful.*

**hardly** /'hɑ:dlɪ/ *adv* almost not at all: *He's very quiet – he hardly said a word all evening.* • *I can hardly believe it.* (=I am very surprised)

**hardworking** /,hɑ:rd'wɜ:kɪŋ/ *adj* always working hard

**harmless** /'hɑ:mləs/ *adj* not likely to cause any harm or trouble: *a harmless snake* • *There's a gang of young men who are always in the park, but they're fairly harmless.*

**head** /hed/ *v* I to go towards: *The ship was heading for Spain when it hit some rocks. We left Chicago and headed west/south.*

**headache** /'hedeɪk/ *n* C a pain in your head: *I had a bad headache, so I went home early.*

**headline** /'hedlaɪn/ *n* C the words printed in large type at the top of a newspaper story

**healthcare** /'helθkɜ:/ *n* U doctors, nurses, hospitals, and other services for taking care of people who are sick: *Do you think the administration should spend more on healthcare?*

**health center** /'helθ ,sentə/ *n* C a place where several doctors have offices, and you can go to see them if you are sick

**heart** /hɑ:t/ *n* by heart if you learn something by heart, you learn it so well that you can remember it all: *We used to learn famous poems by heart when I was at school.*

**heart attack** /'hɑ:t ə,tæk/ *n* C a very serious medical condition, when someone's heart suddenly stops beating, often causing death

**heartbreak** /'hɑ:tbreɪk/ *n* U great sadness, especially when a love affair has ended

**held:** see hold

**helicopter** /'heli,kɑ:ptə/ *n* C a type of small aircraft that does not have wings, but has large metal blades on top, which go around very fast

**help** /help/ *v* I, T to do something for someone: *All her life Mother Teresa helped the poor.* • *Would you like me to help with the cooking?*

**helpful** /'helpfl/ *adj* giving useful help, so that you can do something more easily: *helpful advice* • *I had to clean up the whole house, and the children weren't very helpful.*

**helplessly** /'helpləsli/ *adv* when you cannot do anything to control or improve the situation: *We watched helplessly as the car skidded out of control.*

**hemisphere** /'hemɪsfɪr/ *n* C one half of the world. The northern and southern hemispheres are the parts of the world north and south of the Equator. The western hemisphere is the whole of America, and the eastern hemisphere is all the rest of the world.

**heroine** /'herəʊn/ *n* C a woman that everyone

admires because of something very special or brave that she has done

**hesitate** /'hezɪteɪt/ *v* I to stop or wait for a short time before you do something, for example because you are not sure if you should do it: *Dan hesitated for a moment, then said, "Yes, I'll come."*

**higher education** /'haɪr edʒə'keɪʃən/ *n* U education after you leave school, especially at a university or college

**high-rise** /'haɪraɪz/ *n* C a very tall building that contains apartments or offices

⇒ The British word for this is **tower block**.

**high school** /'haɪ sku:l/ a school for children in grades nine to twelve (=students of the same age who are in the same group for a particular year)

⇒ A school for children before grade nine is an elementary school. The British word for a high school is a **secondary school**.

**high-tech** /'haɪ 'tek/ *adj* using the most advanced equipment and methods: *software developers and other high-tech industries* • *Have you seen their new office? It's very high-tech.*

**hilarious** /'hɪ'lɪəriəs/ *adj* very funny: *a hilarious novel about life in the army*

**historical** /'hɪ'stɔ:ɪkl/ *adj* connected with the past or happening in the past: *Greece is full of historical ruins.* • *The old theater is of great historical interest.*

**hitchhiking** /'hɪtʃ ,haɪkɪŋ/ *n* U traveling around by getting free rides from drivers who pass you on the road: *Hitchhiking is a cheap way to travel, but it can be dangerous.* • *We went hitchhiking in Germany last summer.*

**hobby** /'hɔ:bi/ *n* C something you enjoy doing in your free time

**hold** /hould/ [held, have held] 1 *v* T to make an event happen, by organizing it: *They are planning to hold a conference/an election/a party next month.* • *The next meeting will be held on June 21st.* 2 *v* I to wait until someone that you have telephoned is free to answer you: *Ms. Spencer's line is busy right now – would you like to hold, or shall I ask her to call you back?*

**hold down** /,hould 'daʊn/ *v* T to make something stay in the same position by keeping your hand or finger on it: *Hold down the "Control" key and type the letter T.*

**homeless** /'həʊmləs/ *adj* someone who is homeless does not have a home: *a hostel for homeless teenagers* • *Hundreds of people were made homeless* (=their homes were destroyed) *when a hurricane struck the island.*

**homework** /'həʊmwɜ:k/ *n* U work that your teacher gives you to do at home: *The new teacher gives us a lot of homework.* • *Don't forget to do your homework.* (NOT ~~make your homework~~)

⇒ The work you do when you are cleaning your house or apartment is **housework**.



**honeymoon** /ˈhʌnɪmʊn/ *n* C a vacation that two people take just after they get married: *They spent their honeymoon in Barbados.*

**hopeful** /ˈhəʊpfl/ *adv* 1 believing that things will happen in the way you want them to: *We're hopeful that our team will win on Saturday.* 2 making you think that something good will probably happen: *Those black clouds are not a very hopeful sign.*

**hopefully** /ˈhəʊpfəli/ *adv* say this when you mention something that you hope will happen: *She's at home with a bad cold today, but hopefully she'll be back at work tomorrow.*

**horrific** /həˈrɪfɪk/ *adj* very frightening or shocking: *a horrific car crash* • *The TV news showed horrific pictures from the war zone.*

**horrified** /ˈhɒrɪfaɪd/ *adj* feeling very frightened or shocked: *Bill was horrified to see his house in flames.*

**horror** /ˈhɒrər/ *n* U the feeling you have when you are very frightened or shocked by something: *They listened in horror as he told them about the accident.*

**hospitable** /ˈhɒspɪtəbl, hɒˈspɪt-/ *adj* generous and friendly towards someone who is a guest in your home or a visitor to your country

**hospitality** /ˈhɒspɪtæləti/ *n* U generous and friendly behavior towards guests or visitors: *Americans are famous for their hospitality.*

**host** /həʊst/ or **hostess** /ˈhəʊstɪs/ *n* C the person at a party who organized it and invited the guests

**house arrest** /ˈhaʊs əˈrest/ *n* someone who is under house arrest has been forbidden by the police or the administration to leave his/her own home: *Political activist Aung San Suu Kyi has been placed under house arrest by the Myanmar government several times.*

**household** /ˈhaʊshəʊld/ *adj* connected with keeping a home clean and tidy: *household jobs like making the beds and washing the dishes* • *a store that sells household cleaning products*

**househusband** /ˈhaʊsˌhʌzbənd/ *n* C a man who does not have a paid job, but works in his home taking care of his children and doing cleaning, cooking, etc.

**housewife** /ˈhaʊswaɪf/ *n* C a woman who does not have a paid job, but works in her home taking care of her children and doing cleaning, cooking, etc.

**housework** /ˈhaʊswɜːrk/ *n* U work that you do to keep your home clean and tidy: *I usually spend Sunday mornings doing housework.*

**however** /həʊˈevər/ *adv* 1 used for linking two ideas, when the second one is different from the first [FORMAL]: *This is not the cheapest form of travel. It is, however, the safest and most reliable.* 2 however big/small/good, etc., even if something is extremely big, small, etc.: *However hard I work (=even if I work very hard), I never seem to finish all the things I have to do.*

**human race** /ˈhjuːmən ˈreɪs/ *n* the human race all the people in the world

**humiliate** /hjuːˈmɪliet/ *v* T to make someone feel upset and embarrassed, by doing something that makes them seem really stupid or unimportant: *Harris was a cruel man, who would often humiliate his wife in public.*

**hung**: see hang

**hunting** /ˈhʌntɪŋ/ *n* U chasing and killing animals, either to get food or as a sport

**hypothetical** /ˌhaɪpəˈθetɪkl/ *adj* based on something that might happen but has not actually happened: *"What will you do if you lose the election, Mr. President?" "That's a hypothetical question – I'm not going to lose."*

## I

**ice hockey** /ˈaɪs ˌhɔːki/ *n* U a sport that is played on ice between two teams. Each team tries to score points by pushing a round flat object (called a puck) into the other team's goal.

**idea** /aɪˈdɪə/ *n* C 1 a plan or suggestion that you think of: *That's a great idea.* • *Leonardo had the idea for a flying machine that was a bit like a modern helicopter.* 2 a thought or opinion about something: *The book explains his political ideas.* 3 it's a good idea to say this to advise someone that it would be sensible to do something: *It's a good idea to look in the mirror before you drive off.*

**ideally** /aɪˈdɪəli/ *adv* if everything happens in the way you want: *She's studying computer science, and ideally she'd like to work for a software company.*

**identical** /aɪˈdentɪkl/ *adj* exactly the same: *The two children were wearing identical clothes.* • *Your computer is identical to the one I use at work.*

**identify** /aɪˈdentɪfaɪ/ *v* T to say what something or someone is, and give them a name: *In the first part of the test, you have to identify all the animals in the picture.*

**identity** /aɪˈdentəti/ *n* C the details of who someone is, especially their name: *Police have found a body, but they have not yet established its identity.* (=they don't know who the dead person is) • *An identity card usually has your photo on it, as well as your name, address, and age.*

**ignite** /ɪɡˈnaɪt/ *v* I, T to start burning, or to make something start burning [FORMAL]: *If the container gets too hot, the gas may ignite.* • *The fuel was ignited by a cigarette butt that someone threw away.*

**ignition key** /ɪɡˈnɪʃn kiː/ *n* C the key you use to make a car start

**ignorance** /ɪɡnərəns/ *n* U lack of knowledge about something: *Some of the problems faced by people with AIDS are caused by other people's ignorance.*

**ignore** /ɪɡˈnɔːr/ *v* T to pretend not to notice something, and not pay any attention to it: *Global warming is a serious problem, and we shouldn't ignore it.* • *The boss just ignored our complaints.*



## illiterate

**illiterate** /ɪ'lɪtərət/ *adj* unable to read or write: a country where almost half the population is illiterate

**illness** /'ɪlnəs/ *n* C, U a medical condition that makes you sick, so that your body or mind is not working normally: *The ex-president died yesterday after a long illness.* • *AIDS is a very serious illness.*

**illustration** /,ɪlə'streɪʃn/ *n* C a picture or drawing in a book, magazine, essay, etc.

**image** /'ɪmɪdʒ/ *n* C your image of something is the idea or picture that you have of it in your mind: *Although he's a successful actor, he's quite different from most people's image of a Hollywood star.*

**imaginary** /ɪ'mædʒɪnəri/ *adj* not real, but existing only in your imagination: *The book describes an imaginary world in which no one ever grows old.*

**imagine** /ɪ'mædʒɪn/ *v* T to make a picture in your mind of a situation that is not real: *Imagine that you have just won \$1 million – what would you do?* • *Sally tried to imagine living in a big city/tried to imagine herself living in a big city.*

**immediately** /ɪ'mɪdiətli/ *adv* at once, and without waiting: *They offered her a job, and she immediately decided to take it.*

**immigrant** /'ɪmɪgrənt/ *n* C someone who has left their own country, and come to live permanently in a new country

**import** 1 /ɪm'pɔːrt/ *v* T to bring goods from another country to be sold: *Most of the computers sold here are imported from abroad.* 2 /ɪm'pɔːrt/ *n* C imports are goods that are imported from another country to be sold

**imprecise** /,ɪmpri'saɪs/ *adj* giving information that is not exact

**impress** /ɪm'pres/ *v* T to make someone admire you: *Tim was trying to impress the girls by telling them about all the famous people he knew.*

**impression** /ɪm'preʃn/ *n* C the way that a person, thing, or situation seems to you: *What was your impression of the new boss when you met her?* • *I got the impression that Phil was annoyed about something.* (=this was how he seemed to me)

**impressive** /ɪm'presɪv/ *adj* giving you a very positive impression, so that you think someone or something is very good: *her impressive achievements as a tennis player* • *a large and impressive old building*

**imprisonment** /ɪm'prɪznmənt/ *n* U being sent to jail: *Failure to pay this fine could lead to imprisonment.* (=you might be sent to jail if you do not pay) • *He was sentenced to five years' imprisonment/life imprisonment.* (=was sent to jail for five years/for the rest of his life)

**improve** /ɪm'pruːv/ *v* I, T to get better, or to make something better: *At last the weather began to improve.* • *She is taking extra classes to improve her French.*

⇒The opposite of improve is deteriorate.

**improvement** /ɪm'pruːvmənt/ *n* C something that makes a situation better: *There has been a big improvement in the school since the new principal arrived.* • *They've made some improvements to the software, and the new program is much easier to use.*

**incident** /ɪn'sɪdənt/ *n* C something that happens, especially something unusual or unpleasant: *The incident on the boat made him regret taking up sailing.*

**increase** 1 /ɪn'kriːs/ *v* I, T to become larger in amount or level, or to make something larger: *Do you think violent crime is increasing?* (=are there more violent crimes than before?) • *The cost of gas increased by 10%/by 25 cents.* • *If you buy more tickets, you increase your chances of winning a prize.* 2 /ɪn'kriːs/ *n* C the amount by which something increases: *There has been a big increase in the number of students taking management courses.* 3 *on the increase* increasing: *Drug-taking seems to be on the increase.*

⇒The opposite of increase is decrease.

**incredible** /ɪn'kredəbl/ *adj* so good or so surprising that you almost cannot believe it: *an incredible coincidence* • *We had a great time in Prague – it's an incredible city.* –**incredibly** *adv*: *The food there is incredibly cheap – I don't know how they make any profit!*

**indicate** /ɪn'dɪkeɪt/ *v* T to be a sign that something may be true: *New research indicates that girls are better at learning languages than boys.*

**individual** /,ɪndɪ'vɪdʒuəl/ 1 *adj* an individual person, place, etc., is one single person, place, etc., rather than a larger group: *Each individual student has his or her own password for the computer system.* (=instead of everyone using the same password) 2 *n* C a person: *the rights of the individual* (=of each person in a community)

**individually** /,ɪndɪ'vɪdʒuəli/ *adv* separately, not all together: *The president thanked us all individually.* (=thanked each separate person)

**inevitable** /ɪn'evɪtəbl/ *adj* something that is inevitable will definitely happen, and nothing can stop it: *The company is doing badly, and job losses are inevitable.* • *It is inevitable that some people will lose their jobs.*

**inflation** /ɪn'fleɪʃn/ *n* U a general increase in prices in a country: *a period of high/low inflation* (=when prices go up very fast/very slowly) • *The inflation rate is about 5% at the moment.* (=prices are increasing by about 5% per year)

**inflexible** /ɪn'fleksəbl/ *adj* someone who is inflexible never likes to change their mind or change the way they do things

**influence** /ɪnfluːns/ 1 *v* T to have an effect on what happens or on the way people think or behave: *Do you think young people are influenced by cigarette advertisements?* (=do the advertisements make them want to buy cigarettes?). 2 *n* C, U the power to affect what happens or affect the way people think or



behave: *His ideas had a big influence on modern economics.* • *the influence of fast-food restaurants on people's eating habits*

**inhabit** /ɪn'hæbɪt/ *υ* T to live in a place [FORMAL]: *Only 200 people now inhabit the island.* • *a dark cave that is inhabited by bats*

**inhabitants** /ɪn'hæbɪtənts/ *n* plural the people who live in a place [FORMAL]: *a city of 2 million inhabitants*

**inherit** /ɪn'hɛrɪt/ *υ* T to receive money or property from someone who has died: *He inherited the house from his grandmother.*

⇒ The person who decides that someone will inherit something leaves it to them: *His grandmother left him a house when she died.*

**injured** /ɪndʒərd/ *adj* someone who is injured has suffered damage to their body, especially in an accident or a fight: *An ambulance took the injured woman to the hospital.* • *The driver was badly injured/seriously injured.*

**injury** /ɪndʒəri/ *n* C damage to a person's body, especially in an accident or a fight: *Schumacher's car turned over, but he suffered only minor injuries.* (=not very serious injuries)

**innocence** /ɪnəsəns/ *n* U lack of experience in life, so that it is easy for other people to trick you or persuade you to do things

**insensitive** /ɪn'sensɪtɪv/ *adj* someone who is insensitive does not think about other people's problems or feelings, and does not notice when someone is upset: *His insensitive behavior made her cry.*

**insist** /ɪn'sɪst/ *υ* I, T to say that something must happen, and not allow anyone to refuse: *I said I would take the bus to the airport, but she insisted on driving me there.* • *The school insists that all students should wear uniform.*

**inspector** /ɪn'spektər/ *n* C someone whose job is to check that people in an organization are doing things correctly, obeying official rules, etc.: *the factory's safety inspector*

**instant** /ɪnstənt/ *adj* happening immediately: *I sent him an email message, and I got an instant reply.*

**institute** /ɪnstɪtjuːt/ *n* C a place where people do work in areas like science, medicine, or education: *an institute that does research into heart disease*

**instructor** /ɪn'strʌktər/ *n* C someone who teaches a practical skill: *a driving/skiing/swimming instructor*

**instrument** /ɪn'strumənt/ *n* C a tool or piece of equipment for doing technical or scientific work: *a dentist's instruments*

**insult** /ɪn'sʌlt/ *υ* T to be very rude to someone, for example by saying something rude or disrespectful about them: *She had to leave the school after she insulted one of the teachers.* • *an insulting remark*

**insurance** /ɪn'ʃʊərəns/ *n* U a contract with a company (an insurance company), by which you pay a

regular amount of money and they pay all the costs if something bad happens to you, for example if your car is stolen or if you become sick

**intend** /ɪn'tend/ *υ* T to have a definite plan in your mind to do something: *She intends to go to law school if she does well in her exams.* • *I didn't intend to stay long at the party, but in fact I stayed all night.*

**intention** /ɪn'tenʃn/ *n* C something that you intend to do: *He announced his intention of resigning from his job.* (=announced that he intended to do this) • *She says she has no intention of getting married to him.* (=she definitely does not intend to do this)

**interactive** /ɪntər'æktɪv/ *adj* interactive systems make it possible for people to communicate with each other or with computer programs: *an interactive computer game*

**interest** /ɪntrəst/ 1 *υ* T to make someone want to listen, read, watch, or do something, because it seems interesting to them: *There's a program about dolphins on TV tonight – it might interest the children.* 2 *n* U a feeling of being interested in something: *Bella listened with interest as we explained our plan.* • *Sam never showed much interest in his school-work.* (=he didn't seem to be interested in it)

**interested** /ɪntrəstɪd/ *adj* feeling that you want to do, see, or learn about something, because it seems interesting to you: *I was telling her about my job, but she didn't seem very interested.* • *Jamie has always been interested in soccer.*

**interesting** /ɪntrəstɪŋ/ *adj* something that is interesting attracts your attention and makes you want to do it, see it, learn about it, etc.: *The city is full of interesting old buildings.* • *What do you think of that book I lent you – do you find it interesting?* (=does it seem interesting to you?)

**interestingly** /ɪntrəstɪŋli/ *adv* say this when you are mentioning something that is interesting or surprising: *She did a degree in history but, interestingly, she ended up working as a scientist.*

**interference** /ɪntər'fɪərəns/ *n* U when someone gets involved with a situation that does not concern them, for example by giving unwanted advice or telling someone else what to do

**intermission** /ɪntər'mɪʃən/ *n* C a short break in the middle of a play, concert, etc.

⇒ The British word for this is an interval.

**interpreter** /ɪn'tɜːprɪtər/ *n* C a person whose job is to translate what someone says from one language to another: *Cara works as an interpreter in the European Parliament.*

**intersection** /ɪntərseksjən/ *n* C a place where one road joins another road: *Continue along Pacific Avenue till you get to the intersection with West Fourth Street.*

⇒ The usual British word for this is junction.



## interview

**interview** /'ɪntərvju:/ *n* C 1 a special meeting in which someone who has applied for a job is asked questions in order to find out if they are suitable: *Sara's feeling nervous – she has an interview tomorrow.* • *an interview for a job in the hospital* 2 a conversation on the TV or radio, in which a famous person is asked questions, for example a politician or entertainer: *an interview with the star of a popular soap opera*

**into** /'ɪntu:/ *be into sth* to like something very much or be very interested in it [INFORMAL]: *She's really into stories about aliens and ghosts and that sort of thing.*

**invent** /ɪn'vent/ *v* T to make or design something completely new, especially a new machine or a new method of doing something: *Who invented the telephone?* • *The first writing system was invented over 4,000 years ago.* –**inventor** *n* C *Thomas Edison, the inventor of the electric light bulb*

**invention** /ɪn'venʃn/ *n* C something that someone has invented: *The silicon chip is one of the most important inventions of the 20th century.*

**invest** /ɪn'vest/ *v* T to use your money to make a profit later, for example by lending it to a business or buying property: *Frank won some money in the lottery, and invested it in shares on the stock market.*

**investigate** /ɪn'vestɪgeɪt/ *v* T to try to find out the facts about a crime or an accident: *Police are investigating the disappearance of a three-year-old child.*

**investigation** /ɪn'vestɪ'geɪʃn/ *n* C an attempt to find out the facts about a crime or an accident: *The president has ordered a full investigation into yesterday's air disaster.*

**investor** /ɪn'vestər/ *n* C a person or company that invests money in something: *Investors in the Channel Tunnel project have lost a lot of money.*

**involve** /ɪn'vɔɪlv/ *v* T 1 to include someone or something, because they are part of an activity or event: *The accident involved over 20 vehicles.* 2 to include as a necessary part of something that you do: *The job involves a lot of driving/involves me driving 200 miles every day.* (=because of the job, I have to drive 200 miles every day)

**ironing** /'aɪrɪnɪŋ/ *n* U making clothes flat and smooth by using an iron: *I usually do the ironing on Sunday nights.*

**irritated** /'ɪrɪteɪtɪd/ *adj* feeling a little annoyed about something that keeps happening: *I was beginning to feel irritated by all his stupid questions.*

**isolated** /aɪ'səleɪtɪd/ *adj* completely alone, and without anyone to talk to: *Jan was feeling a little isolated, working in a big city a long way from home.*

**issue** /'ɪʃu:/ 1 *n* C a subject that people talk about and argue about: *political issues* • *Members of Parliament discussed the issue of gun control.* 2 *v* T to officially make something available for people to use or buy: *The administration is issuing new stamps to celebrate the millennium.* • *The school issues each student with an identity card.*

**item** /aɪtəm/ *n* C 1 one thing that is part of a set of things: *Each item on the menu was shown in both French and English.* • *the first item on the agenda for today's meeting* (=the first thing that will be discussed) 2 a report on the TV or radio, or in a newspaper or magazine: *a news item about the election in Italy*

**itinerary** /aɪ'tɪnərəri/ *n* C a plan for a journey, giving details of all the places you will go to

## J

**jail** /dʒeɪl/ *n* C a place where people who have committed a crime must spend time as a punishment: *He was sent to jail for two years.*

⇒ Another word for this is **prison**.

**jealous** /dʒeləs/ *adj* angry and upset because you think someone you love is interested in someone else: *He gets very jealous if he sees her talking to other men.* • *a jealous boyfriend*

**jewelry** /dʒuːələri/ *n* U things like rings, necklaces, or bracelets that you wear for decoration: *Her diamond pin is a beautiful piece of jewelry.*

**joke** /dʒɔʊk/ 1 *n* C a short funny story that you tell to make people laugh: *They sat drinking beer and telling jokes.* 2 *you're joking!* say this when someone tells you something very surprising that you cannot believe: *"The concert tickets were \$60 each."* "You're joking! That's amazing."

**judge** /dʒʌdʒ/ *n* C the person who is in charge of a law court, who decides what punishment a criminal should receive if the jury decides that he/she is guilty

**jury** /dʒʊəri/ *n* C a group of ordinary people who are chosen to decide whether someone is guilty of a crime

⇒ In the US, there are usually 12 members of the jury, and their job is to listen to all the information about a crime, and then tell the judge what they have decided.

**justify** /dʒʌstɪfaɪ/ *v* T to give good reasons to explain why something is right or why something should be done: *How can the school justify spending so much on new computers?* • *He was asked by the manager to justify his decision.*

## K

**keen** /kiːn/ *adj* wanting to do something very much, because you think it will be interesting or enjoyable: *She's keen to start her new job.* • *I wanted to go to the movies, but my girlfriend wasn't very keen on going.*

**keep** /kiːp/ [kept, have kept] *v* T 1 to continue to have something, and not get rid of it, give it back, or give it to someone else: *It costs \$5 to rent a video, and you can keep it for three days.* • *I finished my English classes last year, but I've kept all the books.* 2 to continue doing something: *He keeps phoning me, but I don't want to talk to him.* 3 to stay in the



same state, or make something stay in the same state: *If the fire alarm goes off, try to keep calm.* • *Put the beer in the fridge to keep it cool.* **4 keep a date-book** to regularly write in your datebook about things that have happened to you

**kid** /kɪd/ *n* C a child [INFORMAL]: *I used to go swimming a lot when I was a kid.* • *Chris stayed at home to look after the kids.*

**kneel** /ni:l/ [kneeled or knelt, have kneeled or have knelt] *v* I to rest your body on your knees: *We all kneeled to pray.*

**knight** /naɪt/ *n* C an important soldier in medieval times. In pictures, knights are often shown wearing armor (=a special type of metal suit for protecting the body) and riding horses.

**knock down** or **knock over** /nɔ:k 'daʊn, 'oʊvər/ *v* T to make someone or something fall to the ground, either deliberately or by accident: *I knocked over a glass and it broke.* • *Steve was knocked down/knocked over by a car as he was crossing the road.*

**knowledge** /'nɔ:lɪdʒ/ *n* U what you know about something: *My knowledge of English history is rather limited.* (=I don't know very much about it) • *Hana is the only person with a key to the office, to the best of my knowledge.* (=according to what I know, I think this is true)

## L

**laboratory** or **lab** /'læbrətɔ:ri/ *n* C a place where scientists work and do experiments, or a room in a school or college where students are taught science subjects. Lab is a more informal word than laboratory.

**laid-back** /leɪd 'bæk/ *adj* someone who is laid-back is always very relaxed and calm, and does not seem to worry about anything: *People admired Jack's laid-back attitude to work.*

**land** /lænd/ *v* I to come down to the ground after being in the air: *Please fasten your seatbelts – the plane will be landing in 15 minutes.* • *When did the Apollo 11 land on the moon?*

⇨ The opposite of land is take-off.

**landing** /'lændɪŋ/ *n* C the arrival of an aircraft or spacecraft on the ground at the end of a journey: *Cellphones must be switched off during take-off and landing.* • *Our plane had to make an emergency landing.*

**landslide** /'lændslaɪd/ *n* C a sudden fall of rocks and earth from a hill or mountain, often caused by heavy rain

**lap** /læp/ *n* C the flat area at the top of your legs when you are sitting down: *The cat came and sat on my lap.*

**lash** /læʃ/ *v* T to hit a place very hard: *waves lashing the rocks* • *Heavy storms lashed the south coast last night.*

**lately** /'leɪtli/ *adv* recently: *Tom and Susie have been arguing a lot lately.*

**latest** /'leɪtɪst/ *n* at the latest say this when you mean that something will happen or must happen no later than a certain time: *She's at work just now, but she'll be home by 7 at the latest.*

**launch** /'lɔ:ntʃ/ *v* T to send a boat into the water, or send a spacecraft into space: *A new moon rocket was launched last week.*

**layout** /'lei-əʊt/ *n* C the way that writing and pictures are arranged on a page: *I like the magazine's new layout.*

**leading** /'li:ɪdɪŋ/ *adj* a leading company, politician, product, etc., is one of the best or most important of its kind: *Which country is the world's leading coffee producer?* • *a meeting of leading European economists*

**leap** /li:p/ [leaped or leapt, have leaped or have leapt] *v* I to move quickly and suddenly: *They leaped into the car and drove off at high speed.* • *I saw him leap across the room and grab Holden's gun.*

**learn** /lɜ:m/ *v* I, T to get knowledge or skill, by studying, practicing, going to classes, etc.: *Young children learn very quickly.* • *Sarah learned how to read when she was four.* • *I'm learning Spanish in my free time.*

**leave** /li:v/ [left, have left] *v* I, T 1 to go away from a place or person: *Hurry up – we have to leave in 5 minutes.* • *I left the office at 6.* • *What will you do after you leave school?* (=stop attending school) • *She left home* (=stopped living with her parents) *when she was only 16.* 2 to put something somewhere, or let something stay somewhere: *Shall I leave my coat in the hall?* • *She left a message on his answering machine.* 3 **leave someone alone** to stop annoying someone or asking them questions: *This man sat down next to me and wouldn't leave me alone.* 4 **leave it with me/leave it to me** say this to tell someone that you will deal with a problem, so they do not need to worry

**left:** see leave

**legalize** /'li:gəlaɪz/ *v* T to make something legal that was not allowed before: *a campaign to legalize cannabis*

**legend** /'ledʒənd/ *n* C an old story about adventures and events in the past, which may or may not be true: *the legend of King Arthur*

**legendary** /'ledʒəndəri/ *adj* very famous and greatly admired: *a movie starring the legendary Marilyn Monroe*

**lend** /lend/ [lent, have lent] *v* T to give something to someone to use, which they agree to give back to you later: *Can you lend me \$10 until Friday?* • *He doesn't like lending his bike to anyone.*

⇨ When you lend something to another person, they borrow it from you.

**let** /let/ [let, have let] *v* I to allow someone to do something: *The teacher doesn't let the children talk in class.* • *Will your parents let you go to the festival?*

⇨ Let is less formal than allow.



**liberal** /'libərəl/ *adj* believing that people should be free to decide how to behave, and willing to respect ideas and ways of life that are different from your own

**library** /'laɪbrəri/ *n* C a place where you can go to borrow or read books: *the school library*

**licensed** /'laɪsənst/ *adj* having official permission to do something: *a coffee shop that is licensed to sell alcohol*

**lie** /laɪ/ [*lying, lied, have lied*] **1** *v* I to say or write something that you know is not true: *Sam lied about her age to get the job.* **2** *n* C something that someone says or writes that he/she knows is not true: *That's not true, Gary. Don't tell lies!*

**life expectancy** /'laɪf ɪk'spektənsi/ *n* U the number of years that a person or animal is expected to live: *The average life expectancy for Japanese women is over 80.*

**lifestyle** /'laɪfstail/ *n* C the way someone lives, and their typical behavior and habits: *a young journalist with a very busy lifestyle* • *I'm trying to have a healthier lifestyle.* (for example by taking more exercise, eating healthier food, etc.)

**lift** /lɪft/ *n* C **give someone a lift** to take someone somewhere in your car: *I'll give you a lift to the airport if you like.*

**light bulb** or **bulb** /'laɪt bʌlb/ *n* C a round glass thing with a thin wire in it, which produces electric light

**lighter** /'laɪtər/ *n* C a small object that produces a flame so that you can light a cigarette

**line** /laɪn/ *n* C **1** a row of people who are waiting for something: *A long line of students could be seen snaking around the entrance of the theater.* **2** **stand in line** wait in a row for something: *People who are standing in line to buy tickets.*

⇨The British word for this is **queue**.

**liner** /'laɪnər/ *n* C a large ship that carries passengers

**link** /lɪŋk/ *v* T to make a connection between two things, places, words, etc.: *a new bridge that links the two islands* • *Each computer on the network is linked to the file server.*

**lipstick** /'lɪpstɪk/ *n* C, U a thick colored substance that women put on their lips: *That red lipstick doesn't look good on her; it's too dark.*

**literacy** /'lɪtərəsi/ *n* C the ability to read and write: *a country with a high rate of literacy* (=where almost everyone can read and write)

**living** /'lɪvɪŋ/ *n* **1** **what do you do for a living?** say this to ask someone what job they do (NOT *what is your job?*): *What do your parents do for a living?* **2** **the cost of living** the amount of money you need to pay for the basic things in life, such as food, heating, and somewhere to live: *During the past five years, the cost of living has been rising sharply.* **3** **good living** an enjoyable way of life, in which you spend a lot of money, have expensive cars and vacations, etc.

**load** /ləʊd/ **1** *v* I, T to put things into a vehicle or a machine: *Load the washing machine and switch it on.* **2** **loads of** a lot of [INFORMAL]: *I have loads of homework to do tonight.*

**location** /ləʊ'keɪʃn/ *n* C the exact place or position where something is: *a map showing the location of the farm*

**lock** /lɒk/ *v* T to close something with a key, so that other people cannot open it: *Don't forget to lock the car.*

**lockable** /'lɒkəbl/ *adj* a **lockable** door, box, drawer, etc., is one that you can lock

**logic** /'lɒdʒɪk/ *n* U the use of facts and reasons, rather than feelings, to think about something or to solve a problem: *There's no logic in what he's saying.*

**logical** /'lɒdʒɪkl/ *adj* reasonable or sensible: *It seems logical to decide what you want to study before you choose which college to go to.*

**long-term** /'lɒŋ tɜːrm/ *adj* continuing for a long period of time: *in a long-term relationship* • *a test of your long-term memory* (=your ability to remember things for a long time)

**look after** /lʊk 'æftər/ *v* T to take care of someone or something: *Who's looking after your baby today?* • *Could you look after my purse while I go to the bathroom?*

**look forward to** /lʊk 'fɔːwəd tuː/ *v* T to think about something exciting or enjoyable that is going to happen: *I'm really looking forward to Tanya's party.* • *We were all looking forward to seeing our families again.*

**look into** /lʊk 'ɪntuː/ *v* T to try to find out more about a situation, so that you can make a decision or solve a problem: *I'm looking into buying a computer.*

**loss** /lɒs/ *n* C, U money that a company loses when it is buying and selling things: *The business made a loss last year.*

⇨The opposite of **loss** is **profit**.

**lottery** /'lɒtəri/ *n* C a type of game in which people buy tickets with numbers on, and if you have particular numbers you can win a lot of money: *What would you do if you won the lottery?* • *the national/state lottery* (=a lottery organized by the administration)

**lovelorn** /'lʌv lɔːrn/ *adj* (in newspaper stories) unhappy because you are in love with someone, but they do not love you

**lovely** /'lʌvli/ *adj* very nice or very enjoyable: *What lovely weather!* • *"Would you like to come for dinner?" "Thanks, that would be lovely."*

**loyal** /'lɔɪəl/ *adj* someone who is **loyal** never changes their feelings towards their friends, family, country, etc., and always supports them: *A group of soldiers remained loyal to the president.*

**luckily** /'lʌkɪli/ *adv* say this to show you are pleased, because something good happened or because something bad did not happen: *I went to find a taxi, and luckily there was one just passing.*



**luggage** /ˈlʌɡɪdʒ/ *n* U all the bags you take with you when you are on a journey

⇒ Another word for this is **baggage**.

**lump** /lʌmp/ *n* C a solid piece of something: *A big lump of rock fell off the cliff and almost hit us.*

**luxury** /ˈlʌkʃəri/ **1** *adj* a luxury hotel, apartment, car, etc., is expensive and very comfortable **2 luxuries** *n plural* expensive things that you buy because you enjoy having them, not because you need them: *Food and clothes are necessities (=things you really need), but champagne and designer dresses are luxuries.*

**lyrics** /ˈlɪrɪks/ *n plural* the words of a song

## M

**mad** /mæd/ *adj* **1** crazy: *You lent him your car? You must be mad!* • *He keeps singing that stupid song – it's driving me mad.* **2** very angry: *Jim's really mad about the way his boss treated him.* • *She'll go mad if she finds out I've been seeing another woman.*

**madman** /ˈmædmən/ *n* C someone who says crazy things or behaves in a crazy way

**mainly** /ˈmeɪnli/ *adv* mostly: *The town was full of people, mainly tourists.* (=most of the people were tourists) • *He's studying French and Italian, mainly because he wants to work abroad.* (=this is the main reason)

**major** /ˈmeɪdʒər/ *adj* important, large, or serious: *The accident caused a major traffic jam.* • *Most of the major soccer games are shown on satellite TV.* ⇒ The opposite of **major** is **minor**.

**majority** /məˈdʒɔːrəti/ *n singular* most of the people or things of a particular type: *The majority of students here come from countries in Europe.* • *This type of software can be used in the vast majority of computer systems.* (=in almost all systems)

**make it** /ˈmeɪk ɪt/ *v* to be able to go to a meeting, party, or other event: *Sorry, I can't make it on Saturday – maybe we could go another day.* • *Can you make it for lunch with us tomorrow?*

**malicious** /məˈlɪʃəs/ *adj* deliberately wanting to harm or upset someone: *Someone had been spreading malicious rumors about her.*

**mall** or **shopping mall** /ˈʃɒpɪŋ məːl/ *n* C a large covered area where there are a lot of different stores

**manage** /ˈmænɪdʒ/ *v* I, T to succeed in doing something, especially something difficult: *There's a lot of work to do – are you sure you can manage?* (=are you sure you will be able to do it all?) • *We managed to persuade them to lend us some money.*

**management** /ˈmænɪdʒmənt/ *n* C the job or skill of being a manager: *a course in management* • *He's looking for a management job/for a job in management.*

**manager** /ˈmænɪdʒər/ *n* C someone whose job is to be in charge of a business, a bank, a department in a company, etc.: *the manager of a big hotel* • *She's the company's European sales manager.*

**manners** /ˈmænərz/ *n plural* polite ways of behaving when you visit people, eat, etc.: *Tanya has very good manners.*

**marital status** /ˈmærɪtl 'steɪtəs/ *n* U a question on official forms. You give your marital status by saying whether you are **married**, **single** (=not married), or **divorced**.

**market** /ˈmɑːrkɪt/ *n* C a place where many different people come to buy and sell goods, usually outside: *There is a street market every Thursday downtown.*

**marketing** /ˈmɑːrkɪtɪŋ/ *n* U the job of making sure that a company's products get sold, for example by deciding how and where to advertise the products: *Tracy has a job in marketing.* • *a marketing manager*

**marriage** /ˈmærɪdʒ/ *n* C, U the relationship between a man and a woman who are legally married to each other: *Debbie doesn't believe in marriage.* • *They had a long and happy marriage.*

**married** /ˈmærɪd/ *adj* someone who is married has a husband or wife: *They've been married for ten years.* • *Miranda and Nick are going to get married in California.*

**master** /ˈmæstər/ *n* C in former times, the employer of a servant or the owner of a slave

**matter** /ˈmætər/ **1** *v* I to be important: *"Sorry we're a little late." "Oh, it doesn't matter."* • *The only thing that matters to her is her job.* • *It doesn't matter what you wear – it's not a very formal party.* **2** *what's the matter?* say this to ask someone why they are upset or unhappy: *What's the matter, Chris? Did you have a bad day at school?*

**mature** /məˈtʃʊr/ *adj* a young person who is mature behaves in a sensible and responsible way, like someone who is older: *She's very mature for her age.*

**maximum** /ˈmæksɪmə/ *n, adj* the largest amount that is allowed or possible: *You can borrow books for a maximum of 3 weeks.* (=that is the longest time you are allowed to borrow them for) • *The airplane has a maximum speed of 850 kph.* • *You can't get more than 100 points – that's the maximum.*

⇒ The opposite of **maximum** is **minimum**.

**mealtimes** /ˈmiːltɑɪmz/ *n* C at mealtimes when people are eating a meal together

**mean** /miːn/ [meant, have meant] *v* T **1** to have a particular meaning: *"Buddy" means the same as "friend," but it is more informal.* • *If the light is red, it means you have to stop.* **2** to have a particular result: *I work for an airline, and that means I get lots of cheap vacations.* **3** *mean well* someone who means well tries to be kind and helpful, but sometimes just causes problems



## meaningful

**meaningful** /ˈmiːnɪŋfl/ *adj* having some use or value:  
*meaningful discussions about peace*

**means** /miːnz/ *n* **not by any means** definitely not:  
*She's feeling a little better, but she's still not really well, not by any means.*

**meanwhile** /ˈmiːnwaɪl/ *adv* while something is happening:  
*For most of the summer I was studying for my exams. Meanwhile, my brother was going out and having a good time.*

**media** /ˈmiːdiə/ *n* **the media** television, radio, and the newspapers: *a job in the media* • *a famous pop star who gets a lot of media attention*

**medieval** /ˌmiːdiəˈviːl/ *adj* from the Middle Ages (=the period in Europe from about 1000 to 1500 AD): *a medieval painting/building*

**memorable** /ˈmemərəbl/ *adj* something that is memorable is easy to remember because it is very interesting or special in some way: *a memorable party*

**memorize** /ˈmeməraɪz/ *v* **T** to learn something well enough to remember it: *I didn't have a pen, so I tried to memorize her phone number.*

**memory** /ˈmemri/ *n* **C** **1** your ability to remember things: *She has a good memory.* • *I didn't recognize him when I met him again – I don't have a very good memory for faces.* (=I don't remember people's faces very well) • *a story about a woman who lost her memory after a car crash* (=could not remember anything) **2** an event from the past that you remember: *One of my earliest memories is riding on a camel at the zoo when I was three.* • *happy memories*

**mental** /ˈmentl/ *adj* **1** happening in the mind: *When you read a story you form a mental picture of the characters.* • *mental illness* **2** **mental patient** someone who is affected by an illness of the mind

**mention** /ˈmenʃn/ *v* **T** to say something about someone or something: *Did Sue mention that it was her birthday today?* • *Steve's name wasn't mentioned at all in the conversation.*

**mere** /mɪr/ *adj* say this to emphasize how small or unimportant something is: *The money spent on books is a mere 5% of the education budget.* • *She started as a mere sales clerk, and ended up running the whole company.*

**messy** /ˈmesi/ *adj* very untidy: *My sister is the messiest person I know – her bedroom has clothes all over the floor.* • *a messy living room*

**mid-** /mɪd/ *prefix* in the middle of: *We had a midmorning break.* (=in the middle of the morning) • *a man in his mid-sixties* (=about 65 years old) • *The palace was built in the mid-eighteenth century.*

**midday** /ˌmɪdˈdeɪ/ *n* **U** twelve o'clock in the middle of the day: *Our flight leaves at around midday.*

⇨ Another word for this is **noon**.

**middle-aged** /ˌmɪdl ˈeɪdʒd/ *adj* no longer young, but not yet old. People are middle-aged between the ages of about 40 through 60.

**military dictatorship** /ˌmɪlɪtəri dɪkˈteɪtərʃɪp/ *n* **C** a country that is ruled by leaders from the army who have complete power

**military service** /ˌmɪlɪtəri ˈsɜːrvɪs/ *n* **U** a system in some countries in which every adult must spend a period of time in the army, the navy, etc.

**millionaire** /ˌmɪljəˈner/ *n* **C** a very rich person, who has at least \$1 million or £1 million: *Most of the people living in Beverly Hills are millionaires.* • *a millionaire businessman*

**mind** /maɪnd/ **1** **do you mind/would you mind** say this to politely ask someone something: *Would you mind leaving the dog outside?* (=please leave him outside) • *Do you mind if I smoke?* (=can I smoke, please?) **2** **never mind** say this to tell someone not to worry because something is not really serious: *"I've broken one of your glasses." "Oh, never mind. They're only cheap ones."* **3** **make up your mind** to make a decision about something, especially when you find it difficult to decide **4** **change your mind**: see **change**

**mingle** /ˈmɪŋɡl/ *v* **I** to go around a group, talking to several different people: *Gemma was mingling with the guests at her party.*

**minimum** /ˈmɪnɪmə/ *n*, *adj* the smallest amount that is allowed or possible: *For this job, you need a minimum of two years' teaching experience.* (=at least two years) • *What is the minimum wage for cleaners?* (=the smallest amount they can be paid) • *It takes at least 6 hours to get there – that's the minimum.*

⇨ The opposite of **minimum** is **maximum**.

**minor** /ˈmaɪnər/ *adj* not very important or serious: *a few minor problems, but nothing serious* • *a minor accident/crime/operation*

⇨ The opposite of **minor** is **major**.

**miracle** /ˈmɪrəkl/ *n* **C** something very lucky that seems almost impossible: *Six cars were involved in the crash – it's a miracle that no one was killed.*

**miss** /mɪs/ *v* **T** **1** to not do something, see something, or go somewhere: *I missed her party* (=didn't go to it) *because I wasn't feeling well.* • *Hurry up, or we'll miss the bus/train/plane.* (=not catch it) • *"Did you see that movie on TV last night?" "No, I missed it."*

**missing** /ˈmɪsɪŋ/ *adj* lost or not in the usual place: *When I got into the car, I noticed that the radio was missing.* • *Police have issued a photo of the missing child.*

**mission** /ˈmɪʃn/ *n* **C** a journey made by a spacecraft: *a mission to Mars*

**missionary** /ˈmɪʃənəri/ *n* **C** someone who travels to another country to teach people about Christianity

**moment** /ˈmɒmənt/ *n* **C** **1** a short period of time: *Could you wait a few moments?* • *She just went out – she'll be back in a moment.* **2** **at the moment**



at the present time, but probably not for long: *I'm too busy to go out at the moment.*

**monument** /'mɒnjumənt/ *n* C 1 a building, statue, or other structure that was built to remind people of an important event in the past; *The George Washington Monument is a popular tourist attraction.* 2 an important old building that is part of a country's history

**moody** /'mu:di/ *adj* often angry, unhappy, or annoyed without a good reason: *My brother was very moody when he was a teenager.*

**moped** /'moupəd/ *n* C a type of small motorcycle, which is like a bicycle with a small engine

**mortified** /'mɔ:rtɪfaɪd/ *adj* very embarrassed or ashamed: *I was mortified when I realized she had read my love letters to Pete.*

**mosque** /'mɔ:sk/ *n* C a building where Muslims go to pray: *We go to the mosque on Fridays.*

**mother-in-law** /'mʌðər ɪn ,lɔ:/ *n* C the mother of your husband or wife

**mustache** /'mʌstəʃ/ *n* hair that a man grows above his mouth

⇒ The hair that a man grows on his face and chin is called a **beard**.

**move** /mu:v/ *v* I, T to go to live in a different home, town, or country: *We moved to Canada when Shelley was three.* • Most of the young people have **moved away from the town** because there are no jobs there.

**mug** /mʌg/ *n* C a cup that has straight sides and is not used with a saucer

**murder** /'mɜ:dər/ 1 *v* T to deliberately kill someone: *They robbed the bank and murdered one of the bank clerks.* 2 *n* C, U the crime of deliberately killing someone: *Saville was arrested and charged with murder.*

**murderer** /'mɜ:dərər/ *n* C someone who deliberately kills another person

**museum** /'mju:ziəm/ *n* C a place where people can go to look at important historical or artistic objects: *the British Museum* • *The city has a very good museum of photography and motion pictures.*

**mysterious** /'mɪstɪriəs/ *adj* very difficult to explain or understand: *Picnic at Hanging Rock is a movie about the mysterious disappearance of a group of schoolgirls.* • *a mysterious illness*

**mystery** /'mɪstəri/ *n* C something that is very difficult to explain or understand: *Her death was a mystery.* (=no one could explain why she died)

## N

**name** /neɪm/ *v* T if you **name** a person or thing after or for someone, you give them that person's name: *The hospital is named after Queen Elizabeth.* • *George was named for his grandfather.*

**nanny** /'næni/ *n* C a woman who lives with a family and is employed to look after their children

⇒ Someone who looks after children when their parents are not at home is called a **babysitter**.

**narrative** /'nærətɪv/ *n* C a description of events, either real events or a story

**native** /'neɪtɪv/ *adj* 1 **native country** the country where you were born 2 **native language** the first language you learned when you were a child 3 **native speaker** a native speaker of English, French, etc., learned English, French, etc., as their first language when they were a child

**naturally** /'nætʃərəli/ *adv* 1 of course: *His girlfriend has left him, so naturally he's very upset.* 2 as part of your character or nature: *Do you think girls are naturally good at looking after children?*

**nature** /'neɪtʃər/ *n* C, U the qualities that someone is born with and that form their character: *Ben had a very friendly nature.* (=being friendly was a basic part of his character)

**naughty** /'nɔ:ti/ *adj* children who are **naughty** behave badly or do not do what they are told to do

**nearby** /'nɪrbaɪ/ *adv, adj* not far away: *It's a nice apartment, and there are plenty of stores nearby.*

**necklace** /'nekles/ *n* C a piece of jewelry that you wear around your neck. A necklace is usually a thin chain with beads or jewels on it.

**neighbor** /'neɪbər/ *n* C 1 someone who lives next to you or close to you: *I borrowed some sugar from my neighbor.* 2 a country that is next to another country: *France's neighbors include Germany and Spain.*

**neighborhood** /'neɪbəhʊd/ *n* C one of the parts of a town or city where people live: *a middle-class neighborhood*

**nephew** /'nefju:/ *n* C the son of your sister or brother: *I'm looking for a birthday present for my nephew.* ⇒ The daughter of your sister or brother is your **niece**. If someone is your **nephew**, you are his **uncle** (male) or **aunt** (female).

**nerves** /'nɜ:vz/ *n* plural **get on someone's nerves** to make someone very annoyed: *The noise from the house next door was beginning to get on my nerves.*

**nervous** /'nɜ:vəs/ *adj* worried or afraid about something you have to do, because you think it will be very unpleasant: *He's very nervous about his driver's test.*

**nest** /nest/ *n* C a place where birds or insects live

**newsdealer's** /'nu:zdi:lərz/ *n* C a store where you buy newspapers and magazines

**nickname** /'nikneɪm/ *n* C a funny or special name that someone is given by their friends or family. Places are also sometimes given nicknames by the people who live there: *Anne's nickname is Ginger because she has red hair.*

**niece** /ni:s/ *n* C the daughter of your sister or brother: *Our niece is playing in the school concert.*

⇒ The son of your sister or brother is your **nephew**. If someone is your **niece**, you are her **uncle** (male) or **aunt** (female).



## nightmare

**nightmare** /'naɪtmər/ *n* C **1** a frightening dream **2** a very unpleasant experience: *The car broke down in the middle of nowhere – it was a nightmare!*

**nobleman** /'nəʊblmən/ *n* C in former times, a rich and important man

**nomads** /'nəʊmædz/ *n* plural people who have no permanent home, but move from place to place according to the time of year: *Most of the people who live in the desert are nomads.*

**nostalgic** /'nɒ:'stældʒɪk/ *adj* how you feel when you remember happy events from the past: *She showed us some old vacation photos, which made us quite nostalgic.*

**note down** /'nəʊt 'daʊn/ *v* T to write something down so that you can use it later: *Did you note down the number of their hotel room?*

**nothing** /'nʌθɪŋ/ *n* **come to nothing** to be unsuccessful: *He had a lot of plans, but they all came to nothing.*

**notice** /'nəʊtɪs/ *n* **at short notice** with only a short time to get ready for something: *In Beth's job, she sometimes has to fly to New York on short notice.*

**nowadays** /'naʊədeɪz/ *adv* at the present time, when you are comparing it with what happened in the past: *Children don't walk so much nowadays – their parents seem to drive them everywhere!*

**nuclear** /'njuːkliər/ *adj* **1** based on the energy produced when atoms are split or combined: *nuclear weapons* • *a nuclear power station* **2 nuclear family** a family consisting of two parents and their children, all living together

⇒ A larger family group, including uncles, cousins, grandparents, etc., is called an **extended family**.

**nun** /nʌn/ *n* C a member of a religious group of women who live together in a special building called a **convent**

⇒ Men who belong to a similar group are called **monks**, and they live in a **monastery**.

**nursery school** or **nursery** /'nɜːsəri 'skuːl/ *n* C a school for children aged between three and five: *Our youngest daughter has just started going to nursery school.*

## O

**obey** /əu'beɪ/ *v* I, T to do what a rule or law says you must do, or to do what someone in authority tells you to do: *Everyone is expected to obey the school rules.* • *Soldiers have to obey orders.*

**obligation** /ə'blɪ'geɪʃn/ *n* C, U when you have to do something because it is your duty or because you have promised to do it: *Parents have an obligation to send their children to school.*

**oblige** /ə'blaɪdʒ/ *v* I to do something that someone has asked you to do [FORMAL]: *If you have any requests, our staff will be happy to oblige.*

**obvious** /ə'bvɪəs/ *adj* very easy to see or understand: *It was obvious that she wasn't enjoying herself.* • *For obvious reasons, the president does not wish to discuss this private matter.*

**obviously** /ə'bvɪəsli/ *adv* in a way that is easy to see or understand: *He had obviously just got out of bed.* • *I thought she was in Japan, so obviously I was a bit surprised when I saw her on the street.*

**occasion** /ə'keɪʒn/ *n* C **1** a time or day when something happens: *I've met Jane's family on several occasions.* • *It was a special occasion, so we ordered champagne.* **2 on occasions** sometimes [FORMAL]: *Her performance was generally good, and on occasions brilliant.*

**occasionally** /ə'keɪʒnəli/ *adv* sometimes, but not very often: *We occasionally go out for a meal, but mostly we eat at home.*

**occupation** /ə'kjuːpeɪʃn/ *n* C your job, or the type of work you usually do: *State your name, age, and occupation on the form.*

**occur** /ə'kɜːr/ *v* I to happen [FORMAL]: *The police doctor says that death occurred at around 9 o'clock.*

**odd** /ɒd/ *adj* **1** strange and hard to understand: *What an odd thing to say!* • *It's odd that she didn't call the police about this.* **2 the odd man out** the member of a group that is different from all the others

**offense** /ə'fens/ *n* C **1** a crime: *Rape is a very serious offense.* • *It is an offense to sell alcohol to people under 18.* **2 give offense/cause offense** to make someone feel embarrassed or insulted: *If you use the wrong title when speaking to someone, you may accidentally cause offense.*

**offend** /ə'fend/ *v* I to commit a crime [FORMAL]: *Far fewer women than men offend.*

**office** /'ɒfɪs/ *n* C a doctor's office is a room where a doctor works, where people can go for advice and treatment when they are sick

⇒ The British word for this is a doctor's **surgery**.

**official** /ə'fɪʃl/ *n* C someone who has a position of authority in a public organization: *An administration official made the announcement to the newspapers.*

**officially** /ə'fɪʃli/ *adv* in a public or official way, or according to official information or records: *She told me I'd passed the exam, although the results haven't been officially announced yet.*

**old-fashioned** /'əʊld 'fæʃnd/ *adj* old-fashioned opinions, machines, clothes, etc., used to be popular or common in the past, but they are no longer modern or fashionable: *They have very old-fashioned ideas about educating children.* • *a hospital with old-fashioned equipment*

**omen** /'əʊmən/ *n* C a sign of something that will happen in the future: *His dream was a bad omen.*



**omit** /ou'mit/ *v* T to not include something [FORMAL]: *Her name was accidentally omitted from the list.*

**operate** /'ɑ:pəreit/ **1** *v* T to make a machine work: *Do you know how to operate the airconditioning system?* • *a laptop computer that is operated by a special type of battery* **2** *v* I to perform a medical operation: *If her sickness gets worse, they may have to operate on her.*

**operation** /'ɑ:pə'reɪʃn/ **1** *n* C a type of medical treatment in which a doctor (called a **surgeon**) cuts open a person's body to remove or repair a damaged part: *Jo is having an operation on her injured knee.* • *The operation was performed by Dr. Grant.* **2** *in operation* working or being used: *The new law has been in operation for two weeks.*

**operator** /'ɑ:pə'reɪtər/ *n* C someone whose job is to answer phone calls and connect the people who call with the people they want to speak to  
⇒ The British word is a **telephonist**.

**opportunity** /'ɑ:pər'tu:nəti/ *n* C a chance to do something that you want to do or something that will be good for you: *Sasha has six months free before she starts college, so it's a great opportunity to travel.* • *Unfortunately, I missed the opportunity (=didn't use it) to see Oasis when they were playing in London.*

**oppose** or **be opposed to** /ə'pəʊz, bi: ə'pəʊzd tu:/ *v* T to disagree with a plan or idea, and try to stop it happening: *More and more people oppose/are opposed to scientific experiments on animals.*

**optimistic** /'ɑ:ptɪ'mɪstɪk/ *adj* hopeful about the future, and expecting things to go well

⇒ Someone who is always **optimistic** is an **optimist**.  
The opposite of **optimistic** is **pessimistic**.

**optional** /'ɑ:pʃnəl/ *adj* if something is **optional**, you can do it if you want to, but you do not have to do it: *You have to study Math and English, but Music and Art are optional.*

⇒ The opposite of **optional** is **compulsory**.

**order** /'ɔ:dər/ *n* U out of order if a machine or piece of equipment is out of order, it is not working: *We walked up the stairs because the elevator was out of order.*

**origin** /'ɑ:rɪdʒɪn/ *n* C the place and time where something first happened, or the events and reasons that made something start to exist: *studying the origins of the universe*

**original** /ə'rɪdʒɪnəl/ *adj* **1** existing first or at the beginning: *The city's name was changed from Leningrad back to its original name, St. Petersburg.* • *the original owner of the car* **2** new and imaginative, not based on what has been done before: *His paintings are very original.*

**originally** /ə'rɪdʒɪnəli/ *adv* in the beginning, when compared with what happened later: *The building was originally a hospital, but they turned it into a jail about 30 years ago.*

**orphan** /'ɔ:rfn/ *n* C a child whose parents have died

**Oscar** /'ɑ:skər/ *n* C a special prize given each year to people who make or act in movies: *She won an Oscar for "Best Actress."*

**other** /'ʌðər/ *on the other hand* say this when you are giving an opposite idea or opinion to the one given before: *She's a little young for such an important job, but on the other hand she has all the right skills.*

**outline** /'aʊtlaɪn/ *n* C a general description of something, with the main ideas but without any details: *His speech gave an outline of his plans for dealing with the drug problem.*

**outrageous** /aʊ'treɪdʒəs/ *adj* shocking and unusual: *You should have seen Kelly – she was wearing the most outrageous dress!*

**overall** /'əʊvərɔ:l/ *adv* say this when you are giving a general summary of the situation: *She has a few problems with pronunciation, but overall her English is very good.*

**overhead projector** /'əʊvərhed prə'dʒektər/ *n* C a machine used in classrooms, conferences, etc., for showing writing or pictures on a large screen. It works by sending light through a transparent film with the writing or pictures on it.

**overlook** /'əʊvər'lʊk/ *v* T if a building or room **overlooks** a place, you can see that place when you look out of the window: *The house overlooks a golf course.*

• *a hotel room overlooking the sea*

**overnight** /'əʊvər'naɪt/ *adv* during the night: *It rained heavily overnight.* • *Why don't you stay overnight – we have a spare room.*

**overtake** /'əʊvər'teɪk/ [**overtook**, have **overtaken**] *v* T to increase or develop more quickly than someone or something else: *The Russians were overtaken by the Americans in the race to land a man on the moon.*

**owe** /əʊ/ *v* T to have to pay back money to a person or bank that you have borrowed it from: *By the time she left college, she owed the bank about \$3,000.*

• *How much do I owe you for the tickets?*

**owl** /aʊl/ *n* C a fairly large bird, with a flat face and large eyes, which hunts at night

**own** /əʊn/ **1** *v* T if you **own** something, it legally belongs to you: *Mr. Murdoch owns several newspaper companies.* **2** *on your own* alone or without any help: *Jo lives on her own.* • *Answer the questions on your own.*

**owner** /'əʊnər/ *n* C the person who legally owns something: *Who is the owner of this car?*

**ownership** /'əʊnərʃɪp/ *n* U when someone owns something: *car ownership*

## P

**pack** /pæk/ **1** *v* I, T to collect the clothes and other things you need for a journey, and put them in a bag: *It didn't take her long to pack her suitcase.* •



## pair

*Phil's packing for his vacation.* • *Have you done your packing?* (=packed the things you need) **2** *n* C a set of playing cards: *Choose a card from the middle of the pack.*

⇒ It can also be called a **deck** of cards.

**pair** /per/ *n* C two things or people of the same type: *a pair of shoes/socks*

**palace** /'pæləs/ *n* C a large and impressive house that is the home of a king, a queen, or a president: *guards standing outside the presidential palace*

**panic** /'pænik/ [**panicked**, **have panicked**] **1** *υ* I to do something stupid, because you feel very frightened or worried and you cannot think clearly: *When he saw the flames getting closer, he panicked and jumped out of the window.* **2** *n* U a very frightened or worried feeling, which makes you unable to think clearly or behave sensibly: *The crowd rushed toward the doors in a panic.*

**park bench** /'pɑːrk 'bentʃ/ *n* C a long wooden or metal seat for two or more people to sit on in a park

**parent** /'perənt/ *n* C a mother or father: *Where do your parents live?*

**parking lot** /'pɑːrkiŋ lɔːt/ *n* C a public place where you can leave your car for a short period of time

⇒ The British word for this is **car park**.

**parking ticket** /'pɑːrkiŋ 'tɪkɪt/ *n* C an official piece of paper that says you have to pay money because you have parked your car in the wrong place or at the wrong time: *Don't leave your car outside the library – you'll get a parking ticket.*

⇒ The parking ticket is put on the windshield of your car by a **traffic cop** or **meter maid**.

**part** /pɑːrt/ *n* in **part** partly, but not completely [FORMAL]: *This year's low profits were due in part to a big increase in the cost of fuel.*

**particularly** /pə'tɪkjʊləli/ *adv* especially, more than others: *The last question was particularly difficult.* (=more difficult than the others) • *Are there any movies you particularly want to see?*

**partner** /'pɑːtnər/ *n* C **1** someone that you are married to or living with in a romantic relationship: *Can we bring our partners to the office party?* **2** someone you are doing a job, game, or activity with: *Work with a partner and decide on a plan for your journey.* • *The two men were business partners.*

**part-time** /'pɑːrt 'taɪm/ *adj, adv* working or studying for only a few hours each day or week, not as your main activity: *She works in a bank, but she's also studying law part-time.*

⇒ The opposite of **part-time** is **full-time**.

**pass** /pæs/ *υ* T **1** to do well enough to be successful in a test or exam. The opposite of **pass** is **fail**: *If I pass my driver's test, I'll buy a car.* **2** to give something to someone because they cannot reach it themselves: *Could you pass me that book, please?* **3** **pass something on** to give someone a message or piece of information that someone else has given to you: *I asked her to pass on my message to Silvia.*

**passenger** /'pæsiŋdʒər/ *n* C someone who pays to travel on a boat, train, or plane, or someone who travels in a car but is not the driver: *All passengers should check-in two hours before departure.*

**passerby** /'pæsərbaɪ/ *n* C someone who is walking past a place, especially when something unusual happens. The plural is **passersby**: *A passerby saw the accident and called an ambulance.*

**passion** /'pæʃn/ *n* **have a passion for** to like something very much, or have a very strong interest in something: *We discovered that we both had a passion for gardening.*

**pat** /pæt/ *υ* T to touch someone or something lightly with your hand in a flat position: *"Good dog," she said, patting him affectionately.*

**patient** /'peɪʃnt/ *adj* someone who is **patient** is able to wait for something to happen without getting angry: *Rachel is very patient with the children she looks after.*

⇒ The opposite of **patient** is **impatient**.

**pay** /peɪ/ [**paid**, **have paid**] **1** **pay back** to give someone back the money you have borrowed from them: *Could you lend me \$5 – I'll pay you back tomorrow.* **2** **pay off** to pay all the money you owe to a person or bank, especially when you owe a lot: *It took us three years to pay off the money we borrowed for the car.* **3** **well paid/badly paid** if you have a **well paid/badly paid** job, you receive a lot of money/not much money for your work: *Cleaning work is often very badly paid.*

**peaceful** /'piːsfl/ *adj* a place that is peaceful is quiet and calm without much activity or many people: *a peaceful town* • *It's so lovely and peaceful here I could fall asleep.*

**peasant** /'peznt/ *n* C someone in a poor country who works on the land but does not own it: *a peasant farmer*

**pendulum** /'pendjʊləm/ *n* C a long thin piece of metal with a heavy weight at the bottom, which hangs down and moves from side to side. Pendulums are used mostly in large clocks, to make the clock work.

**per** /pɜː/ *preposition* for each: *a salary of \$3,000 per month* • *The meal cost about \$20 per person.*

**percent** /pər'sent/ *n* for every 100: *Ten percent (=10%) of 250 is 25.* • *Prices have increased by five percent/by 5%.*

**percentage** /pər'sentɪdʒ/ *n* C a number or amount for every hundred: *One quarter as a percentage is 25%.* • *Thirty-five students took the exam, and a high percentage of them passed.* (=most of them passed)

**percussionist** /pər'kʌʃnɪst/ *n* C a musician who plays drums and similar instruments

**performance** /pər'fɔːməns/ *n* C when someone acts, dances, plays music, etc. in a play, movie, or concert: *The performance begins at 8 o'clock.* • *Her performance was brilliant.* (=she performed very well)



**period** /ˈpiəriəd/ *n* C a length of time: *The post office takes on extra staff during busy holiday periods.*

**permanent** /ˈpɜːmənənt/ *adj* lasting for a long time or lasting forever: *a permanent job* • *The accident left her with a permanent injury to her leg.*  
 ⇨ The opposite of **permanent** is **temporary**.

**permission** /pəˈmɪʃn/ *n* U being officially allowed to do something: *Students may not borrow school equipment without permission.*

**permit** /pəˈmɪt/ *v* T to officially allow someone to do something: *Smoking is not permitted anywhere in the building.*

**personality** /ˌpɜːsənəˈlɪti/ *n* C the sort of person that someone is, for example the way they think and behave: *Ben and Simon are twins, but they have very different personalities.*

**personally** /ˌpɜːsnəli/ *adv* say this when you are giving your own opinion about something: *A lot of people really like her music, but personally I think it's rather boring.*

**personnel** /ˌpɜːsəˈnel/ *n* U the part of a company that deals with the people who work there, for example by keeping records about them, organizing training for them, or dealing with their problems: *She works in the bank's personnel department.* • *a personnel manager*

**persuade** /pəˈsweɪd/ *v* T to make someone agree to do something, by asking them to do it or explaining why they should do it: *We eventually persuaded Dad to let us have a party.* • *She says she doesn't want to come, but I'll try to persuade her.*

**pessimistic** /ˌpesɪˈmɪstɪk/ *adj* not hopeful about the future, and expecting things to go badly: *"I bet it will rain when we have our picnic." "Oh don't be so pessimistic/don't be such a pessimist!"*  
 ⇨ Someone who is always **pessimistic** is a **pessimist**. The opposite of **pessimistic** is **optimistic**.

**pet** /pet/ *n* C an animal that someone keeps and looks after in his/her home, such as a dog or cat: *Do you have any pets?* • *a pet rabbit*

**pharmacy** /ˈfɑːrməsi/ *n* C a store that sells medicine

**phenomenon** /fɪˈnɑːmɪnən/ *n* C something that happens or exists [FORMAL]: *Crime involving computers is a fairly recent phenomenon.* (=it only started to happen recently)

**phobia** /ˈfoʊbiə/ *n* C a very strong fear of something: *I have a phobia about spiders/about flying in airplanes.*

**physician** /ˈfɪzɪʃn/ *n* C someone who is qualified to practice medicine

**pianist** /ˈpiːənɪst, piˈænɪst/ *n* C someone who plays the piano: *Jess is quite a good pianist.* • *Sam is hoping to become a concert pianist.* (=a professional pianist who plays in concerts)

**pickpocket** /ˈpɪk.pəˌkɪt/ *n* C a thief who secretly steals from people's pockets, bags, etc., on the street or in a public place like a subway

**pick up** /ˈpɪk ˈʌp/ *v* T 1 to take something in your hands, and lift it up from the floor, from a surface,

etc.: *He picked up my bags and took them to the car.*  
 2 to go somewhere by car in order to get someone or something that is waiting for you: *I have to pick my daughter up from school at 5 o'clock.*

**pie chart** /ˈpaɪ tʃɑːrt/ *n* C a circle divided into sections of different sizes. The size of each section shows how much an amount is as part of a total: *a pie chart showing how much profit each department made last year*

**pill** /pɪl/ *n* C a type of medicine in a tablet: *sleeping pills* (=tablets that help you sleep)

**pilot** /ˈpaɪlət/ *n* C a person whose job is to fly a plane

**pin** /pɪn/ *n* C a small piece of jewelry that you wear fixed to a dress or jacket

**pirate** /ˈpaɪrət/ *n* C in former times, someone who sailed around in a ship, attacking other ships and stealing from them

**pity** /ˈpɪti/ *n* singular a bad situation that you are sad about or disappointed about: *It's a pity that the rain spoiled their picnic.* • *What a pity she couldn't come with us.*

**plan** /plæn/ 1 *v* T to intend to do something, or think about how you will do something that you intend to do: *She's planning a trip to the US in October/plan-ning to go to the US in October.* • *We have to plan how much food we'll need for the party.* • *Do you have anything planned for the weekend?* (=do you plan to do anything?) 2 **have no plans** to not intend to do something: *I'm enjoying my job, and at the moment I have no plans to change it.*

**planet** /ˈplænət/ *n* C a very large round object in space that moves around the sun: *The Earth is one of the nine planets in our solar system.*

**plant** /plænt/ *n* C a large building used for industrial purposes, such as a factory or a power station: *a nuclear reprocessing plant*

**platform** /ˈplætfɔːrm/ *n* C the long flat area beside the track in a station, where you get on and off a train: *The 15:35 train to Oxford is now arriving at Platform 3.*

**playwright** /ˈpleɪraɪt/ *n* C someone who writes plays for the theater

**plead** /pliːd/ [pleaded or pled, have pleaded or have pled] *v* plead guilty/plead not guilty to say in a court of law that you did or did not commit a crime: *He pleaded guilty to the charge of robbery.*

**please** /pliːz/ *v* please yourself to do whatever you want to do: *My dad's retired now, so he can please himself what time he gets up.*

**pleased** /pliːzd/ *adj* happy about something good that has happened: *They seem pleased with their new apartment.* (=they like it, so they are happy that they have it) • *We were pleased to hear that you passed your exam.* • *Marcia was pleased that Pete remembered her birthday.*

**pleasing** /ˈpliːzɪŋ/ *adj* something that is pleasing makes you feel happy and satisfied: *We won by five points, which was a very pleasing result.*



## plug

**plug** /plʌg/ 1 *n* C the thing at the end of an electric wire, which you put into a **socket** (=an electricity supply on the wall) 2 *v* **plug something in** to connect a piece of electrical equipment to an electricity supply in order to make it work: *Plug in the kettle, then push this switch here.*

⇒The opposite of **plug in** is **unplug**.

**plumber** /ˈplʌmə/ *n* C someone whose job is to connect or repair water pipes, baths, etc.

**plumbing** /ˈplʌmɪŋ/ *n* U the system of water pipes, bathrooms, etc., in a building

**pod** /pɒd/ *n* C a part of a plant that contains seeds, on plants like peas and beans

**point** /pɔɪnt/ 1 *n* C an exact place or area: *At this point, the road crosses a railroad line.* • *What's the highest point on the island?* 2 *n* C an exact moment in time: *At what point did you realize that he was the murderer?* 3 *n* C an idea or fact: *Make a summary of the main points of the story.* • *He had plenty of evidence to prove his point.* (=show that what he said was true). 4 **good points/bad points** the good or bad features of something: *One of the good points of the movie is the fantastic costumes.* 5 **point of view** a way of thinking about something, or someone's opinion about something: *I understand your point of view but I don't agree with you.* 6 *v* I to show where something is by holding out your finger: *"They went that way," she said, pointing towards the back door.*

**policy** /ˈpɒləsi/ *n* C a statement made by an organization, administration, etc., that explains its beliefs and intentions: *the new administration's policy on education* • *Most companies now have a no-smoking policy.*

**polluted** /pəˈluːtɪd/ *adj* full of pollution: *polluted rivers/beaches*

**pollution** /pəˈluːʃn/ *n* U chemicals, gases, etc., that make land, air, or water dirty and unsafe to use or live in: *Because of all the factories, there is a lot of pollution in the area.* • *Tests showed there were high levels of pollution in the lake.*

**popular** /ˈpɒpjʊlə/ *adj* liked by a lot of people: *Which is the most popular game show on TV?* • *Nathan was always very popular at school.*

**populated** /ˈpɒpjʊleɪtɪd/ *adj* having a particular number of people living in a place: *Hong Kong is a heavily/densely populated area.* (=it has a large population compared with its size) • *The north of Canada is very thinly populated/is one of the least populated places in the world.* (=very few people live there)

**position** /pəˈzɪʃn/ *n* C 1 a job [FORMAL]: *She has applied for the position of principal.* 2 someone's **position** is the situation that they are in: *In your position* (=if I were in your situation), *I would do exactly the same thing.*

**positive** /ˈpɒzətɪv/ *adj* hopeful and confident: *Mary sounded very positive about her new job.*

**possess** /pəˈzes/ *v* T to have or own something [FORMAL]: *Everything they possessed was destroyed in the fire.* • *Most people possess a television.*

**possession** /pəˈzeʃn/ *n* C your **possessions** are the things that you own: *She put all her possessions into the car and drove off.* • *This ring is my most valuable possession.*

**poster** /ˈpəʊstər/ *n* C a large piece of paper with writing or a picture on it, which you put on a wall, for example to give information or advertise something

**potential** /pəˈtenʃəl/ *n* U the possibility of becoming useful or successful in the future: *Her teacher thinks she has great potential as a musician.* (=has the ability to become very good in the future) • *His business partners didn't recognize the potential of his invention.*

**power** /ˈpaʊər/ *n* U **be in power** to be in charge of the government of a country: *the time when Franco was in power in Spain*

**powerful** /ˈpaʊəfl/ *adj* something that is **powerful** is very strong and has a lot of force: *a car with a powerful engine* • *At night, the jail walls were lit up by powerful lights.*

**practical** /ˈpræktɪkl/ *adj* concerned with doing things and real situations, rather than ideas or studying: *She has lots of practical experience with using computers, although she has no qualifications.*

**practice** /ˈpræktɪs/ *n* **in practice** say this to talk about what really happens, rather than what people think should happen: *People need a regular amount of sleep, but in practice they don't usually get it.*

**pray** /preɪ/ *v* I to speak to God to ask for help, praise him, etc.: *They all prayed for peace.* • *She prayed to God.*

**prayer** /ˈpreɪ/ *n* C words that you say to God when you pray: *The children said their prayers before going to bed.*

**preacher** /ˈpri:tʃər/ *n* C someone who gives **sermons** (=religious speeches) in a church or similar place

**precious** /ˈpreʃəs/ *adj* something **precious** is very valuable, either because it is worth a lot of money, or because it is very important to you: *precious jewels* • *my most precious possession*

**precise** /ˈpriːsaɪs/ *adj* exact and correct in every detail: *The booklet gives precise instructions on how to install your modem.*

**predict** /ˈprɪdɪkt/ *v* T to say that you think something will happen in the future: *Tonight's weather forecast predicted heavy rain for the weekend.* (=said there would probably be heavy rain) • *Some scientists are now predicting that world temperatures will rise by two or three degrees.*

**predictable** /ˈprɪdɪktəbl/ *adj* something or someone that is **predictable** always happens or behaves in



exactly the way that you expect, so that they seem boring or annoying: *The ending of the movie was very predictable.*

**prediction** /prɪ'dɪkʃn/ *n* C a statement about what you think will happen in the future: *According to the experts' predictions, the Democrats will win the election.* • *The teacher has to **make a prediction** about our exam results.*

**prefer** /prɪ'fɜːr/ *v* T to like one thing or person better than another: *Which dress do you prefer – the red one or the black one?* • *Sometimes I cycle to school, but I **prefer to walk**.*

**preferably** /'prefrəbli/ *adv* say this to say what you would like best: *We're looking for a bigger apartment, preferably one with its own yard.*

**pregnant** /'pregnənt/ *adj* a woman who is **pregnant** is going to have a baby: *She is **six months pregnant**.* (=has been pregnant for six months) • *Maria didn't want to **get pregnant**.* (=become pregnant)

**premises** /'premisɪz/ *n* plural the buildings belonging to a business, hotel, store, etc.: *The company is moving to new premises next month.*

**press** /pres/ *v* T to push a button or key on a machine with your finger, in order to make it work

**pressure** /'preʃər/ *n* U the feeling that you have too much work and responsibility, especially when this makes you feel worried or bad-tempered: *The pressure of his job was beginning to make him sick.*

**pretend** /prɪ'tend/ *v* I, T to behave as if something is true and try to make other people believe it, when in fact you know that it is not true: *They got into the building by **pretending to be** police officers.* • *Lucy didn't want to talk to him, so she **pretended that** she was asleep.*

**prevent** /prɪ'vent/ *v* T to stop something from happening: *Regular exercise and a healthy diet can help to prevent heart disease.* • *There was a violent storm, and it **prevented** our plane from taking off.*

**previous** /'prɪviəs/ *adj* happening before or earlier than the time that you are talking about: *Do you have any previous experience in this type of work?* • *I had been to Italy the previous summer.*

**principal** /'prɪnsəpəl/ *n* C the person who is in charge of a school

⇨ The usual British word is **headteacher**.

**principle** /'prɪnsɪpl/ *n* C a belief about what is right and what is wrong, which influences the way you behave: *She never buys a lottery ticket because it's **against her principles** to gamble.* • *a person with **strong principles*** (=strong beliefs, which they do not easily change)

**print** /prɪnt/ *v* T to write something without joining the letters: *Please print your name clearly in capital letters.*

**prioritize** /praɪ'ɔːtaɪz/ *v* I, T to decide which things are more important and which are less important, and then deal with the most important things first: *You will be more efficient if you **prioritize** your tasks.*

**prisoner** /'prɪznər/ *n* C someone who has been sent to jail because they have committed a crime

**probable** /'prɒbəbl/ *adj* likely to happen, or likely to be true: *It is **probable that** the cost of air fares will go down this year.* • *the most probable explanation for the fire* (=the explanation that is most likely to be correct)

**problem** /'prɒbləm/ *n* C something that causes difficulty or inconvenience: *Drugs and crime are a **serious problem** in this part of the city.* • *Sorry we're late – we had a **problem with** the car this morning.* • *Did you **have any problems finding** our house?* (=was it difficult to find?)

**process** /'proʊses/ *n* C a number of actions or changes that take place in a certain order, and have a particular result: *Dr. Weissman showed us the machinery and explained the manufacturing process.* (=the actions involved in producing something) • *mental processes* (=the way that thoughts develop in your mind)

**producer** /prə'dʊsər/ *n* C a company or country that produces something, for example by growing it or by making it in a factory: *Britain is one of Europe's biggest oil producers.* • *Microsoft is one of the world's leading **producers of** computer software.*

**product** /'prɒdʌkt/ *n* C something that is produced and sold, especially something made in a factory: *Japan exports a lot of electronic products.*

**production** /prə'dʌkʃn/ *n* C a play, movie, show, etc.: *a new production of Madame Butterfly at the Royal Opera House*

**professional** /prə'feʃnəl/ *adj* a **professional** golfer, musician, photographer, etc., does something as their job and gets paid for it: *Bill's ambition was to become a professional basketball player.* • *She **turned professional*** (=became a professional player) *when she was only 16.* –**professionally** *adv*: *Stan was a talented musician, and was playing professionally before he left college.*

⇨ Someone who does something just for enjoyment, and not for money, is an **amateur** golfer, musician, etc.

**profit** /'prɒfɪt/ *n* C, U money that a company earns by buying and selling things: *The business **made a profit** of over five million dollars last year.*

⇨ The opposite of **profit** is **loss**.

**programmer** /'prəʊgræmə/ *n* C someone whose job is to write computer programs (=the instructions that make a computer perform a particular job)



## progress

**progress** /'prɒɡres/ 1 *n*  $\cup$  the way something develops and improves over a period of time: *the country's economic progress* • *Tina has made good progress since her operation.* (=she is gradually getting better) 2 *in progress* happening or continuing: *Talking is not allowed while the examination is in progress.* 3 /prə'gres/ *v* *I* to continue or develop in a particular way: *According to the news, the peace talks are progressing well.*

**prohibited** /prə'hɪbɪtɪd/ *adj* definitely not allowed, according to official rules: *Smoking in the library is strictly prohibited.*

**project** /'prɒdʒekt/ *n* *C* a job or activity that involves a lot of work and planning: *The class is working on a local history project.* • *Building the Channel Tunnel was a major engineering project.*

**promise** /'prɒmɪs/ *v* *I, T* to tell someone you will definitely do something that they want you to do: *We had to promise her that we would be home before midnight.* • *Jill promised to pay back the money by Friday.* • *"Don't forget to call me when you get to London."* "OK, I promise."

**promote** /prə'məʊt/ *v* *T* to give someone a more important, better-paid job in the organization where they work: *Did you hear that Kerry has been promoted?* • *After two years, they promoted him to marketing director.*

**promotion** /prə'məʊʃn/ *n* *C, \cup* being given a more important, better-paid job: *She's hoping for a promotion this year.* (=hoping to be promoted)

**prompt** /prɒmpt/ *n* *C* a word, sign, etc., that shows you what to do or say next: *You type in your name, then the computer gives you a prompt to key in your password.*

**proper** /'prɒpər/ *adj* correct or real: *Why don't you eat some proper food instead of burgers and fries all the time?* • *Your request will be dealt with at the proper time.*

**prophecy** /'prɒfəsi/ *n* *C* a statement, or something you imagine in your mind, that says what will happen in the future

**proportion** /prə'pɔːʃn/ *n* *C* a part of a total: *The school has a high proportion of South American students.* (=a large number of the students are from South America) • *What is the proportion of oxygen in the air?*

**proposition** /ˌprɒpə'zɪʃn/ *n* *C* a plan or suggestion for doing something in business: *an interesting business proposition*

**pros and cons** /ˌprəʊz ən 'kɒnz/ *n* *plural* the advantages and disadvantages of a plan, a machine, a method of doing something, etc.

**prosecute** /ˌprɒsɪkjʊt/ *v* *I, T* to charge someone with a crime, and say they must be tried in a law court: *The company was prosecuted for selling unsafe electrical goods.* • *The police know he is guilty, but they don't have enough evidence to prosecute him.*

**protective** /prə'tektɪv/ *adj* wanting to look after someone and protect them from danger or harm: *Karen's left home, but her parents are still very protective of her.*

**prove** /pruːv/ 1 *v* *T* to show that something is definitely true: *scientific evidence which proves that smoking causes cancer* 2 **prove** useful/difficult/impossible, etc., to be found to be useful, difficult, etc., after you have tried something for a certain time: *Her advice proved very useful.* • *We tried several times to move the machine, but it proved impossible.*

**provide** /prə'vaɪd/ *v* *T* to give or make available something that someone needs or wants: *The school provides all the books you need, but you have to provide your own paper.*

**provided** or **providing** /prə'vaɪdɪd, prə'vaɪdɪŋ/ *conjunction* only *if*: *You can go to the party, provided you get back here before 12.* • *Providing your account remains in credit, the bank will not apply any charges.*

**public** /'pʌblɪk/ *n* 1 **the public** ordinary people: *During the summer, the palace is open to the public.* (=ordinary people can visit it) 2 **in public** in a place where other people can see you or be with you, for example on a street or in a restaurant, not in your own home: *tough new laws that will ban smoking in public* 3 **public transportation** (American) or **public transport** (British) transportation services that everyone can use, especially trains and buses: *One of the best things about Paris is its excellent public transportation.* 4 **public services** services provided by the government, such as schools, hospitals, and firefighters: *Everyone wants good public services but are they willing to pay for them?*

**publish** /'pʌblɪʃ/ *v* *T* to produce a book, newspaper, etc., to be sold: *Orwell's famous novel was first published in 1948.*

**punctuality** /ˌpʌŋktʃu'æləti/ *n*  $\cup$  being punctual (=arriving or doing something at the correct time, and not being late): *We regard punctuality as very important.*

**punish** /'pʌnɪʃ/ *v* *T* to make someone suffer because they have done something wrong: *Students who smoke anywhere in the school will be severely punished.*

**punishment** /'pʌnɪʃmənt/ *n* *C, \cup* a way that someone is punished: *The usual punishment for murder was death.* • *a harsh punishment*

**purpose** /'pɜːrpəs/ 1 *n* *C* the reason why you do something, or the thing that you want to achieve by doing it: *The purpose of the meeting is to decide whether we need a new computer system.* 2 **on purpose** deliberately, not by accident: *I bumped into his car, and he thinks I did it on purpose.*

**pursue** /pə'suː/ *v* *T* to continue with a plan to achieve something, over a long period [FORMAL]: *Police officers are still pursuing the murder investigation.* •



*Beth gave up her teaching job to pursue a medical career.*

**push yourself** /'puʃ ʃɔːrself/ *v* I to make yourself work very hard: *You have to push yourself if you want to become a top athlete.*

**put** /pʊt/ [put, have put] *v* 1 **put money towards something** to save money, so that you can use it to pay part of the cost of something: *My grandmother gave me some money, and I decided to put it toward a new car.* 2 **put your feet up** to rest and relax after working hard, by sitting with your feet supported 3 **put forward** to suggest a plan or idea: *The theory was originally put forward by Charles Darwin.*

**puzzle** /'pʌzl/ *n* C a question or game that you have to think about very carefully in order to understand it or find the right answer: *She told us how to solve the puzzle.* (=find the answer to it)

## Q

**qualifications** /'kwɔːlɪfɪ'keɪʃnz/ *n* plural exams that you have passed after completing a course of study: *You can't do the job if you don't have nursing qualifications.* • *List all your qualifications and previous jobs on the form.*

**qualified** /'kwɔːlɪfaɪd/ *adj* having completed a course of study and passed the exams to do a particular job: *a qualified lawyer* • *If you want to be an architect, it takes several years to become fully qualified.*

**quality** /'kwɔːlɪti/ *n* C something that is typical of someone or something and makes them different from other people or things: *She has all the qualities you need to be a doctor – intelligence, kindness, and the ability to work hard.*

**questionnaire** /'kwɛstʃə'neɪ/ *n* C a written list of questions that a large number of people are asked to answer, in order to collect information or opinions about something: *At the end of the training course, we had to fill out a questionnaire* (=answer the questions in it) *to say which parts we found most useful.*

**quiz** /kwɪz/ *n* C a short test or game in which you have to answer questions and show how much you know about something: *The teacher gave us a vocabulary quiz.*

## R

**race** /reɪs/ 1 *n* C a competition to see who can do something fastest: *a swimming race* 2 *v* I to go somewhere very fast, for example by running or driving: *A police car raced past us.* 3 **the human race** all people in the world: *a TV program about the origins of the human race*

**radiator** /'reɪdiətər/ *n* C the part of a heating system that heats a room, consisting of a flat metal object fixed to the wall, which hot water passes through

**rage** /reɪdʒ/ *n* U a strong feeling of anger that makes you want to behave violently: *The court was told that Mr. Carter had been a victim of road rage.* (=when a car driver gets angry with another driver, and tries to injure them or damage their car)

**rail** /reɪl/ *n* C a long horizontal piece of metal or wood fixed around the edge of something, so that people can hold onto it and stop themselves from falling

**raise** /reɪz/ *v* T 1 to lift or move something into a higher position: *Matt raised his hand to ask a question.* • *The seats at the back of the theater are raised so that everyone can get a good view.* 2 to take care of a child until he/she grows up: *After raising three children, Elena took a job in a bank.* • *Paul's parents died when he was young, and he was raised by his grandparents.*

⇒ **Bring up** means the same, and is the usual word in British English: *He was brought up by his grandparents.*

3 *n* C an increase in someone's salary: *Everyone in the company received a 5% raise.*

⇒ The British word for this is **pay rise**.

**ran:** see **run**

**random** /'rændəm/ *adj* **at random** not following a definite order or plan: *Coleman walked into the restaurant and started shooting at random.*

**ranch** /ræntʃ/ *n* C a large farm in the US or Canada where cattle, horses, etc., are kept

**range** /reɪndʒ/ *n* C a number of things that are different from each other, but of the same general type: *The car is available in a range of colors.* • *The PX266 is the most powerful computer in our range.* (=the most powerful of all the types that we sell or produce)

**rare** /reɪ/ *adj* very unusual or uncommon: *a rare bird* • *He has a rare type of liver disease.*

**rarely** /'reɪli/ *adv* almost never: *Since the baby was born, we rarely go out in the evenings.*

**rate** /reɪt/ *n* C a measurement of how much something happens or increases in a certain time: *a country with a high divorce rate* (=where there are many divorces each year) • *Exercise increases your heart rate.* (=the number of times your heart beats each minute)

**reach** /ri:tʃ/ 1 *v* T to arrive somewhere after a journey: *By the time we reached Madrid, we were all exhausted.* 2 *v* T to get to a certain level or amount: *The city's population will probably reach 10 million by the end of the century.* 3 *v* I, T to move your arm in order to take hold of something: *She reached up and took down a book from the shelf.* • *I reached in through the window and turned off the radio.*

**reaction** /rɪ'ækʃn/ *n* C what someone says or does when something happens to them: *What was her reaction when you told her you were getting married?* (=what did she do, what did she say?)



**reading** /'ri:ɪŋ/ **make interesting/surprising/enjoyable, etc., reading to be interesting, surprising, etc., when you read it:** *It's a report about drug-related crime, and it makes depressing reading.* (=when you read it, you feel depressed)

**reality** /ri'æləti/ **1** *n* **U** what actually exists or happens, compared with things you imagine: *Can young children distinguish between reality and invention?* **2** **become a reality** to actually exist, instead of just being a plan or idea

**reasonable** /'ri:znəbl/ **adj** **1** fair, sensible, or acceptable: *It's reasonable to expect your roommate to do half the housework.* **2** not costing too much: *They sell cars at quite reasonable prices.*

**reassemble** /ri:ə'sembl/ *v* **T** to put something back together after it has been taken apart

**rebuild** /ri:'bɪld/ [**rebuilt, have rebuilt**] *v* **T** to build a building or city again, after it has been destroyed or damaged: *They decided to rebuild the school after it was destroyed in the fire.*

**recall** /ri'kɔ:l/ *v* **T** to remember facts or events, especially by trying hard: *The police asked me if I could recall what time I left the office.*

**receipt** /ri'si:t/ *n* **C** a piece of paper that proves you have bought something or paid money to someone: *Keep your receipt in case you have to take the shoes back to the store.*

**receive** /ri'si:v/ *v* **T** to take or get something that someone gives you: *I received your letter on Friday.* • *Lucy received a prize for having the best costume.*

**receiver** /ri'si:və/ *n* **C** the part of a telephone that you pick up and hold close to your face  
⇒ It can also be called the **handset**.

**reception** /ri'sepʃn/ *n* **U** the part of a hotel or office near the entrance, where visitors or customers go when they arrive: *All visitors should report to reception.* • *Alison works on the reception desk.*

**receptionist** /ri'sepʃnist/ *n* **C** someone whose job is to welcome customers or visitors to a hotel or office  
⇒ A hotel receptionist can also be called a **desk clerk**.

**recognize** /'rekənaɪz, 'rekən-/ *v* **T** to know who someone is or what something is when you see him/her/it: *Kim had a new short haircut, and I didn't recognize her when she walked in.*

**recommend** /'rekə'mend/ *v* **T** to suggest to someone that they should do something, go somewhere, buy something, etc., because you think they will like it or benefit from it: *I enjoyed the movie, and recommended it to my friends.* (=told them it was good and advised them to see it) • *Doctors recommend that we should eat three or four pieces of fruit every day.*

**recommendation** /'rekəmen'deɪʃn/ *n* **C** a suggestion to someone, telling them what they should do: *The guidebook makes/gives some good recommendations about places to visit.*

**record** /ri'kɔ:rd/ *v* **T** **1** to put words, music, or motion pictures on tape using a recording machine: *There's a good movie on TV later – can you record it for me?*

• *an answering machine that records people's phone messages* **2** to measure an amount, temperature, speed, etc.: *They now have a device that records the speed of a tennis player's service.*

**recruit** /ri'krʊt/ *v* **I, T** to try to find suitable people to work for an organization: *We are recruiting for sales staff at the moment.*

**rectangular** /'rek'tæŋɡjʊlə/ **adj** in the shape of a rectangle (=four-sided shape, like a square, but with two sides longer than the others)

**recur** /ri'kɜ:r/ *v* **I** to happen again [FORMAL]: *a recurring dream*

**redecorate** /ri:'dekəreit/ *v* **I, T** to put new paint or paper on the walls of a room: *We spent the weekend redecorating our bedroom.*

**reduce** /ri'dʊ:s/ *v* **T** to make something less: *Cars have been banned from the city, in an attempt to reduce pollution.* • *The cost of phone calls has been reduced by 10%.*

**reduction** /ri'dʌkʃn/ *n* **C** a price that has been reduced: *a 10% reduction in the cost of phone calls*

**reference** /'refrəns/ *n* **C** a letter describing your character and skills, written for example by a teacher or an employer, which is sent to a new employer when you apply for a job: *We need two references, please.*

**refer to** /ri'fɜ:tə tu:/ *v* **T** to mention or talk about something: *The news story referred to a secret meeting between the two men.* • *Ireland is sometimes referred to as the "Emerald Isle."*

**reflect** /ri'flekt/ *v* **T** to be a clear sign or proof of how someone feels or what a situation is like: *The size of the crowd at Princess Diana's funeral reflected the sadness that many people felt.*

**refusal** /ri'fju:z/ *n* **C, U** someone's refusal to do something is when they say they will not do it: *Their refusal to give him a visa meant he had to cancel his trip.*

**refuse** /ri'fju:z/ *v* **I, T** to say that you will not do something or not accept something: *Baxter refused to give the police any information.* • *We offered to drive her to the airport, but she refused.*

**regain** /ri'geɪn/ *v* **T** to get back something that you had before [FORMAL]: *Government forces have regained control of the city.* (=they lost control, but now they have got it back again) • *to regain consciousness after an operation*

**regard** /ri'gɑ:rd/ **1** *v* **T** to think about someone or something in a certain way: *Senator Clark says he will oppose the new law, which he regards as unfair.* (=he thinks it is unfair) • *Clijsters is regarded as one of the best young tennis players around.* **2** *n* **regards** say this to send your good wishes to someone, for example at the end of a letter: *Mom and Dad send their regards.*



**region** /ˈrɪdʒən/ *n* C a large area of a country or of the world: *The town is in a remote desert region.* • *the Basque region of Spain*

**regret** /rɪˈɡret/ *v* T to wish that you had not done something: *I really regret selling my old car – the new one has caused me so many problems.* • *She left college to get married, but she has always regretted it.*

**regulations** /ˌregjuˈleɪʃnz/ *n* plural official rules about how something should be done: *new European regulations about the use of chemicals in farming*

**relate to** or **be related to** /rɪˈleɪt tuː, biː rɪˈleɪtɪd tuː/ *v* T to be about something or have a connection with something: *The doctor thinks Jake's problem relates to/is related to events in his childhood.* • *new statistics relating to the use of illegal drugs*

**relationship** /rɪˈleɪʃnʃɪp/ *n* C **1** a close friendship between two people, especially a romantic friendship: *When she was 20, she had a relationship with a married man.* **2** the way in which two things are connected with each other or affect each other: *The report examines the relationship between poverty and ill health.*

**relatively** /ˈrelatɪvli/ *adv* fairly: *The questions were relatively easy.* (=not very difficult)

**relatives** or **relations** /ˈrelatɪvz, rɪˈleɪʃnz/ *n* plural members of your family, but not the people who live with you like your parents or brothers and sisters: *I'm going to Canada to visit some relatives.*

**relax** /rɪˈlæks/ *v* I to rest and become calm, and stop thinking about your work or your problems: *relaxing on the beach with a good book*

**relaxation** /rɪˈlæksɪʃn/ *n* U things you do to rest, become calm, and stop thinking about your work or problems: *For relaxation, I swim and listen to music.*

**relaxed** /rɪˈlæksɪd/ *adj* **1** feeling calm and rested, and not worried about anything: *Maria looked very relaxed after her vacation.* **2** a place that is relaxed has a pleasant and informal atmosphere, and does not have a lot of strict rules

**release** /rɪˈliːs/ **1** *v* T to allow someone to go free, after they have been in jail: *Tyson was released after serving a five-year jail sentence.* **2** *v* T to allow your strong feelings to be expressed openly: *Shouting at the children was a way of releasing his anger.* **3** *n* U when someone is allowed to go free or leave jail: *The release of the hostages took place last night.*

**relevant** /ˈreləvənt/ *adj* important or suitable for a particular situation or person: *He kept talking about things that were not relevant to the subject of the meeting.* (=not connected with the main things being discussed) • *Do you have any relevant experience in this type of work?*

**reliable** /rɪˈlaɪəbl/ *adj* a reliable person, machine, method, etc., is one that you can trust to do the right thing: *Our car is quite old, but it's very reliable.* (=it goes

well and does not break down) • *My secretary organizes all my meetings for me – she's extremely reliable.*

**rely on** /rɪˈlaɪ ɒn/ *v* T to trust someone or something to do what you need them to do, especially when you cannot live or work well without them: *Most students have to rely on their parents to help them financially.* • *I travel a lot, so I need a car I can rely on.*

**remain** /rɪˈmeɪn/ *v* I to continue to be in the same situation or the same place: *He remained in jail for the rest of his life.* • *Emily and Mike remained friends (=continued to be friends) after they divorced.*

**remarkable** /rɪˈmɑːkəbl/ *adj* unusual, in a way that is surprising or impressive: *Whales have a remarkable ability to communicate with each other.* • *a remarkable woman, who continued writing novels until she was almost 90* –**remarkably** *adv*: *It's an inexpensive restaurant, but the food is remarkably good.*

**remarry** /rɪˈmæri/ *v* I to get married again, after your first marriage has ended or your husband or wife has died: *My mother died 15 years ago, but my father never remarried.*

**remind** /rɪˈmaɪnd/ *v* T to help someone remember something that they might forget: *I left a note on Becky's desk to remind her to meet me after school.* • *That song always reminds me of the time we went to Paris.*

**reminder** /rɪˈmaɪndər/ *n* C something that makes you remember something: *The phone company sent me a reminder when I didn't pay the bill.*

**remote** /rɪˈmɔʊt/ *adj* far away from other places: *They moved from central London to a remote farmhouse in Scotland.*

**rent** /rent/ *v* T to pay money so that you can borrow something and use it for a time: *If you don't have your own skis, you can rent them at the resort.* ⇨ The usual British word for this is **hire**.

**rental car** /ˈrentl kɑː/ *n* C a car that you can rent ⇨ The usual British word for this is **hire car**.

**repay** /rɪˈpeɪ/ [**repaid, have repaid**] *v* T to pay back money that you owe to a person or bank: *She borrowed a lot of money from her parents, and couldn't repay them.* • *It takes 10 years to repay the loan.*

**repeatedly** /rɪˈpiːtɪdli/ *adv* many times: *I tried repeatedly to phone her, but the line was always busy.*

**replace** /rɪˈpleɪs/ *v* T to remove something and start using something else instead: *They replaced all the old typewriters with computers.*

**report** /rɪˈpɔːrt/ **1** *v* I, T to tell people about something that has happened or something you have done: *Today's paper reports on new developments in the peace talks.* • *An airline pilot has reported seeing strange lights in the sky.* **2** **report back** to tell someone about something that they asked you to find out about: *I had to find out how much the different systems cost, then report back to the director.*



## represent

**represent** /ˌreprɪˈzent/ *v* T to be a sign of something or to show what that thing means: *The color red represents danger.* • *A centimeter on the map represents 50 kilometers.*

**representative** /ˌreprɪˈzentətɪv/ *n* C someone who has been chosen to speak or make decisions for a particular group, and to give their opinions to other people: *Representatives from 25 countries attended the conference.*

**reproduction** /ˌrɪprəˈdʌkʃn/ *n* C a copy of a picture, document, or object: *This is only a reproduction, not the original painting.*

**request** /rɪˈkwest/ **1** *n* C an act of politely asking for something: *Following the earthquake, the Turkish government has made a request for medical supplies.* **2** *v* T to ask for something politely [FORMAL]: *Mr. Blair telephoned the White House to request an urgent meeting with the president.* • *I enclose a completed application form, as requested.* (=this is what you asked me to do)

**require** /rɪˈkwaɪr/ *v* T to need something [FORMAL]: *Telephone our helpline if you require any further information.*

**research** /rɪˈsɜːrtʃ, ˈrɪsɜːrtʃ/ *n* U careful and detailed study of a subject, in order to find out new facts: *scientific/historical research* • *She's doing research into the effectiveness of herbal medicines.*

**reserve** /rɪˈzɜːrv/ *v* T to arrange to have a ticket, hotel room, vacation, etc., by asking for it to be kept for you: *You can reserve your plane tickets by phone if you like.* • *I'll reserve a table for us at the restaurant.* ⇨ **Book**, in verb form, means the same.

**resident** /ˈrezɪdnt/ **1** *n* C someone who lives in a house, hotel, or neighborhood: *Local residents (=the people who live in this neighborhood) are worried about the increase in burglaries.* • *The hotel bar is open to non-residents.* (=to people who are not staying at the hotel) **2** *be resident (in, at, etc.)* to live in a place (only used in very official language): *How long have you been resident at this address?*

**resign** /rɪˈzaɪn/ *v* I to give up your job: *Sally has resigned from her job at the BBC, and is going to work for an American TV station.*

⇨ When you **resign**, you leave your job because you want to leave it, not because you have been fired (=forced to leave), or because you have **retired** (=when you leave your job at the end of your working life).

**resolve** /rɪˈzɔːlv/ *v* T to find a way of solving a problem, settling an argument, or answering a difficult question: *The peace talks are aimed at resolving the disagreements between the two countries.*

**resort** /rɪˈzɔːrt/ *n* C a popular place for people to go on vacation, for example a place by the sea or in the mountains, like a ski resort

**respect** /rɪˈspekt/ *n* U the feeling that you have a good opinion of someone and you should be polite

to them: *Older people should be treated with respect.* • *Children do not always show enough respect for their teachers.*

**respectable** /rɪˈspektəbl/ *adj* a **respectable** person or way of behaving is one that is regarded as socially acceptable: *She came from a very respectable family.*

**respectful** /rɪˈspektfəl/ *adj* polite and showing respect: *The crowd listened to the president in respectful silence.*

**respond** /rɪˈspɑːnd/ *v* I to do, say, or write something, when someone tells you or asks you something: *How did she respond to your suggestion?* (=what did she say or do?) • *We have asked the bank for a loan, and we're waiting for them to respond.*

**respondent** /rɪˈspɑːndənt/ *n* C someone who answers questions, for example for a questionnaire or survey [FORMAL]: *Most respondents agreed that medical services should be paid for by taxation.*

**response** /rɪˈspɑːns/ *n* C a written or spoken reply [FORMAL]: *She applied for a job at the newspaper, but has not yet had a response.* • *I am writing in response to your advertisement.* (=in order to reply to it)

**responsible** /rɪˈspɑːnsəbl/ *adj* someone who is **responsible** is very sensible, and you can trust them to do the right thing and not do anything stupid: *I'm sure you can leave the children with Kate – she's very responsible.*

**responsibility** /rɪˈspɑːnsəbɪləti/ **1** *n* C, U a job or duty that means you are in charge of something and you have to make decisions: *It's my job to find accommodations for all the students – it's a big responsibility.* **2** *n* U being blamed for something bad that has happened: *The bus company has admitted/accepted responsibility for the accident.* (=it accepts that the accident was its fault)

**résumé** /ˈrezvˈmeɪ/ *n* C a written description of your work experience and your education, which you send to an employer when you apply for a job  
⇨ The British word for this is **curriculum vitae** (or **CV**).

**retire** /rɪˈtaɪr/ *v* I to stop working because of old age: *In Britain most men retire when they are 65.* • *She started writing stories after she retired from her job at the hospital.*

**retired** /rɪˈtaɪrd/ *adj* someone who is **retired** has stopped working because of old age: *My father is retired now.* • *a retired doctor/teacher/actor* (=someone who used to be a doctor, etc., but is now retired)

**reunion** /rɪˈjuːnjən/ *n* C a meeting between people who have not seen each other for a long time: *Mrs. Spencer's reunion with her children was shown on the TV news.* • *a school reunion* (=when people who were at school together meet each other many years later)



**reunited** /ˈriːjʊrˈnaɪtɪd/ **be reunited with someone** to meet someone again after you have been separated from them for a long time

**reveal** /rɪˈviːl/ **v T** to provide information, especially information that was not known about before: *Tonight's program will reveal new facts about nuclear accidents in the UK.* • *The police investigation revealed that both men had been shot with the same gun.*

**reverse** /rɪˈvɜːrs/ **v I, T** to change something so that it is the opposite of what it was before: *The factory will create 10,000 new jobs, and this will reverse the increase in unemployment.* (=will make unemployment go down instead of going up)

**review** /rɪˈvjuː/ **n C** a report in which someone gives their opinion of a movie, a book, a record, etc.: *Write a review of a play you have seen recently.* • *Their new CD got a good review in the paper.*

**reviewer** /rɪˈvjuːə/ **n C** someone who writes a review: *a movie reviewer*

**revolution** /ˌrevəˈluːʃn/ **n C** a complete and important change, for example in a country's political system or in the way people think or behave: *the French Revolution of 1789* • *a revolution in attitudes to the position of women*

**rid** /rɪd/ **adj** **get rid of** to remove something or someone that you do not want any more, for example by throwing something away or telling someone to leave: *She got rid of her old boyfriend.* • *You ought to get rid of that car – it's always going wrong.*

**ridiculous** /rɪˈdɪkjʊləs/ **adj** crazy or stupid, and not at all sensible: *What a ridiculous suggestion!* • *Take that silly hat off – you look ridiculous.*

**right** /raɪt/ **n C** something that you are legally or morally allowed to do: *the right to vote* • *Most people agree that women should have the same rights as men.*

**ring** /rɪŋ/ **n C** a piece of jewelry that you wear on your finger: *a wedding ring*

**rise** /raɪz/ **v I** [*rose, have risen*] to increase in number or value: *The cost of medical care has risen sharply.* (=has gone up a lot) • *a country with a rising birthrate*

⇒ **Rise** is more formal than **increase** or **go up**, and its opposite is **fall**.

**risk** /rɪsk/ **1 n C** a possibility that something bad will happen, for example that you will be injured or lose a lot of money: *Smoking and lack of exercise increases the risk of heart disease/increases the risk that you will get heart disease.* **2 v T** to do something that might lead to something bad happening to you: *If you don't repay the loan, you risk losing your home.* (=you might lose it as a result of this) • *Tom risked his life* (=did something very dangerous) *to try and save his dog.*

**roadwork** /ˈrəʊdwɜːrk/ **n U** work such as repairs done on a road

**rob** /rɔːb/ **v T** to steal money, especially from a bank and often by using violence: *They each got five years in jail for robbing a bank.* • *She was robbed on the street* (=someone stole money from her) *while she was walking home.*

**robber** /ˈrɔːbə/ **n C** a thief who steals money, especially from a bank and often by using violence: *Police are looking for a gang of armed robbers* (=robbers with guns) *who robbed the Bank of America this morning.*

⇒ A thief who goes into someone's home to steal things is a **burglar**.

**robbery** /ˈrɔːbəri/ **n C, U** a crime of stealing money, especially from a bank and often by using violence: *Garrett was charged with a series of robberies.*

**robot** /ˈrəʊbɒt/ **n C** a machine that can move around and do jobs that people usually do: *Some of the jobs in the car factory are now done by robots.*

**role** /rəʊl/ **n C** **play a role in** to be an important influence on what happens: *The US and Britain both played a role in starting the peace talks.*

**rolling** /ˈrəʊlɪŋ/ **adj** **rolling hills** are not very high, and their slopes are gentle rather than steep: *The house is set in beautiful rolling countryside.*

**roll over** /ˈrəʊl ˈəʊvər/ **v I** to turn over into a different position: *The van hit a tree and rolled over.* • *I rolled over onto my back.*

**romance** /ˈrəʊməns, ˈrəʊmæns/ **n C, U** a relationship between two people who are in love with each other, and all the strong and exciting feelings that they experience: *a story of teenage romance*

**romantic** /ˈrəʊməntɪk/ **adj** **1** connected with love and relationships: *a romantic novel* • *We had a romantic dinner for two.* **2** exciting and interesting, and very different from ordinary life: *The book gives a rather romantic view of the life of an airline pilot.*

**roof** /ruːf/ **n C** the structure or surface on the top of a house or other building: *a red tiled roof* • *The cat climbed onto the roof.*

**roofer** /ˈrəʊfər/ **n C** someone whose job is building and repairing roofs

**roommate** /ˈrʊmmeɪt/ **n C** a person that you share an apartment or house with

⇒ The British word for this is **flatmate**.

**roots** /ruːts/ **n plural** the place, family, and culture that someone comes from: *He came here from India 20 years ago, but he hasn't forgotten his roots.*

**rose**: see **rise**

**roughly** /ˈrʌfli/ **adv** about, but not exactly: *There are roughly 200 students in the school.* • *How much do you earn, roughly?*

**route** /ruːt/ **n C** a particular way of going from one place to another: *They were repairing the main road to London, so we took another route.*



## routine

**routine** /ˌruːtɪn/ *n* C all the things you usually do, and the order that you do them in: *It's the same routine every day: go to work, come home, watch TV, and go to bed.*

**royal family** /ˌrɔɪəl 'fæmli/ *n* C the king or queen of a country and the members of their family

**royalty** /ˌrɔɪəlti/ *n* U any member or members of a royal family: *The papers don't show much respect toward royalty.*

**rug** /rʌg/ *n* C a thick piece of material that is used to cover part of the floor in a room

⇒ A rug is smaller than a carpet, which covers the whole floor.

**rule** /ruːl/ **1** *n* C an instruction that tells you what you are allowed to do or what you must do, for example in a game or in a school: *You must obey the school rules.* • *Anyone who breaks the rules will be disqualified from the competition.* **2** *rule or rule over* *v* T to govern a country, with complete power: *In the 19th century, Britain ruled a large empire/ruled over a large empire.*

**run** /rʌn/ *v* **run up debts** to keep borrowing money, so that you owe more and more

**rush** /rʌʃ/ *v* I to go somewhere very fast, because you are in a hurry: *I rushed downstairs to answer the phone.* • *An ambulance rushed past us.*

**rush hour** /'rʌʃ aʊr/ *n* the rush hour the time of day, either in the morning or in the evening, when the roads, buses, and trains are very crowded because everyone is going to work or going home

## S

**sack** /sæk/ *n* C a large strong bag: *a big sack of potatoes*

**sadly** /'sædli/ *adv* **1** in a way that shows you feel sad: *We watched sadly as they drove away.* **2** say this to show that you think something is sad: *Sadly, many pets are abandoned by their owners.*

**safe** /seɪf/ *n* C a very strong metal box that you keep valuable things in: *Martha locked her jewelry in the safe.*

**salary** /'sæləri/ *n* C the money you get paid every month by your employer

⇒ Salaries are paid especially to people who work in offices, or in jobs like teaching, medicine, or the law. People who work in factories or stores, or who work as builders, drivers, etc., receive wages, which they are paid every week.

**satisfaction** /ˌsætɪs'fækʃn/ *n* U the feeling of pleasure you get from doing something well or doing something that you enjoy: *She gets a lot of satisfaction from working in her yard.* • *job satisfaction* (=when you enjoy your job and you feel that it is useful)

**scan or scan through** /'skæn θruː/ *v* T to quickly read a list, report, newspaper, etc., in order to find interesting or important information

**scandal** /'skændl/ *n* C, U a situation in which someone has behaved dishonestly or immorally, and everyone knows about it and talks about it: *The president had to resign because of a series of financial and sexual scandals.*

**scene** /siːn/ *n* C one of the parts of a play, movie, TV story, etc. All the events in a scene happen in one place and at one time: *The final scene takes place in a railroad station.*

**scenery** /'sɪnəri/ *n* U all the natural things you can see in an area of countryside, such as fields, mountains, and lakes: *It's not a very nice city, but there is some lovely scenery nearby.*

**scheduled** /'skedʒʊl, 'skedʒəl/ *v* **be scheduled** to be planned to happen at a certain time, on a certain day, etc.: *The opening of the new bridge is scheduled for next August.* • *Our train is scheduled to leave at 5:30.*

**schooldays** /'skuːldeɪz/ *n* plural the time when you were at school: *Sally and I sat and talked about our schooldays.* • *an old friend from my schooldays*

**scissors** /'sɪzəz/ *n* plural a tool for cutting paper, consisting of two sharp blades that are joined in the middle with handles for your fingers: *a pair of scissors*

**score** /skɔːr/ **1** *n* C the number of points that a person or team gets in a game, test, etc.: *Alex came first, with a score of 93.* **2** *v* T to get points in a game, test, etc.: *Each team scored three goals.*

**scream** /skriːm/ **1** *v* I to make a loud, long, and high sound with your voice, especially when you are frightened or in pain: *People were screaming as they tried to escape from the fire.* **2** *n* C the sound of someone screaming: *We could hear screams of terror coming from the building next door.*

**screen** /skriːn/ *n* C the flat glass part of a television or computer that you look at

**screenplay** /'skriːnpleɪ/ *n* C a story written for a movie: *a Hollywood screenplay*

**script** /skrɪpt/ *n* C the written form of a movie or play, containing all the words that the actors have to say: *He read the script before accepting a part in the movie.*

**search** /sɜːrtʃ/ *v* T to go around a place, looking everywhere, because you are trying to find something: *Police searched his apartment, but didn't find any drugs.*

**seaside** /'siːsaɪd/ the seaside an area close to the sea, especially one where people go on vacation: *a week at the seaside* • *Brighton is a well-known seaside town.*

**season** /'siːzn/ *n* C one of the main periods that the year is divided into

⇒ A season can be a time when there are certain weather conditions (for example winter or summer in some countries, or the rainy season and dry season in others). Or it can be a time when certain sports are played (for example the soccer season or



the **baseball season**) or a time when a lot of people go on vacation (the **vacation season**).

**seat belt** /'si:t belt/ *n* C a strong belt that you wear in a car or plane, which protects you from being injured in an accident: *Please **fasten your seat belt** before take-off.*

**secretarial** /,sekri'terial/ *adj* secretarial work is the work done by a secretary: *She has plenty of secretarial experience.* • *I'm planning to do a secretarial course at college.*

**secretive** /'sɪkrətɪv, sɪ'krɪtɪv/ *adj* someone who is **secretive** likes to have secrets, and does not tell anyone else what they are thinking about or planning

**section** /'sekʃn/ *n* C one of the separate parts of something, for example of a place, an organization, a newspaper, or an exam: *a seat in the non-smoking section of the plane* • *the sports section of the newspaper* • *Answer two questions from Section 1, and two from Section 2.*

**secure** /sɪ'kjʊr/ *adj* completely safe and well protected: *We put locks on the windows to make the house more secure.*

**security** /sɪ'kjʊrɪti/ *n* U everything that is done to make a place safe from danger, criminals, etc.: *The airport has been told to improve its security.* (=to do more to make the place safe) • *security guards* (=people whose job is to protect a building)

**see** /si:/ [saw, have seen] *v* T to think about or imagine something in a particular way: *Some people see her as a future president.* (=they think she might become president in the future) • *He always sees the good side of people.*

**sedative** /'sedətɪv/ *n* C a drug that makes you sleep

**seed** /si:d/ *n* C 1 a small hard thing produced by a plant, which a new plant of the same kind can grow from: *Plant the seeds about 1 cm deep and lightly cover with earth.* • *The seeds grow inside a long pod* (=a cover or case). 2 a tennis player who is expected to finish in a high position in a competition: *the men's number two seed* (=the player who is expected to finish in second position)

**select** /sɪ'lekt/ *v* T to choose someone or something, especially after thinking carefully in order to decide which one is most suitable: *They spent the morning selecting curtains for their new apartment.*

**selection** /sɪ'lekʃn/ *n* C 1 a person or thing that someone has chosen 2 a number of things of the same type that are for sale: *The duty-free store has a big selection of wines and other drinks.*

**self-employed** /,self ɪm'plɔɪd/ *adj* someone who is **self-employed** does not have a job with one employer or company, but works for several different people: *a self-employed electrician*

**semester** /se'mestər/ *n* C one of two teaching terms that the year is divided into at a school or college, typically lasting between fifteen and eighteen weeks  
⇒ The British word for this is **term**.

**sensible** /'sensɪbl/ *adj* making good judgments about what is suitable and correct for a particular situation: *It would be sensible to go by bus because there is nowhere to park downtown.* • *You can leave the children on their own for a couple of hours – they're quite sensible.*

**sensitive** /'sensɪtɪv/ *adj* someone who is **sensitive** is able to understand other people's feelings and problems: *a caring and sensitive child* • *The administration is not very sensitive to the needs of young people.*

⇒ The opposite of **sensitive** is **insensitive**.

**sentenced** /'sentənst/ *v* T **be sentenced to** to be told by a judge that you must go to jail for a certain amount of time: *Carter was sentenced to 15 years for robbing a bank.*

**separate** /'sepəreɪt/ *v* T 1 to divide something into different parts: *After the civil war the country was separated into two halves, north and south.* 2 if something **separates** two things or two places, it keeps them apart so that they are not connected with each other: *France and Spain are separated by a range of mountains.*

**separated** /'sepəreɪtɪd/ *adj* a husband and wife who are **separated** have stopped living with each other, but are not **divorced**: *Jill's parents are separated.* • *Ted is separated from his wife.*

**series** /'sɪrɪz/ *n* singular a number of similar events that happen one after the other: *The club was closed down after a series of violent incidents.*

**servant** /'sɜːrvənt/ *n* C especially in former times, a person who is paid to work in someone's home: *a rich man who had lots of servants*

**set light to** or **set fire to** /,set 'laɪt tuː, 'faɪr tuː/ to deliberately start a fire by lighting something with a match or lighter: *Police believe that one of the workers had set fire to the factory.*

**set out to** /,set 'aʊt tuː/ *v* T to decide that you will definitely try to achieve something: *I didn't set out to become an actor, I was just lucky.* • *Alice set out to discover the truth.*

**settled** /'setld/ *adj* someone who is **settled** in a place feels comfortable and happy there, and is not likely to move somewhere else: *We've been in Canada for four years and we feel settled here.*

**settle down** /,setl 'daʊn/ *v* I to start living an ordinary life, for example by getting married and having a regular job, after you have spent time enjoying yourself and traveling around: *Her parents just wanted her to settle down and start a family.*

**shame** /ʃeɪm/ *n* U the bad feeling you have when you know you have done something wrong: *He felt a deep sense of shame at the way he had behaved.*

**share** /ʃer/ *v* I, T to have or use something equally with other people: *She shares an apartment with two other girls.*



## sharpen

**sharpen** /ˈʃɑːpən/ *v* T to make something have a sharp point, especially a pencil

⇒ The thing you use to **sharpen** a pencil is a **pencil sharpener**.

**sharply** /ˈʃɑːpli/ *adv* if a number rises or falls **sharply**, it goes up or goes down very suddenly and by a large amount: *The number of violent crimes in the city fell sharply, from 1,200 in 1997 to 730 in 1998.*

**shelf** /ʃelf/ *n* C a long flat piece of wood, metal, etc., for keeping things on, for example in a kitchen or in an office. **Shelves** can be fixed to the wall, or they can be part of a piece of furniture: *I need some more bookshelves – I don't have room for any more books.*

**sheriff** /ˈʃerɪf/ *n* C the chief police officer in a local district in the US, usually an elected official

**shift** /ʃɪft/ *n* C one of the periods of the day or night when people work, in a place where there is always someone working, for example a hospital, airport, or coal mine: *I have to do the night shift this week.* (=work during the night) • *Gloria is a doctor at the hospital, so she works shifts.* (=sometimes she works during the day, sometimes at night)

**shine** /ʃaɪn/ [**shone**, **has shone**] *v* I to produce light or look bright: *The sun is shining.* • *Her eyes shone with happiness.*

**shiny** /ˈʃaɪni/ *adj* something that is **shiny** has a bright surface that gives out light: *shampoo that makes your hair soft and shiny* • *photographs printed on shiny paper*

**shiver** /ˈʃɪvər/ *v* I to shake slightly, either because you are very cold or because you are frightened: *We stood shivering at the bus stop.*

**shock** /ʃɔːk/ *n* C 1 a feeling of surprise that you feel when something unpleasant happens: *We had a shock when we got a phone bill for \$300.* 2 an unpleasant situation or piece of news that makes you feel surprised and upset: *Bill's sudden decision to leave was a shock to everyone.*

**shocked** /ʃɔːkt/ *adj* feeling surprised and upset at the same time: *We were very shocked when we heard she had died.*

**shocking** /ˈʃɔːkɪŋ/ *adj* making you feel surprised and upset at the same time: *The TV news showed shocking pictures of protesters being shot by armed police.*

**shone**: see **shine**

**shoplifter** /ˈʃɔːp,lɪftər/ *n* C someone who secretly steals things from stores, for example by hiding them in their clothes

⇒ The crime of doing this is **shoplifting**.

**shopping** /ˈʃɔːpɪŋ/ *n* 1 **do the shopping** to go to stores to buy things you need in the home, especially food: *I'm going to Wal-Mart to do the shopping.* 2 **go shopping** to go to stores to buy things or to look at things that you might buy later, especially clothes

**shopping mall** /ˈʃɔːpɪŋ ˌmɔːl/ *n* C a large covered area where there are a lot of different stores

**shorten** /ˈʃɔːtn/ *v* T to make something shorter, in length or in time: *new laws to shorten people's working hours*

**shortlist** /ˈʃɔːtlɪst/ *n* C a list of people who are being considered for a job or prize. For example: if 50 people apply for a job, the organization that is offering the job will **make** a **shortlist** of the five or six best people, and the job will be given to the best person **on the shortlist**.

**shortly** /ˈʃɔːtli/ *adv* soon: *She's just gone out, but she'll be back shortly.* • *I saw her shortly before she died.*

**short-term** /ˈʃɔːt tɜːm/ *adj* continuing for only a short period of time: *Grandpa's illness has affected his short-term memory* (=the ability to remember things for a short time). • *a short-term solution to the problem*

⇒ The opposite of **short-term** is **long-term**.

**shower** /ˈʃaʊər/ *n* C 1 a piece of equipment in a bathroom, which you stand under while water comes down so that you can wash your body and your hair 2 **have a shower** or **take a shower** to wash your body by standing under a shower

**show (someone) around** /,ʃəʊ (someone) əˈraʊnd/ *v* T to take someone around a place or building, and show them all the interesting things there: *Jemma showed me around Venice when I visited her there.*

**shy** /ʃaɪ/ *adj* someone who is **shy** is not very confident, and feels nervous or embarrassed when they are with people they do not know well

**sigh** /saɪ/ *v* I to let out a deep breath as a way of expressing how you feel, especially when you are tired or disappointed: *Rob sighed as he thought about all the money he had wasted.*

**sights** /saɪts/ *n* plural the **sights** all the famous and interesting things to see in a place: *tourists visiting the sights of New York*

**sightseer** /ˈsaɪt,sɪər/ *n* C a tourist who is visiting the famous and interesting places, for example in a city: *Paris was full of sightseers.*

**sign** /saɪn/ 1 *n* C a picture, notice, or board that gives information, for example on a road or in a public place: *a no-smoking sign* • *Follow the sign for downtown Boston.* 2 *v* I, T to write your name on a letter, form, etc.: *Sign here please.* • *The author signed the book for me.* 3 **sign off** to finish a letter by writing your name at the end of it: *I must go to bed now, so I'll sign off.* Lots of love, Tom.

**signal** /ˈsɪgnəl/ 1 *n* C a sound, image, or action that sends a message from one person or place to another: *When I give the signal, start singing.* • *The spaceship is able to send signals back to earth.* 2 *v* I to make a sign, sound, or movement that sends a message: *She signaled to the waiter to bring some more wine.*

**signature** /ˈsɪgnətʃər/ *n* C someone's name, written for example on a check or an official form

**significance** /ˈsɪgnɪfɪkəns/ *n* U the importance or meaning of something: *When television was first invented,*



most people did not realize its significance. (=they did not realize what important changes this would bring)

**significant** /sɪɡnɪfɪkənt/ *adj* important, especially in the way something affects your life: *Will the change of administration make a significant difference to ordinary people?*

**similarity** /sɪmɪ'lærəti/ *n* C one of the ways in which two people or things are similar to each other: *There are some interesting similarities between the two movies.*

**situated** /sɪtʃueɪtɪd/ *adj* **be situated** to be in a particular place: *The hotel is conveniently situated close to the airport.* • *a town situated on the River Danube/situated in the Tatra Mountains*

**skating** /sketɪŋ/ *n* U a sport in which you move around on ice wearing special boots with metal blades on the bottom (**ice skating**), or you move around on a smooth, usually wooden, surface wearing special boots with small wheels on the bottom (**roller skating**)

**skier** /skiə/ *n* C someone who goes skiing: *She's a really good skier.*

**skiing** /skiɪŋ/ *n* U the sport of moving over snow wearing **skis** (=long narrow pieces of wood or plastic fastened under your boots)

**skill** /skɪl/ *n* C, U an ability to do something well, especially because you have been trained to do it and you have experience of doing it: *We are looking for someone with good computer skills.* • *a job for which you need people skills* (=the ability to deal with all kinds of people and to communicate well with them)

**slave** /sleɪv/ *n* C someone who is owned by another person and has to work for that person without being paid

**slightly** /slaɪtli/ *adv* a little, but not very: *My sister is slightly taller than me.*

**slip** /slɪp/ *v* I 1 to fall or lose your balance, by sliding on a wet or shiny surface: *He slipped on the ice and hurt his leg.* 2 to go somewhere quietly and quickly: *Martin slipped out of the room, and no one noticed him leaving.*

**slug** /slʌɡ/ *n* C a small black or brown creature that moves slowly along the ground. It is like a snail, but does not have a shell.

**slum** /slʌm/ *n* C a house or a neighborhood that is in very bad condition, where poor people live

**smack** /smæk/ *v* T to hit a child with your hand as a punishment: *Do you think parents should smack their children?*

**smart** /smɑːt/ *adj* **smart** clothes, cars, restaurants, etc., are fashionable and attractive: *Julie arrived in a smart new car.*

**smash** /smæʃ/ *v* I, T to hit something violently, making a lot of noise, and break it or cause serious damage to it: *Some kids were throwing stones, and one of them smashed my car window.* • *Police officers smashed the door down.* (=forced the door open by breaking it and making it fall) • *A big truck smashed into the side of the bus.*

**smelly** /smeli/ *adj* having an unpleasant smell: *smelly feet* • *a hot, smelly room*

**snack** /snæk/ *n* C some food that you eat in between your main meals, for example some fruit or a sandwich: *We were too busy to have lunch, so we had a quick snack and carried on working.*

**sneakers** /sniːkərz/ *n* plural shoes that are designed for running or playing sports, but that many people wear as ordinary shoes: *They have to wear black leather shoes for school – they're not allowed to wear sneakers.*

⇒ The British word for this is **trainers**.

**sneeze** /sniːz/ *v* I to make a sudden loud noise when you breathe air out of your nose and mouth. People **sneeze** especially when they have a cold.

**snobbery** /snoʊbəri/ *n* U the attitude of someone who is very concerned about social class, who admires people from a high social class, and who thinks he or she is better than people from a lower social class

⇒ A person who has this attitude is a **snob**.

**soap opera** or **soap** /soʊp ˌɒpərə/ *n* C a TV program about the daily lives and problems of an imaginary group of people. **Soap operas** are usually broadcast on several days each week, and some of them are on TV every day: *a daily soap opera about the students and teachers at a school in Australia*

**sociable** /səʊsəbl/ *adj* someone who is **sociable** is friendly and enjoys spending time with other people: *I don't think I'll go to the party tonight, I'm not feeling very sociable.* 2 a **sociable** place is one where people are friendly and talk to each other: *a sociable bar*

**socialize** /səʊʃəlaɪz/ *v* I to go out and spend time with your friends, for example at parties, clubs, or bars: *I get on well with the people in my office, but we don't socialize much after work.*

**social worker** /səʊʃl ˌwɜːrkər/ *n* C someone whose job is to help people who have problems, for example people who are poor or sick or have no job

**solution** /səˈluːʃn/ *n* C the answer to a question, problem, etc.: *The solution to the crossword puzzle is on page 100.*

**solve** /sɔːlv/ *v* T to find a way of dealing with a problem or find the correct answer to a question: *Money won't solve all your problems.* • *The police have not been able to solve the crime.*

**songwriter** /sɒŋˌraɪtər/ *n* C someone who writes the words (and sometimes also the music) of popular songs

⇒ Someone who writes music, especially classical music, is a **composer**.

**sort out** /sɔːt ˈaʊt/ *v* T 1 to organize things, for example by putting them in order or separating them into groups: *Sort out all the clothes that need washing, then put the rest away.* 2 to deal with a problem: *Have you sorted out the problem with your passport?* 3 **sort yourself out** to deal with all the things in your life that are causing problems for you or making you unhappy: *Pam was very depressed after her divorce, but she's sorted herself out now.*



**soul** /soul/ *n* singular the part of a person that their true feelings and thoughts come from: *Deep in my soul I knew I did not love him.*

**souvenir** /su:və'nɪr/ *n* C something you buy when you go on vacation, to remind you of a place you have visited: *a market stall selling souvenirs of Paris*

**space** /speɪs/ *n* U 1 an amount of an area that is empty or that you can use: *There isn't enough space to have a party in this room.* • *How much space does each disk have?* 2 the area outside the Earth where the stars, the sun, and the planets are: *Who was the first man in space?* (=to travel into space)

**spare time** or **free time** /sper, fri: 'taɪm/ *n* U time when you are not working or studying: *What do you do in your spare time?*

**specific** /spə'sɪfɪk/ *adj* one particular thing or person: *Is there any specific reason why you chose this college?*

**specifically** /spə'sɪfɪkli/ *adv* 1 giving exact reasons or details: *We were told specifically to wait here until the bell rings.* 2 for one particular person or purpose, not for any others: *These classes are specifically for people who need English for business.*

**spectacular** /spek'tækulər/ *adj* very impressive, in a way that fills you with admiration or excitement: *The scenery in the mountains is really spectacular.*

**speech** /spi:tʃ/ 1 *n* C a talk that someone gives in public to a group of people: *I was very nervous at the wedding because I had to make a speech/give a speech.* 2 *n* U the ability to speak: *Because of her accident, she lost the power of speech.* (=became unable to speak)

**spider** /spɑɪdər/ *n* C a small creature, which is like an insect but has eight legs and makes webs to catch flies in

**spill** /spɪl/ [spilled or spilt, have spilled or have spilt] *v* T to accidentally let liquid fall out of a container: *Someone pushed me, and I spilled wine all over my dress.*

**split** /splɪt/ *v* T to divide something into equal parts: *There were four of us in the car, and we split the cost of the gas.* (=we each paid a quarter of the cost). • *If we split the check for the meal, it'll be \$20 each.*

**spontaneity** /spɔɪntə'nɪəti, -'neɪti/ *n* U the ability to be spontaneous: *I admire your spontaneity.*

**spontaneous** /spɔɪn'teɪniəs/ *adj* if you are spontaneous, or if you do something spontaneous, you do not plan it in advance, but you just suddenly decide to do it because you want to

**spot** /spɔ:t/ *n* C a particular place or area: *a lovely spot to stop for a picnic* • *This is the exact spot where the accident happened.*

**squad** /skwɔ:d/ *n* C a group of soldiers or police officers who work together: *the drug squad* (=police who deal with the crime of selling illegal drugs) • *the bomb squad* (=police or soldiers who remove bombs)

**staff** /stæf/ *n* singular the people who work for a business, school, or other organization: *The staff at*

*the hospital complained that they were overworked.* • *The president gave a short speech to thank all his staff.*

**stand** /stænd/ *v* [stood, have stood] 1 **stand out** *v* I to be something that you easily notice or remember: *Their house really stands out – it's the biggest one on the street.* • *events that stand out in your memory* (=things you remember well because they are special in some way) 2 **can't stand it** to not like or enjoy something at all, because it is very unpleasant or it makes you very annoyed: *My sister loves English food, but I can't stand it.*

**standard** /stændərd/ *n* C a level of quality or skill that you must achieve or that something is judged by: *Safety standards need to be improved.* • *Standards of teaching at the school are very high.* • *He said the standard of my work wasn't good enough.*

**star** /stɑ:r/ 1 *n* C a famous actor, musician, or sports player: *tennis star Kim Clijsters* • *Who was the star of* (=the main actor in) *Batman and Robin?* 2 *v* I to be the main actor in a movie or play: *Mel Gibson has starred in dozens of movies.*

**stare** /ster/ *v* I to look at something or someone for a long time: *She was staring out of the window, and trying to think what to do.* • *When I told him I was leaving, he just stared at me and didn't say a word.*

**start** /stɑ:t/ *v* I, T to begin to do something: *He started playing the piano when he was seven.* • *Lucy started work* as a secretary and later became the sales manager. • *I start my day at 7 o'clock.*

**starving** /stɑ:rvɪŋ/ *adj* very hungry: *I didn't have any breakfast, so by lunchtime I was absolutely starving.*

**state** /steɪt/ 1 *n* U the condition that someone or something is in: *The house was in a terrible state when we bought it.* • *The state of his health is generally very good.* 2 **the state** the administration of a country: *people who are financially dependent on the state* • *the state education system* (=schools that are provided and paid for by the administration) 3 *n* C a country with its own administration: *an independent state* • *How many states are there in the EU?* 4 *v* T to formally say or write something: *Ms. Moore stated in court that she had never spoken to Mr. McGregor before.* • *It's all clearly stated in the contract.*

**statistics** /stə'tɪstɪks/ *n* plural a set of numbers that provide information: *According to new government statistics, the number of cars on the road has gone up by 7%.*

**statue** /stætʃu:/ *n* C a large model of a person, made out of stone, bronze, etc., and usually put in a public place so that people can look at it: *In the middle of the square, there is a statue of Queen Victoria.*

**status** /stetəs/ *n* U the official or legal position of a person or group: *What is your marital status?* (=are you married or not?) • *The prisoners wanted politi-*



cal status. (=they wanted it to be officially accepted that they were in prison for political reasons)

**stay** /steɪ/ *v* **1 stay home** to not go out in the evening, but stay at home: *Most days, we just stay home and watch TV.* **2 stay out** to remain out of your house until late at night: *We're not allowed to stay out late during the week.* • *They stayed out till 2 in the morning.*

**stepfather** /ˈstep,fɑːðər/ *n* **C** a man who is married to your mother, but who is not your birth father

**stepmother** /ˈstep,mʌðər/ *n* **C** a woman who is married to your father, but who is not your birth mother

**steward** /ˈstɪwəd/ *n* **C** someone whose job is to take care of the passengers on a plane, for example by bringing them food and other things they need

⇒ **Stewards** can also be called **flight attendants**.

**sticky** /ˈstɪki/ *adj* covered with a substance that sticks to things: *The glue made my hands sticky.* • *a sticky label* (=with a sticky substance on the back, so that you can stick the label onto something)

**stool** /stul/ *n* **C** a seat without any part to support your back or arms: *a kitchen stool*

**stop** /stɒp/ *v* **stop at nothing** to be very determined to get what you want, so that you will do anything to get it: *Frank wanted the top job in the company, and he would stop at nothing to get it.*

**store** /stɔːr/ *v* **T** to keep things somewhere until you need them: *You can store thousands of pieces of information on one small disk.* • *At this time of year, animals are busy storing food for the winter.*

**story** /ˈstɔːri/ *n* **C** one of the levels in a building: *The house is three stories high.* • *a new 20-story office tower*

**straightaway** /ˈstreɪtəweɪ/ *adv* immediately: *We need someone who can start work straightaway.*

**strangely** /ˈstreɪndʒli/ *adv* **1** in an unusual or strange way: *Alec was acting very strangely at the party.* **2** say this to show that, although something seems unlikely, it is true: *Strangely, she wasn't at all upset about what had happened.*

**stranger** /ˈstreɪndʒər/ *n* **C** someone you have never met before: *He always gets nervous when he has to talk to strangers.* • *A complete stranger* (=someone I didn't know at all) *came up to me and asked me to dance.*

**streetcar** /ˈstriːtkɑːr/ *n* **C** a large vehicle used for carrying passengers in some cities. **Streetcars** run on metal tracks and use electric power.

⇒ The British word for this is **tram**.

**strength** /streŋθ/ *n* **U** the power and energy that you have in your body, which makes you strong: *Exercise increases your fitness and strength.* • *I was so tired – I didn't have the strength to lift my suitcase.*

**stress** /stres/ *n* **U** **1** the special emphasis you give to a word or part of a word when you pronounce it: *In the word "represent," the stress is on the last syllable.* **2** the worry caused by having too much work to do or having problems in your life, which makes you unable to relax: *Lack of sleep is often the result of*

*stress.* • *It's an important job, and she is under a lot of stress.* (=suffering from stress)

**stressful** /ˈstresfl/ *adj* a **stressful** job, life, situation, etc., is one that makes you feel a lot of stress. Something can be stress-filled as well.

**strict** /strikt/ *adj* **strict** rules and **strict** people must always be obeyed, and do not allow much freedom: *The school has very strict rules about homework.* • *She's very strict with her children, and never lets them go out in the evenings.*

**strike** /straɪk/ [**struck**, **have struck**] **1** *v* **I** to suddenly happen, and cause problems or harm for someone: *Just before the plane landed, disaster struck* (=something terrible happened) *and the fuel tanks exploded.* **2** *v* **T** if an idea or thought **strikes** you, you suddenly notice it or think about it: *What struck me as unusual was that it was so quiet outside.* • *I was struck by Nina's beauty.* **3** **go on strike** to stop working as a protest, especially in order to persuade your employer to give you more money: *Teachers warned that they may go on strike if their pay isn't increased.* **4** **three strikes and you're out** used to describe an American law that says if you commit three crimes you will go to jail for a long time, even if they are only small crimes. The phrase is based on what happens in the game of baseball.

**structure** /ˈstrʌktʃər/ **1** *n* **C** the way that something is organized, or that all the parts of it are connected: *the structure of a sentence* **2** *v* **T** to organize something so that it has a clear structure: *a well-structured essay*

**stuck** /stʌk/ *adj* something that is **stuck** is fixed in a particular position and you cannot move it: *The videotape is stuck in the machine.* • *Our car got stuck in the snow.*

**stuff** /stʌf/ *n* **U** things, substances, information, events, etc. [INFORMAL]: *Do you have any of that stuff for cleaning windows?* • *I had so much stuff to do that I forgot about her birthday.*

**subtitles** /ˈsʌb,tʌɪtlz/ *n* plural words that translate what the actors in a movie are saying. **Subtitles** often appear at the bottom of the screen.

**suburb** /ˈsʌbɜːrb/ *n* **C** part of a city away from the center. **The suburbs** are the areas where a lot of people live, and they do not usually have many factories, offices, etc.: *She lives in the suburbs, and works in an office in central Tokyo.* • *The tennis championships take place in Wimbledon, which is a suburb of London.*

**subway** /ˈsʌbweɪ/ *n* **C** a railroad system under the ground in a city: *Take the subway to Manhattan.*

⇒ The British word for this is **underground** and in many countries it is called the **metro**.

**succeed** /səkˈsiːd/ *v* **I** to achieve what you want, and not fail: *The plan succeeded.* • *Kate always succeeds in everything she tries to do.*

**suddenly** or **all of a sudden** /ˈsʌdnli, ɒl əv əˈsʌdn/ *adv* quickly and when you are not expecting it: *Suddenly, all the lights went out and the room went dark.*



**suffer** /ˈsʌfər/ *υ* I, T to experience pain, sickness, or difficult problems: *He's very tall, and he often suffers from problems with his back.* • *It was a nasty sickness, and she suffered a lot of pain.* • *Five years after the war, the country was still suffering.*

**suggest** /səˈdʒest/ *υ* T to tell people your ideas about what they should do or about what you should all do together: *Karen suggested a picnic, and the others all agreed.* • *I suggest that we leave early to avoid all the traffic.*

**suggestion** /səˈdʒestʃən/ *n* C a plan or idea that you suggest: *I have to buy Julie a wedding present – do you have any suggestions?* (=can you give me any ideas about what to buy?) • *Mr. Connors made some useful suggestions about how we could save some money.*

**suit** /su:t/ **1** *n* C a set of clothes for a man or woman, with a jacket and pants or a skirt made from the same material: *a businessman in a dark suit and a white shirt* **2** *υ* T if something you wear suits you, it looks good on you and makes you look attractive: *She looks nice in that dress – the color really suits her.*

**suit** **to** /ˈsu:tɪd tu/ *υ* T suitable for something and likely to be successful, because you have the right character or personal qualities: *I soon discovered I wasn't really suited to teaching.*

**suitcase** /ˈsu:tkeɪs/ *n* C a large bag or case that you carry your clothes in when you are traveling

**summarize** /ˈsʌməraɪz/ *υ* T to give a summary of something (=a short description of the main facts or ideas): *The job of the chairperson is to summarize the main decisions made at the meeting.*

**sundae** /ˈsʌndeɪ/ *n* C a sweet dish made of ice cream with fruit and nuts on the top

**sunny** /ˈsʌni/ *adj* with plenty of sunlight: *a sunny yard* • *It was a lovely sunny day.*

**sunset** /ˈsʌnset/ *n* C, *U* the time when the sun goes down at the end of the day, or the changing colors in the sky when this happens: *The park gates are closed at sunset.* • *They sat watching the sunset.*

**superb** /suːˈpɜːrb/ *adj* very good or very impressive: *a lovely hotel, with superb views of the mountains*

**supermarket** /ˈsuːpər,mɑːrkɪt/ *n* C a very large store that sells all kinds of food, and also things for the home such as cleaning materials. You walk around a supermarket picking up the things you want, then you pay for them at the checkout.

**supervision** /ˌsuːpərˈvɪʒn/ *n* *U* without supervision without anyone watching you and making sure that you are doing the right thing: *She's very reliable, and good at working without supervision.*

**supper** /ˈsʌpər/ *n* C your evening meal. **Supper** is an ordinary meal that you have at home.

⇨ If you go out to a restaurant in the evening, or if you have a special meal at home, it is called **dinner**.

**supply** /səˈplaɪ/ **1** *n* C a store of something, such as food, water, or fuel, that is available for you to use: *Their supply of food was beginning to run out.* • *The people in the earthquake zone urgently need medical supplies.* **2** *υ* T to provide something that is needed: *A nuclear power station supplies electricity to the city.*

**support** /səˈpɔːt/ *υ* T to provide someone with enough money to buy what they need to live: *It's difficult to support a family of four on such a small salary.*

**supposed** /səˈpəʊzd/ *υ* T **be supposed to** **1** to have to do something, because there is a rule that says you must do it: *You are supposed to check out of the hotel before noon.* **2** to be generally believed to be something: *I haven't seen it, but it's supposed to be a really good movie.* (=this is what most people think)

**surgeon** /ˈsɜːrdʒən/ *n* C a doctor who performs operations: *Dr. Marriot is a heart surgeon.* (=does operations on people's hearts)

**surname** /ˈsɜːmeɪm/ *n* C your last name, which is the name you share with your parents and your brothers and sisters

⇨ It can also be called a **family name**.

**surprise** /sərˈpraɪz/ *n* *U* **to my surprise** say this to show that something made you feel surprised: *Ed took his driver's test and, to our surprise, he passed it.* (=we didn't expect him to pass)

**surprised** /sərˈpraɪzd/ *adj* how you feel when something happens that you did not expect: *Patsy was surprised by how expensive everything was.* • *We were surprised to see her at the party – we thought she was in Japan.*

**surprising** /sərˈpraɪzɪŋ/ *adj* unexpected, and making you feel surprised: *a surprising result* • *I find it surprising that* (=it makes me surprised that) *you have never met her – she lives on the same street as you.*

**surprisingly** /sərˈpraɪzɪŋli/ *adv* say this when you are mentioning something that is surprising: *Johnson reached the final of the 200 meters, but surprisingly, he only came fourth.* • *a surprisingly inexpensive meal*

**survey** /ˈsɜːrveɪ/ *n* C an attempt to find out about people's opinions or way of life, usually done by asking many people a set of questions: *a new survey of young people's attitudes towards drugs*

**survive** /sərˈvaɪv/ **1** *υ* I to stay alive in a dangerous situation, for example after an accident or serious illness: *About 50 people caught the virus, and only 12 of them survived.* (=the others all died) • *They were lost in the jungle, and they survived on* (=stayed alive by eating) *fruit and small animals.* **2** **be survived by** if you are survived by someone in your family, they are still alive after you die: *Mr. Prior is survived by his wife and three children.* (=he has died, but they are still alive)

**suspect** **1** /səˈspekt/ *υ* T to think that someone may have done something bad or illegal: *Police now sus-*



**pect** that Mason started the fire/suspect Mason of starting the fire. • The manager had been stealing money from the bank, but no one suspected him. **2** /'sʌspekt/ *n* C someone that the police think is guilty of a crime: Two suspects are being interviewed by the police in connection with the girl's murder.

**suspicious** /sə'spiʃəs/ *adj* making you think that something bad or dishonest is happening: If you see anything suspicious, call the police.

**suspiciously** /sə'spiʃəsli/ *adv* speaking or looking at someone in a way that shows you do not trust them, because you think they have done something bad or dishonest: She looked at me suspiciously, and said, "What are you doing here?"

**swap** /swa:p/ *v* T to give something to someone, and get something similar from them: I swapped books with Jane. (=I gave her my book, and she gave me hers) • Dad and I swapped places so that I could sit by the window. (=we exchanged seats)

**swear** /swer/ [swore, have sworn] *v* T to promise that something is definitely true or that you will definitely do something: Brad swears that he didn't take the money.

**sweater** /'swetər/ *n* C a warm piece of clothing, usually made of knitted wool, that covers the top half of your body: Take a thick sweater – it's very cold there at night.

⇒The British word for this is **jumper**.

**switch** /swɪtʃ/ *v* T **1 switch on/switch off** to make something start working or stop working by using a switch (=a thing that you press or turn to operate a machine, electric light, etc.): Phil came in and switched on the TV. • Don't forget to switch off the lights. **2 switch off** to stop paying attention [INFORMAL]: I just switch off when he starts talking.

**sword** /sɔ:rd/ *n* C an old-fashioned weapon, with a handle and a long, sharp blade

**swore**: see **swear**

**symbol** /'sɪmbəl/ *n* C a picture, design, sign, etc., that has a particular meaning or represents a particular idea: The symbol @ means "at." • The white dove holding an olive branch is a symbol of peace.

**sympathetic** /sɪmpə'tetɪk/ *adj* showing that you understand other people's feelings or problems: a sympathetic doctor • Eva was very sympathetic when I split up with my husband.

## T

**talented** /'tæləntɪd/ *adj* very good at doing something, because you have a natural ability to do it: She's a talented actor/writer/tennis player.

**talker** /'tɔ:kər/ *n* T someone who talks a lot or in a particular way [INFORMAL]: Marlon is a very fast talker. • She's always been very confident and a good talker.

**talk over** or **talk through** /'tɔ:k 'əʊvər, 'θru:/ *v* T to discuss something with someone: I won't make a decision about the job until I've talked it over with my wife.

**talk show** /tɔ:k ʃəʊ/ *n* C a television program in which a host (=person who introduces the program) has an informal conversation with famous people who are invited onto the program

⇒The British word for this is **chat show**.

**tank** /tæŋk/ *n* C a large military vehicle covered with armor and equipped with guns. Tanks go along on metal tracks that are fixed over the wheels.

**tasty** /'teɪsti/ *adj* very nice to eat; delicious: a tasty meal

**tattoo** /tə'tu:, tæ-/ *n* C a picture or design on someone's skin, made using needles and colored ink: She had a tattoo of a butterfly on her shoulder. **2 tattooed** on with a tattoo on: He had a heart tattooed on his arm.

**tax evasion** /'tæks ɪ'veɪʒn/ *n* U when someone tries to avoid paying the correct amount of tax

**technique** /tek'ni:k/ *n* C a method of doing something, which you have to learn and practice: The operation is carried out while the patient is still conscious, using a new technique.

**technology** /tek'nɒlədʒi/ *n* U methods and machines that are developed as a result of scientific knowledge: Thanks to new technology, we can now communicate cheaply and quickly with people on the other side of the world.

**teenage** /'ti:neɪdʒ/ *adj* **1** a teenage boy or girl is aged between 13 and 19: She has two teenage daughters. **2** connected with teenage children: a big increase in teenage pregnancy (=in the number of teenage girls who get pregnant)

**teenager** /'ti:neɪdʒər/ *n* C a boy or girl who is aged between 13 and 19

**teens** /ti:nz/ *n* in your teens aged between 13 and 19: The magazine is aimed at girls in their teens.

**tell off** /tel 'ɒf/ [told off, have told off] *v* T to speak to someone angrily because they have done something wrong: My dad told me off for coming home late. • She got told off by the teacher because she didn't do her homework.

**temper** /tempər/ *n* U lose your temper to suddenly get very angry when you can no longer control your feelings: Neil lost his temper and started shouting at us.

**temporary** /'tempərəri, -pri/ *adj* lasting for only a short time or a limited time: "Is it a permanent job?" "No, it's only temporary – I have a six-month contract." • We are using a temporary classroom while the school is being rebuilt.

⇒The opposite of temporary is **permanent**.

**temptation** /temp'teɪʃn/ *n* C, U a feeling that you want to do something, even though you know you should not do it: I tried to resist the temptation to get angry with him. (=tried to stop myself doing it)



## tend

**tend** /tend/ *v* **tend to do something** to usually or often do something: *The students here tend to go home to their parents on weekends.* (=most of them usually do this)

**tension headache** /ˈtenʃn ˌhedeɪk/ *n* C a headache caused by **tension** (=a worried feeling that makes you unable to relax)

**tent** /tent/ *n* C a shelter that you sleep in when you go camping, made of cloth and supported by poles and ropes

**term** /tɜːm/ *n* C **1** in British English, one of the main periods that the year is divided into at a school or college: *We always have exams in the summer term.* **2** a period between two elections, during which an administration, president, etc., is in power: *Mr. Clinton was president for two terms.* **3** a particular way of discussing something or thinking about it: *It was a good movie, but it wasn't very successful in financial terms.* (=from the point of view of making money) • *It's a complicated idea, but she tried to explain it in simple terms.*

**terminal** /ˈtɜːmɪnəl/ *n* C the part of an airport where passengers go at the beginning and end of their journeys, for example where they **check in** (=show their tickets and give the airline their baggage) and where they wait to get on their plane

**terminally ill** /ˈtɜːmɪnəli ˈɪl/ *adj* having an illness that cannot be cured and will eventually lead to death

**terribly** /ˈterəbli/ *adv* very – say this for emphasis: *a terribly sad story* • *Jan looked terribly worried.*

**terrific** /təˈrɪfɪk/ *adj* very good or enjoyable [INFORMAL]: *a terrific actor* • *The meal was terrific.*

**terrified** /ˈterɪfaɪd/ *adj* feeling very frightened: *It was the first time she had been in a plane, and she was terrified.* • *I'm terrified of snakes.*

**terrifying** /ˈterɪfaɪ-ɪŋ/ *adj* making you feel very frightened: *a terrifying dream* • *The brakes failed, and I couldn't stop the car – it was terrifying.*

**textile** /ˈtekstaɪl/ *n* C cloth or other material used for making clothes, curtains, etc.: *a factory that produces textiles*

**thankful** /ˈθæŋkfl/ *adj* feeling pleased because something bad has been avoided, and the situation is not as bad as it could be: *The car is badly damaged, but I'm thankful that none of us was hurt.*

**that** /ðæt/ *adv* **not that good/not that important, etc.**, not very good, not very important, etc. [INFORMAL]: *"Did you enjoy the party?" "No, it wasn't that good."* • *It's not that warm today, is it?*

**theoretically** or **in theory** /θɪəˈretɪkli, ɪn ˈθɪəri/ *adv* say this to describe what is supposed to happen, even though in fact it does not happen: *Theoretically, anyone can become president, but in practice you have to have a lot of money.*

**theory** /ˈθɪəri/ **1** *n* C an idea that explains how something works or why things happen in a certain way: *Einstein's theory of relativity* **2** *in theory* =theoretically

**therefore** /ðəˈfɔːr/ *adv* for the reason that has been mentioned [FORMAL]: *The goods you sent me were not of a satisfactory quality. I would therefore like a complete refund.*

**thermometer** /θərˈmɑːmɪtər/ *n* C a piece of equipment you use for measuring the temperature

**thief** /θɪf/ **thieves** /θiːvz/ *n* C someone who steals something: *Thieves broke into the museum and stole a painting worth \$500,000.* – compare **robber**

**thing** /θɪŋ/ *n* C an idea, object, action, etc., that you are talking about [INFORMAL]: *I have so many things to do today.* • *There are a few things I'd like to discuss with you.* • *Could you move all those things off the table?*

**think** /θɪŋk/ [**thought, have thought**] *v* **1** **think back to** to try to remember a time in the past: *The police officer asked her to think back to the day of the murder.* **2** **thinking of doing something** planning to do something, although you have not yet definitely decided to do it: *We're thinking of renting a house by the sea this summer.* **3** **think something over** to think about something carefully, before you make a decision

**thought**: see **think**

**threaten** /θreɪn/ *v* T to tell someone you will do something unpleasant if they do not do what you want: *She told him to leave, and threatened to call the police if he didn't go.*

**thriller** /θrɪlər/ *n* C a book, movie, or play with an exciting and sometimes frightening story, especially about a murder or other crime

**throughout** /θruːaʊt/ *preposition* in the whole of a period of time, or in every part of a place: *Throughout the 1980s* (=from 1980 through 1989) *the country was involved in a civil war.* • *There were violent storms throughout the country.*

**thunder** /θʌndər/ *n* U the loud noise you can hear in the sky during a storm

↔ The bright flash of light that happens at about the same time is **lightning**.

**thunderstorm** /θʌndərstɔːrm/ *n* C a storm in which there is a lot of thunder and lightning

**tidy up** /ˈtaɪdi ˈʌp/ *v* I, T to make a house or room neat, by putting everything in the right place and removing anything that should not be there: *You can't go out till you've tidied up your room.* • *She's fed up with Phil – she says he never tidies up.*

**tie** /taɪ/ *v* T **tie yourself down** to limit your freedom to do what you want, for example by getting married or having a permanent job: *Ben wanted to travel, and wasn't ready to tie himself down.*

**till** /tɪl, tɪ/ *preposition & conjunction* until: *The party went on till 4 in the morning.*

**time** /taɪm/ *n* U **1** **by the time** /baɪ ðə ˈtaɪm/ not later than the particular time when something happens: *By the time you get this postcard, I will be back in Tokyo.* **2** **from time to time**: /frəm ˌtaɪm tə ˈtaɪm/ sometimes, but not often: *I still see my old school*



friends from time to time. **3 in time** /ɪn 'taɪm/ early enough to do something: *Do you think we'll be in time for the train?* • *The ambulance didn't get there in time to save her.* **4 on time** /ɒn 'taɪm/ arriving or happening at the correct time, and not late: *The plane landed on time.* • *Make sure you're on time for your appointment.*

**timekeeping** /'taɪm,ki:pɪŋ/ *n* *U* how good someone is at arriving at the right time: *He's an intelligent student, but his timekeeping isn't very good.* (=he is often late)

**timing** /'taɪmɪŋ/ *n* *U* the ability to choose the best time to do something: *With perfect timing, Pete arrived just as I was serving dinner.*

**tiny** /'taɪni/ *adj* very small: a **tiny little** insect • *The main part of the processor is on a tiny piece of silicon.*

**tip** /tɪp/ *n* *C* **1** a useful piece of advice: *She gave me some helpful tips on what to study for the exam.* **2** extra money that you give to a waiter or taxi driver, to thank them for their service: *Should we leave a tip for the waitress?*

**told:** see tell

**tone** /toʊn/ *n* *C* a continuous sound that you hear on a telephone, either when you pick it up to make a call, or when you call someone but their line is busy

**topic** /'tɒpɪk/ *n* *C* a subject that you talk about or write about: *a discussion on the topic of global warming*

**touch** /tʌtʃ/ *n* *get in touch with* to communicate with someone, by phoning, writing, etc.: *I'm trying to get in touch with an old school friend, but I don't have her phone number.*

**tour** /tʊr/ **1** *n* *C* an organized trip in which you visit several different places, either for enjoyment or in order to play sports, perform in concerts, etc.: *We're going on a two-week tour of Europe.* • *The band is currently on tour in the US.* (=traveling around the US, and performing in different places) **2** *v* *T* to travel around a place when you are doing a tour: *The England soccer team is touring South America in the summer.*

**tourism** /'tʊrɪzəm/ *n* *U* the business of providing services for tourists, for example places to visit and places to stay in: *Tourism provides a lot of employment on the island.*

**tourist** /'tʊrɪst/ *n* *C* someone who visits a place for enjoyment or interest, especially when they are on vacation: *Venice is full of tourists at this time of year.* • *a tourist guidebook*

**tourist attraction** /'tʊrɪst ə'trækʃn/ *n* *C* a popular place for tourists to visit: *Loch Ness is one of Scotland's main tourist attractions.*

**touristy** /'tʊrɪsti/ *adj* a **touristy** place is full of tourists and full of stores, hotels, etc., provided especially for tourists [INFORMAL]: *It used to be a quiet little island, but it has become very touristy.*

**tournament** /'tʊrnəmənt, 'tɜː-/ *n* *C* a sports competition in which several teams or players play in a

series of games. The winners at each stage stay in the tournament to play other winners, until there is one winner at the end: *Where was the last World Cup tournament held?*

**trace** /treɪs/ **1** *v* *T* to find someone who is missing, by searching carefully and making inquiries: *She's trying to trace some relatives who moved to Australia 30 years ago.* **2** *v* *T* to find out where something came from or started from: *With this equipment, the police can trace a phone call* (=find out the number of the phone it came from) *in just a few seconds.* **3** *n* *C* a very small amount of a substance: *Police found traces of poison in the coffee.*

**tradition** /trə'dɪʃn/ *n* *C* a custom that has existed for a long time among a group of people: *They always let off fireworks to celebrate the New Year – it's an old Chinese tradition.*

**traditional** /trə'dɪʃnəl/ *adj* typical of ideas, customs, etc., that have existed for a long time and have not changed much: *traditional Japanese music* • *In Britain, it's traditional to eat turkey at Christmas.*

**traffic** /'træfɪk/ *n* *U* all the cars and other vehicles that are on the streets: *The new shopping mall caused a big increase in traffic.*

**traffic jam** /'træfɪk dʒæm/ *n* *C* a long line of cars, buses, etc., which are either moving very slowly or not moving at all: *An accident on the highway out of town has caused a huge traffic jam.*

**tragedy** /'trædʒədi/ *n* *C* a very sad event, especially one in which people die: *The shooting in which 13 children were killed was a terrible tragedy for the whole town.*

**tragic** /'trædʒɪk/ *adj* a **tragic** event or story is very sad: *a tragic accident, in which a whole family was killed when their car hit a truck*

**tragically** /'trædʒɪkli/ *adv* in a very sad way: *Tragically, she died when she was only 36.*

**train** /treɪn/ **1** *v* *I* to learn the skills that you need in order to do a job, for example by taking a course and getting practical experience: *She's training as a doctor/training to be a doctor.* **2** *v* *T* to teach someone the skills they need to do something: *They've trained their dog to attack strangers.*

**training** /'treɪnɪŋ/ *n* *U* the process of learning skills, for example through practical experience and educational courses: *The company spends a lot of money on training for its staff.* • *Please list your qualifications and training in the space below.*

**transaction** /træn'zækʃn/ *n* *C* a business deal in which money or goods are exchanged: *The bank handles thousands of transactions every day.*

**trash** /træʃ/ *n* *U* something someone says that is stupid or wrong: *Do you believe all that trash about aliens and flying saucers?* • *He's talking complete trash/absolute trash.*

⇨ The usual British word is rubbish.



**travel agent** or **travel agency** /'trævl ,eidʒənt, ,eidʒənsi/ *n* C a company or store that arranges vacations, hotels, flights, etc., for people: *To find out the latest fares, call your local travel agent/travel agency.*

**treat** /tri:t/ *v* T to behave in a certain way towards someone: *They treated us with great kindness.* (=they were very kind to us) • *Try to treat all the students equally.* • *Some of the prisoners say they were badly treated.*

**trek** /trek/ *n* C a long walk in an area that is difficult to travel through, for example a desert or mountain region

**trend** /trend/ *n* C a change that is gradually happening, for example in the way people behave or in the way something develops: *There is a trend toward people working from home.* (=more and more people are beginning to do this)

**triumph** /'traɪəmf/ *n* C an important success or victory in a competition or battle: *a triumph for the British track-and-field team*

**trouble** /'trʌbl/ *n* U 1 **take the trouble to do something** to do something that needs a little effort, but is worth doing: *If you're going to China, take the trouble to learn a few Chinese words and phrases.* 2 **have trouble with** to have problems with something, for example with a machine that is not working well, or with part of your body that is causing pain: *She's had a lot of trouble with her back/with her new computer.* 3 **it's no trouble** say this to tell someone that you are happy to help them: *"Sorry to make you drive me all this way." "Oh, it's no trouble."*

**truly** /'tru:li/ *adv* very – say this for emphasis: *The screen is about 30 meters high – it's truly amazing!*

**trunks** or **swimming trunks** /'trʌŋks, 'swɪm trʌŋks/ *n* plural a small piece of clothing, similar to shorts, that men wear when they go swimming

**truth** /tru:θ/ *n* the truth the true facts about something: *Please tell the truth – where did you go last night?*

**try** /traɪ/ *v* T 1 to make an attempt to do something: *I tried to lift it, but it was too heavy.* • *She tried hard to remember his phone number.* 2 to do something, use something, or taste something in order to see if you like it or if it is successful: *I got tired of working in the bank, so I decided to try teaching.* • *You should try the local wine – it's really good.* 3 **be tried to have to go to a law court** because the police believe you may be guilty of a crime: *Campbell was tried for murder and the jury found him guilty.* 4 **try something on** to put on a piece of clothing, especially in a store, in order to see if it fits you and looks good on you

**tuned to** /'tu:nd tu:/ watching a particular TV channel or listening to a particular radio station: *Good morning – you're tuned to Chicago's favorite radio station.*

**tunnel** /'tʌnl/ *n* C a passage under the ground, under a river, etc.: *Soldiers had dug a series of tunnels under the castle.* • *the Channel Tunnel* (=the tunnel connecting England and France)

**turn** /tɜ:rn/ *v* 1 **take turns** to do something one after the other: *There were four of us in the apartment, and we all took turns to do the cooking.* 2 **turn out** to happen in a particular way: *We had some problems at the start of the journey, but it all turned out well in the end.* 3 **just turned 20/just turned 6 o'clock**, etc., having just reached a certain age or time: *She's just turned 20.* • *It was just turned midnight when we arrived.*

**twin** /twɪn/ *n* C one of two people who were born at the same time to the same mother: *Mel and Dan are twins.* • *Dan is her twin brother.*

**typewriter** /'taɪp,raɪtə/ *n* C a machine that prints letters or numbers onto paper when you press its keys. In most offices, typewriters have now been replaced by computers.

**typical** /'tɪpɪkl/ *adj* having most of the qualities that a particular type of person, thing, or place usually has: *The postcard shows a typical tropical beach.*

## U

**ugly** /'ʌgli/ *adj* very unattractive to look at: *The City Hall was a large, ugly building.*

⇒ You can use **ugly** to describe buildings, cities, furniture, etc., but it is very rude to use it about a person.

**unattended** /,ʌnə'tendɪd/ *adj* leave something unattended to put something in a place where no one is watching it: *Don't leave your suitcase unattended.*

**unbelievable** /,ʌnbɪ'li:vəbl/ *adj* very surprising, and almost impossible to believe: *The power of these new computers is unbelievable.*

**uncle** /'ʌŋkl/ *n* C the brother of your father or mother, or the husband of your aunt: *My aunt and uncle came to watch me in the school concert.* • *Uncle Tom is my father's younger brother.*

⇒ If someone is your uncle, you are his nephew (male) or niece (female).

**uncommon** /,ʌn'kɔ:mən/ *adj* unusual, and not happening often: *The disease is now uncommon, except in very poor countries.* • *It is uncommon for men under 30 to have a heart attack.*

**unconscious** /,ʌn'kɔ:nsjəs/ *adj* in a state similar to being asleep, caused for example by injury or illness, or by being given a drug: *The patient remained unconscious throughout the operation.* • *A rock fell on his head and knocked him unconscious.* (=made him unconscious by hitting him)

**uncontrollable** /,ʌnkən'trəʊləbl/ *adj* an uncontrollable feeling or action is one that you cannot stop or control: *They all burst into uncontrollable laughter.*

**uncover** /,ʌn'kʌvə/ *v* T to remove something that is covering something



**undoubtedly** /ʌn'daʊtɪdli/ *adv* definitely [FORMAL]: *Gullit was undoubtedly one of the great players of the 1980s.*

**unemployed** /ˌʌnɪm'plɔɪd/ *adj* without a job: *She's been unemployed for three months.*

**unemployment** /ˌʌnɪm'plɔɪmənt/ *n* 1 not having a job, or the number of people who do not have jobs: *He got a job as a driver, after a period of unemployment.* • *New statistics show that unemployment is falling.* (=the number of people without jobs is going down) • *an area of high unemployment* (=where a lot of people are unemployed)

**unfair** /ʌn'fer/ *adj* not morally right or not treating someone in a fair way: *Many people felt that the decision was unfair.*

**unfortunately** /ʌn'fɔ:tʃənətli/ *adv* say this to show you are sad or disappointed about something that happened: *We were going to have a picnic, but unfortunately it rained all day.*

**unhealthy** /ʌn'helθi/ *adj* 1 **unhealthy** food, places, etc., are likely to make you sick 2 an **unhealthy** person is often sick

**uniform** /'ju:nɪfɔ:m/ *n* C, 1 a special set of clothes that people wear when they work in some jobs (for example police officers or nurses) or that children have to wear at some schools: *Does your school have a uniform?* • *soldiers in uniform* (=wearing uniforms)

**university** /ˌju:nɪ'vɜ:səti/ *n* C a place where you study at a very high level in order to get a **degree**. People usually go to university when they are about 18: *Harvard is one of the best universities in the US.* • *Mandy wants to go to university* (=become a student at a university) *to study economics.*

**unknown** /ˌʌn'nəʊn/ *adj* not known about or understood: *The cause of the accident is still unknown.*

**unplug** /ʌn'plʌg/ *v* T to disconnect a piece of electrical equipment from the electricity supply: *Unplug the computer before you open the back of the box.*  
 ⇨The opposite of **unplug** is **plug in**.

**unsolved** /ʌn'sɔ:ld/ *adj* an **unsolved** crime, problem, or mystery is one that no one has ever been able to explain or solve

**update** /'ʌpdeɪt/ *n* C a piece of news that gives the latest information about a situation that is changing: *We'll bring you another update on the election results in an hour from now.*

**upright piano** /ˌʌpraɪt pi'ænəʊ/ *n* C a tall piano, in which the strings are fixed in an up-and-down direction  
 ⇨The other type of piano, in which the strings are set horizontally, is called a **grand piano**.

**upset** /ʌp'set/ *adj* feeling sad or disappointed, because something very unpleasant has happened: *His cat has just died, so he's very upset.* • *She's upset that he hasn't phoned her.*

**upsetting** /ʌp'setɪŋ/ *adj* making you feel sad or disappointed: *an upsetting piece of news* • *I find it very upsetting to watch all those pictures of refugees on TV.* (=it makes me feel upset)

**urban** /'ɜ:bən/ *adj* connected with cities and people who live there: *urban crime* (=crime in the city) • *The urban population* (=the people who live in cities) *makes up about 40% of the country's total population.*  
 ⇨The opposite of **urban** is **rural** (=connected with the country).

**urgent** /'ɜ:dʒənt/ *adj* something that is **urgent** must be dealt with immediately: *Sara needed an urgent operation on her stomach.* • *I have an urgent message for the director.* –**urgently** *adv*: *I need to see the dentist urgently.*

## V

**vacancy** /'veɪkənsi/ *n* C a job that is available in an organization: *There's a vacancy for a lifeguard at the swimming pool.*

**vaccine** /'væksɪn/ *n* C a substance that people receive in an injection (=with a needle) to protect them against a disease: *They are developing a vaccine against malaria.*

**vacuum cleaner** /'vækjʊm klɪmə/ *n* C a machine for cleaning floors, which sucks up dirt and dust

**vagrant** /'veɪgrənt/ *n* C someone who has no home or job and who travels around asking for money and food

**vague** /veɪg/ *adj* not exact or clear: *a vague memory from my childhood* • *I asked her where she was going on her vacation, but she was rather vague.* (=she didn't give me any details about her plans)

**valid** /'vælɪd/ *adj* a document that is **valid** can officially be used at a particular time: *All passengers must have a valid ticket.* • *Your passport is valid for ten years.*

**valuable** /'væljʊəbəl/ *adj* worth a lot of money: *a valuable piece of jewelry*

**values** /'væljʊ:z/ *n* plural your ideas and beliefs about how people should behave: *a society whose values are very different from ours*

**van** /væn/ *n* C a road vehicle for carrying goods, with seats at the front and a large enclosed space at the back. The back part of a **van** has no windows at the side.

**vanish** /'vænɪʃ/ *v* I to completely disappear or stop existing: *The ship vanished 3 months ago, and has never been seen since.* • *Because of supermarkets, small butcher's shops have almost vanished.*

**variety** /və'reɪəti/ *n* 1 different features or parts, which make something more interesting: *To make a lesson interesting, you need plenty of variety.* (=several different types of activity)

**various** /'veriəs/ *adj* of several different kinds: *They sell various types of sports equipment.*

**vary** /veri/ *v* I to be different from something else: *The cost of the tickets varies according to the time of year.* (=it changes at different times of year, and does not stay the same all the time)

**vase** /veɪs, veɪz/ *n* C an attractive container used for holding flowers



## vast

**vast** /væst/ *adj* 1 extremely large: *a vast desert* 2 the **vast majority** almost all of the people or things in a group: *There are several types of snakes here, but the vast majority of them are harmless.*

**vegetarian** /ˌvedʒɪˈterɪən/ *n* C someone who does not eat meat or fish

**vehicle** /ˈviːkl/ *n* C a machine that carries people or goods from one place to another, especially by road. Cars, buses, trucks, and vans are all **vehicles**.

**Velcro** /ˈvelkroʊ/ *n* U a trademark for a material used for fastening clothes, bags, or shoes. There are two pieces of material, one rough and one smooth, and they stick to each other when you press them together.

**venture** /ˈventʃər/ *n* C an attempt to make money in business, which involves the risk that you might fail: *an exciting new business venture*

**version** /ˈvɜːrʃn/ *n* C something written or spoken by someone, for example a description of events, which is different from what someone else has written or spoken about the same thing: *Two witnesses saw the crime, but their versions of what happened are not exactly the same.*

**vet** /vet/ *n* C a doctor who specializes in giving medical treatment to animals that are sick or injured

**victim** /ˈvɪktɪm/ *n* C someone who has been injured or harmed, for example in an accident or by a criminal: *The hospital was full of victims of the earthquake.* • *Police have not yet identified the murder victim.* (=the person who has been murdered)

**view** /vjuː/ *n* C the whole area you can see when you look out of a window, from the top of a hill, etc., especially in a beautiful place: *We had a wonderful view of the mountains from our hotel window.*

**villain** /ˈvɪlən/ *n* C a bad character in a movie, book, or play, especially the main bad character: *The villain is a gangster named Mardelli.*

⇒ The main good character in a story is the **hero** (male) or the **heroine** (female).

**visual** /ˈvɪʒuəl/ *adj* connected with seeing and using your eyes: *a good visual memory*

**volcano** /ˈvɒlˌkeɪnoʊ/ *n* C a mountain with a large hole at the top, from which fire and melted rocks sometimes pour out

⇒ When this happens, the volcano **erupts**. A volcano that stopped **erupting** hundreds of years ago is called an **extinct** volcano.

**voltage** /ˈvɒltɪdʒ/ *n* U the strength of an electric current  
⇒ Electric currents are measured using a unit called the **volt**.

**volunteer** /ˌvɒlənˈtɪər/ *n* C someone who is willing to help to do something or who works without being paid: *Thrift shops are usually run by volunteers.*

**vote** /vout/ 1 *v* I to take part in an election, by marking a piece of paper to show which person or party you want to choose: *The people of Italy are voting today to choose a new president.* • *Most people in*

*this area voted for the Socialists.* 2 the **vote** the legal right to vote in elections: *The suffragettes campaigned to get the vote for women.*

**voyage** /ˈvɔɪ-ɪdʒ/ *n* C a long journey in a ship: *The voyage took six weeks.*

## W

**waitress** /ˈweɪtrɪs/ *n* C a woman who serves food in a coffee shop or restaurant

⇒ A man who does this is called a **waiter**.

**walk out** /ˌwɔːrk 'aʊt/ *v* I to suddenly leave because you are angry or unhappy: *Several people walked out of the meeting in disgust.* • *Phil walked out on his wife* (=left her, and did not go back) *after they had a big argument.*

**wallet** /ˈwɒlɪt/ *n* C a small flat case that you use for carrying paper money in

⇒ It can also be called a **billfold**. A small case for carrying coins and paper money is a **coin purse**.

**wander** /ˈwɒndər/ 1 *v* I to move slowly around a place with no particular aim: *a tribe that wanders about the desert* • *We wandered along the boulevard looking at the stores.* 2 **wander the streets** to walk around the streets, without really knowing where you are going

**warn** /wɔːrn/ *v* T to tell someone that something bad or dangerous may happen to them, so that they can do something to prevent it: *I warned him that he would fail all his exams if he didn't start working harder.* • *They warned us not to go out at night alone.*

**warning** /ˈwɒnɪŋ/ 1 *n* C something that someone says in order to warn you: *One of the players was given a warning because he kicked an opponent.* • *All cigarette packs now have a health warning on them.* 2 **without warning** when you have not been told or warned that something might happen: *The soldiers started firing on the crowd, completely without warning.*

**washbasin** /ˈwɒʃˌbeɪsn/ *n* C a large bowl fixed to the wall in a bathroom, where you can wash your hands and face

**washing machine** /ˈwɒʃɪŋ məˌʃiːn/ *n* C a machine for washing clothes

⇒ A machine that washes plates, cups, glasses, etc., is a **dishwasher**.

**wasp** /wɔːsp/ *n* C a flying insect that is black and yellow and can sting you

**waste** /weɪst/ *n* U a **waste of time/money, etc.**, something that is not worth doing, buying, etc., because it has little value or use: *I think politics is just a waste of time, don't you?* • *It was a waste of time cooking all that food, hardly anyone ate anything.*

**wave** /weɪv/ 1 *v* I, T to put your hand in the air, and move it from side to side: *The president and his family waved at the crowds.* 2 *n* C a raised area of



moving water in the sea: *A big wave hit the side of the boat and almost turned it over.*

**wealthy** /ˈwelθi/ *adj* rich: *a wealthy businessman • a wealthy oil-producing country*

**weigh** /wei/ **1** *v* **T** to measure how heavy someone or something is using a machine: *She weighed herself on the bathroom scales.* **2** *v* **I** to measure a particular amount in weight: *The fish weighs 2 kilos.*

**weight** /weɪt/ *n* **U** **1** **lose weight** to become thinner: *I'm trying to lose weight before the summer.* **2** **put on weight** to become fatter: *He has put on a lot of weight since he quit smoking.*

**welcome** /ˈwelkəm/ **1** *v* **T** to say hello to someone in a friendly way when they first arrive, especially on a plane or in a hotel, restaurant, etc.: *Part of my job involves welcoming guests when they arrive at the hotel.* **2** **you're welcome** say this as a polite reply when someone has said "thank you" to you: *"Thanks for the advice – it was really useful." "You're welcome."*

**welfare** /ˈwelfər/ *n* **U** money paid by the government to people who are poor or unemployed: *After her divorce, she lived on welfare for a time.*

**well behaved** /ˌwel bɪˈheɪvd/ *adj* children who are well behaved do what their parents or teachers want them to do, and behave in a way that people think is polite and correct

⇨ The opposite of **well behaved** is **badly behaved**.

**well known** /ˌwel ˈnəʊn/ *adj* known by a lot of people: *The actor Christopher Reeve became well known to millions as Superman.*

**well presented** /ˌwel prɪˈzentɪd/ *adj* someone who is well presented has clean and tidy clothes and hair, so that his/her appearance is suitable for a business situation

**went**: see **go**

**westbound** /ˈwestbaʊnd/ *adj, adv* traveling towards the west: *There will be long delays for westbound traffic this evening.*

**whereas** /ˈweɪəz/ *conjunction* say this to introduce a statement that is different from something you just said: *Wine is very cheap in Spain, whereas in Japan it is very expensive.*

**wherever** /ˈweɪəvər/ *adv* to or in any place: *The seats don't have numbers – you can sit wherever you like.* • *a small computer that you can take with you wherever you go*

**while** /waɪl/ **1** *conjunction* during the time that something is happening: *He always listens to the radio while he's cooking.* **2** *conjunction* say this to introduce a statement that is different from something you just said [FORMAL]: *Alex is quite tall, while her sister is rather short.* **3** *n* **singular** a period of time: *I worked in a bar for a while after I left college.* **4** **once in a while** sometimes, but not often: *We go out for a meal once in a while.*

**whisper** /ˈwɪspər/ *v* **I** to speak very quietly, using your breath rather than your voice: *I could see the two girls whispering to each other, but I couldn't hear what they were saying.*

**whoever** /huːˈevər/ *pronoun* say this when you mention someone but you do not know who they are: *Whoever gets the job as director will have a lot of work to do.*

**whole** /hoʊl/ *n* **on the whole** in general, and considering everything: *It was a good movie, but on the whole I preferred the book.*

**widely** /ˈwaɪdli/ *adv* in many places or among many people: *It was widely believed that Simpson was guilty.* (=many people believed he was guilty) • *a game that is played widely throughout Europe*

**widow** /ˈwɪdɒw/ *n* **C** a woman whose husband has died  
⇨ A man whose wife has died is a **widower**.

**willing** /ˈwɪlɪŋ/ *adj* **willing to do something** to be prepared to do something if someone asks you to or if it is necessary: *Would you be willing to work on weekends occasionally?*

**wire** /waɪr/ *n* **C** a long thin piece of metal, usually covered in plastic, that is used to carry electricity, telephone signals, etc.: *telephone wires*

**wish** /wɪʃ/ **1** *v* **I, T** to want to do something. **Wish** is more formal than **want**: *If you wish to speak to the principal, please make an appointment.* • *You are free to leave whenever you wish.* **2** *n* **C** something that someone says they want: *The doctor must respect the wishes of the patient.* • *Parker was given the job against my wishes.* (=although I did not want this to happen)

**wonder** /ˈwʌndər/ **1** *v* **T** to feel that you want to know more about something, because you are interested or because you feel worried about it: *I wonder why she isn't back yet – I hope she's all right.* • *We couldn't find the house, and we began to wonder whether we had the wrong address.* • *I wonder how Bill's getting on in his new job.* **2** **I was wondering if** say this as a polite way of asking someone a question or making a request: *We were wondering if you'd like to go out with us on Saturday.*

**work** /wɜːrk/ **1** *v* **I** to do a job: *Where do you work?* • *Doctors often have to work long hours* (=for many hours each day). **2** *v* **I** to be successful: *I don't know if this idea is going to work.* **3** **work out** to have a successful result: *I hope things work out for Ricky at college.* **4** *n* **U** the job that you do to earn money: *I start work at 9 o'clock.* • *Teaching is hard work.* • *Tom was out of work* (=did not have a job) *for six months.* • *Lara is off work with* (=not able to go to work because of) *a bad back.*

**workstation** /ˈwɜːrkˌsteɪʃn/ *n* **C** an area where one person can work, including a desk and a computer

**worried** /ˈwɒrɪd/ *adj* feeling unhappy and unable to relax, because you keep thinking about something bad that might happen: *Jan couldn't sleep because*



## worry

she was **worried about** her job interview. • You look **worried** – what's the matter? • I want to leave early, because I'm **worried that** I'll miss my plane. (=worried because I think this may happen)

**worry** /ˈwʌri/ 1 v I to be worried about something bad that might happen: Don't **worry about** Sally – I'm sure she'll be home soon. 2 v T to make someone feel worried: The city streets aren't as safe as they used to be, and this **worries** people. • It **worried me that** no one answered when I phoned their house.

**worrying** /ˈwʌri-ɪŋ/ adj making you feel worried: a **worrying** increase in the number of young people who smoke

**worsen** /ˈwɜːsn/ v I, T to become worse or to make something worse: Unemployment has **worsened** the crime situation in our cities.

**worth** /wɜːθ/ 1 be worth doing to be a good thing to do, because it is likely to be useful or enjoyable: It's **worth making** a list of your main ideas before you start writing your essay. • You should go to the Grand Canyon – it's really **worth seeing**. 2 be worth to have a value in money: Her diamond ring is **worth a lot of money**. • That singer is **worth millions**. (=is extremely rich)

**wrist** /rɪst/ n C the part of your body where your arm joins your hand: Mary **fell off** a chair and **broke her wrist**.

**wrong** /rɒŋ/ adv 1 go wrong if a machine goes wrong, it stops working properly. If a plan or situation goes wrong, problems start to develop: My computer's **gone wrong again**. • The burglary **went wrong** when one of the gang **accidentally set off the alarm**. 2 something wrong with a problem with a machine, so that it is not working properly: I think there's something **wrong with the heating system**. 3 be wrong about to have an incorrect idea about someone or something: We **thought we could trust him**, but we **were wrong about him**.

## Y

**yell** /jel/ v I to shout very loud: "Watch out!" she **yelled**. "He has a gun." • He's always **yelling at** his children.

## Z

**zipcode** /ˈzɪpkɒd/ n C a set of numbers at the end of your address, which helps the post office to sort the mail faster

⇒ In the UK, each address has a set of numbers and letters, called a **postcode**.



# AMERICAN CUTTING EDGE

Everything you expect from a world-class course ... and more

*Cutting Edge* is a multilevel general English course for adults and young adults. It combines rich international content, comprehensive grammar, and real-life functional language within a clear, easy-to-teach structure.

*Cutting Edge* includes these additional key features:

▶ **High-frequency, useful vocabulary**

A special focus on phrases and language "chunks" makes vocabulary easy to remember and easy to use

▶ **Regular, well-structured speaking tasks**

A straightforward structure of task preparation, performance, and outcome develops students' speaking skills

▶ **Complete teaching program**

- Unique *Minidictionary* helps train the learner to study independently
- *Teacher's Resource Books* with a large bank of photocopiable activities, teacher's tips, and alternative teaching suggestions

[www.irLanguage.com](http://www.irLanguage.com)



Students' Book (with *Minidictionary*)  
Class Cassettes/Audio CDs (set of 2)  
Workbook  
Student's Cassette/Audio CD  
Teacher's Resource Book  
Tests

مرجع زبان ایرانیان