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COLLECTION

A Way with

Words

Resource Pack 1

- ◆ Vocabulary activities
- ◆ Lower intermediate to intermediate

Stuart Redman, Robert Ellis
with Brigit Viney

CAMBRIDGE
UNIVERSITY PRESS

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Words

Resource Pack 1

- ◆ Vocabulary activities
- ◆ Lower Intermediate to intermediate

This redesigned version of the popular *A Way with Words* series allows teachers greater flexibility in their vocabulary teaching. In this new, convenient A4 format the original fresh approach to vocabulary learning has been retained. This resource pack is easy to use as the 24 varied units contain detailed teacher's notes on the left hand pages and facing photocopiable worksheets on the right.

A Way with Words Resource Pack 1

- develops vocabulary learning as a skill and helps learners to become more efficient in organising, storing and remembering new vocabulary
- engages students in stimulating tasks which require them to use the target vocabulary

- provides a wealth of useful practice of new vocabulary
- pays particular attention to important lexical features including collocation, compounding and affixation
- actively involves learners' own experience and knowledge of the world

The resource pack is accompanied by a cassette containing the listening exercises for further practice of the key vocabulary.

A Way with Words Resource Pack 1 consists of

Resource book

Cassette

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Introduction

A Way with Words Resource Pack 1 is a new resource book for teachers containing photocopiable materials for use in the classroom. The activities in the pack come from the original *A Way with Words*, Books 1 and 2, although some of the listening passages have been rerecorded, and in a limited number of exercises new activities and listening material have been added.

Who is it for?

A Way with Words Resource Pack 1 is for adults and upper secondary students at the pre-intermediate and intermediate level. At a slightly higher level, however, students may also welcome the opportunity to revise vocabulary which they already know but rarely use, and in some cases learn a number of important words which have slipped through the net.

A Way with Words is designed to be flexible. It can be used to supplement a coursebook, for a vocabulary option, or to add variety to a listening or reading class.

How is it organised?

The 24 units deal with topics which might typically be included in coursebooks at this level, e.g. travel, crime, relationships, along with a number of linguistically based units which concentrate on important features in vocabulary learning e.g. prefixes and suffixes, and phrasal verbs. The units are not graded in any way, so it is possible to work through the pack in any order, selecting the units or worksheets which will be of most interest and relevance to your students.

What does a unit consist of?

Most units have two, and occasionally three worksheets, with each worksheet containing a series of staged activities around a target group of lexical items. These activities serve to guide the learners to the meaning of the target items in a variety of different ways, and then provide controlled and/or freer practice. Some worksheets may require as little as twenty minutes, others may take twice that long; much will depend on the amount of interest generated by the 'open-ended' activities which allow for freer practice and are a feature of many of the worksheets.

With each worksheet, there is also an accompanying page of teacher's notes containing answer keys, tapescripts, and a list of key words and expressions from the worksheet.

Main Features

- An approach which recognises that vocabulary does not just mean single words: compounds, phrases, and even, on occasion, whole sentences can be items of vocabulary.
- Ideas and activities to help students to become more efficient vocabulary learners. These include suggestions for storing words, remembering them, and recycling them.
- Constant encouragement throughout to make full use of the context, dictionaries, fellow students, the teacher, knowledge of the world, and so on. In this way, students are creatively involved in the learning process and should, over a period of time, become much more self-reliant.
- A wide range of exercise types to keep students motivated and cater for a range of different learning styles.
- An attempt throughout the material to provide students with the opportunity to use the vocabulary they are learning and so facilitate long term retention.
- An accompanying cassette containing recordings for the listening exercises which present new items of vocabulary. It also provides vital help with the pronunciation of many items and adds further variety to the lesson.

Thanks

We would like to extend our thanks once again to all the people who helped us with the original *A Way with Words*, Books 1 and 2: Jeanne McCarten (commissioning editor), Mike McCarthy (advisory editor), Ruth Gairns, Eun Bahng, Michael Swan, and the teachers at The London School of English and The Bell Language Institute, London. Finally, thanks to our desk editors Judith Aguda and Alison Silver, and the rest of the production team at CUP.

For this new Resource Pack, we would also like to thank Lindsay White for setting the project in motion; Brigit Viney for all her work and creativity in adapting and improving the original material to fit this new format; Nóirín Burke and Isabella Wigan for their supervision of the project at its various stages; Liz Driscoll for taking over the sub-editing and Andrew Robinson and the rest of the design and production team at CUP.

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Illustrations by Simon Turner, Ros Asquith and Amanda Abbitt

Book design by Barnabas Haward

- 1 a** The main purpose of this experiment is to highlight the importance of organisation in vocabulary learning, i.e. if students impose some kind of meaningful order upon the barrage of new words they may encounter, they are more likely to be able to retrieve them from their memory.

Key words**Nouns**

accident
apple
ball
bed
cat
Christmas
cloud
cow
dog
door
dream
examination
field
flower
foot
head
hill
home
horse

Adjectives

chock-a-block

life
line
nightmare
peace
pen
picture
pig
politics
pyjamas
rabbit
shape
sheep
sleep
sky
snow
water
wind
year

- 1 a** Try this experiment. Study the following list of words for one minute and then cover up the list and write down all the words you can remember.

water	life	rabbit	line	home	field	ball	dog	apple
sheep	head	picture	year	sky	chock-a-block	hill		
cloud	horse	shape	pen	wind	pig	cow	foot	door
snow	flower	cat						

- b** Now read on and answer the *yes/no* questions.

In this experiment did you remember either the first word *water* or the last word *cat*? [*yes/no*] This is very common, because we often remember the information we hear first or the information we hear last.

And what about *chock-a-block*? Did you write that down as well? [*yes/no*] Some people remember this word because it is so unusual.

More important, however, is the *way* that you wrote down your list of words. Did you write down the names of the animals together? [*yes/no*] Most people do, and they sometimes include names of animals that are not on the list. The reason for this is that we automatically group words together in our memory. In other words, the brain is organising the words we learn so that we can remember them more easily. Some people write down *flower* and *field* together because flowers grow in fields; or they write *cloud* and *sky* together because they are both associated with *weather*; or they write down the words in the order they appear on the page (*water, life, rabbit*, etc.). Did you do any of these things? [*yes/no*]

Now compare your answers with a partner's.

(This experiment is adapted from *The Brain Book* by Peter Russell, Routledge & Kegan Paul Ltd.)

- 2** Try this short experiment. Read each of the following words and write down any other words which immediately come into your mind. The first one has been done for you.

sleep bed, dream, peace, nightmare, pyjamas

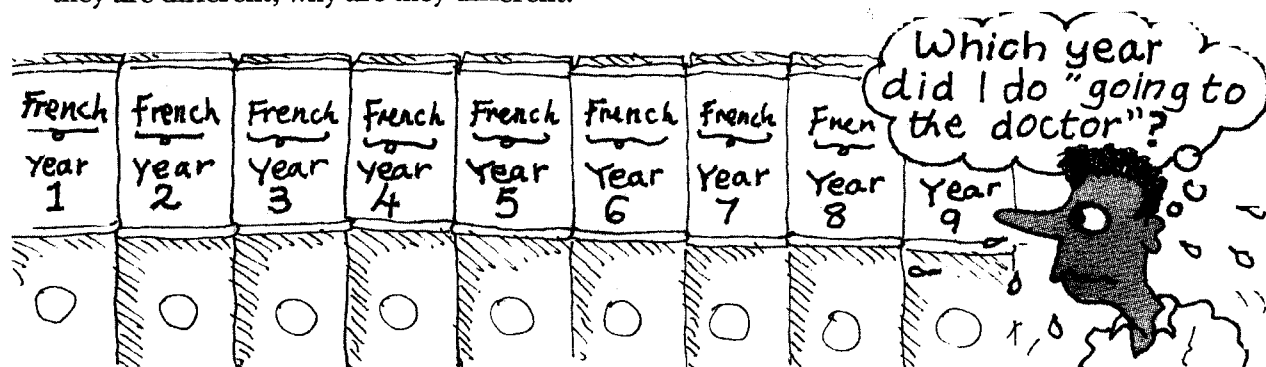
accident

examination

politics

Christmas

Compare your answers with a partner's. Are they similar or different? If they are different, why are they different?



1 a With a group of verbs you could also introduce new questions to ask. For example:

- Is it regular or irregular?
- Is it transitive or intransitive?
- Does it have more than one meaning?

Answers

- b**
- 2 See tapescript below.
 - 3 'ee-jipt' or /i:dʒɪpt/
 - 4 a noun
 - 5 informal
 - 6 Possible answer: I've been waiting at least half an hour for her.

- 2a**
- explain: give the meaning of a word or idea
 concentrate: keep your attention on one thing
 choose: select from different possibilities
 expand: become or get larger

translate: change from one language into another
 improve: get better
 revise: study something again
 understand: know the meaning of something

- b**
- explain → explanation
concentrate → concentration
 choose → choice
expand → expansion

translate → translation
improve → improvement
revise → revision
understand → understanding

- c**
- | | |
|---------------|---------------|
| 1 translation | 5 expand |
| 2 understand | 6 concentrate |
| 3 explanation | 7 chose |
| 4 revise | 8 improve |

Tapescript

1 b Listen to the questions about words and phrases and write the answers.

- 1 What does 'awful' mean?
- 2 How do you spell 'accident'?
- 3 There's a country in Africa which is spelt E-G-Y-P-T. How do you pronounce that?
- 4 Is 'choice' a noun or a verb?
- 5 Is the word 'guy' formal or informal?
- 6 How do you use 'at least' in a sentence?

- 2b**
- | | |
|-------------|---------------|
| explain | explanation |
| concentrate | concentration |
| choose | choice |
| expand | expansion |
| translate | translation |
| improve | improvement |
| revise | revision |
| understand | understanding |

Key words and expressions

Nouns

gap
 paper clip
 recipe

Verbs

cover
 fill in (a form)
 guess
 look up (a word)
 rewrite
 underline

Verbs and nouns

choose / choice
 concentrate / concentration
 expand / expansion
 explain / explanation
 improve / improvement
 revise / revision
 translate / translation
 understand / understanding

Other words and expressions

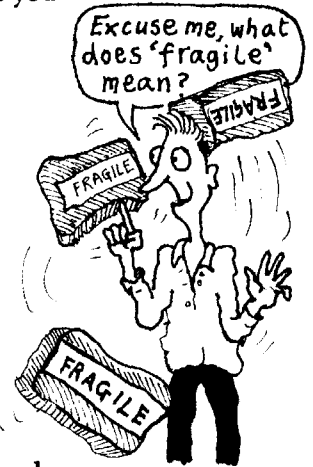
comfortable
 hang on
 How do you do?
 How do you pronounce (this word)?
 How do you spell (this word)?
 on the tip of my tongue
 What does (this word) mean?

Learning words 1

Worksheet 2

- 1 a** When you learn new words or phrases there is certain information that you need to know. To find it, you can ask questions like these:

What does this word/phrase/phrase mean?
 What's a '.....'?
 How do you spell it?
 How do you pronounce it?
 Is it a noun, a verb (or could it be either?), an adjective, etc.?
 How do you use it in a sentence?



- b**  Listen to the questions about words and phrases, and write the answers.

Example: 'What does "awful" mean?' "Awful" means "very bad".

Now compare your answers with a partner's.

- c** In pairs, ask each other the questions in **a** to find out about the words and phrases in the box below. If you cannot answer, ask your teacher.

comfortable fill in recipe guess hang on rewrite look something up
 How do you do? gap cover (something) underline on the tip of my tongue
 paper clip

- d** Ask your partner to find a difficult English word in the dictionary. Now ask lots of questions about the word. Can your partner answer all your questions?

- 2 a** The verbs below, on the left, are useful for talking about ways of learning vocabulary. Match the verbs with the correct definitions on the right.

explain	→	become or get larger
concentrate	→	change from one language into another
choose	→	give the meaning of a word or idea
expand	→	study something again
translate	→	know the meaning of something
improve	→	keep your attention on one thing
revise	→	get better
understand	→	select from different possibilities

- b** Write down the nouns that are formed from the verbs in **a**. Use a dictionary to help you. Mark the main stress on both words.

Example: explain → explanation



Now listen and check your answers.

- c** Fill in the gaps in the following sentences, using words from **a** and **b**.

- When I learn a new word, I write down a in my own language.
- If I don't a word, I look it up in my dictionary.
- A picture is often better than an of a word.
- If you don't what you learn, you will forget it.
- Reading is a good way to your vocabulary.
- You can't on your work when people are talking around you.
- I this dictionary because it is very small and so I can put it in my pocket.
- Can I use a dictionary to my pronunciation?

- d** Look again at the sentences in **c**. Do you do 1 and 2 yourself? Do you agree with 3, 4 and 5? And what is the answer to the question in 8? Discuss in groups.

1 a When students record new vocabulary, they tend to write one-word translation equivalents. For many items this will be an accurate and efficient way of recording meaning. For some items, however, translation equivalents will be inaccurate and misleading. For this reason students should be encouraged to consider different ways of recording meaning, and be made aware of the fact that sometimes a translation and/or a definition is needed, plus examples. For example, the word *afraid* has different meanings and different syntactic features governing its use. For this reason example sentences are important:

- i) I'm afraid I can't come. (**not** I'm afraid *but* I can't come.)
- ii) I'm afraid *of* the dark.

b When students have completed the activity, discuss the answers with the class as a whole. This may take some time, but it will be worthwhile if it helps to establish clear principles about recording meaning. With a monolingual group it can be very interesting to discuss the validity of different translation equivalents.

Answers

1 b A translation would be suitable for: pork, overtake, plug.
 Example sentences would be suitable for: too, therefore, on purpose, equals, What's the matter?, leave.
 An explanation would be suitable for: pork, launderette, rug.
 A picture would be suitable for: overtake, plug, between.

Key words and expressions

Nouns

cricket
 department store
 dog
 launderette
 plug
 pork
 rug

Verbs

leave
 overtake

Other words and expressions

between
 equals (e.g. x equals y)
 I'm afraid
 on purpose
 therefore
 too (= as well)
 under
 What's the matter?

Worksheet 3

1 a When you learn new words, it is important to write them down to help you remember the meaning. But what is the best way to remember the meaning? Is it best to:

- write a translation?
- write an example sentence in English?
- write an explanation in English or your own language?
- draw a picture?

The answer will be different for different words. Look at these examples:

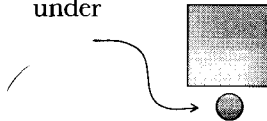
Translations: department store = 백화점

dog = 

Example sentences: *I'm afraid* we haven't got the book you want.

Explanations: *Cricket* is a strange English ball-game.

Pictures: under



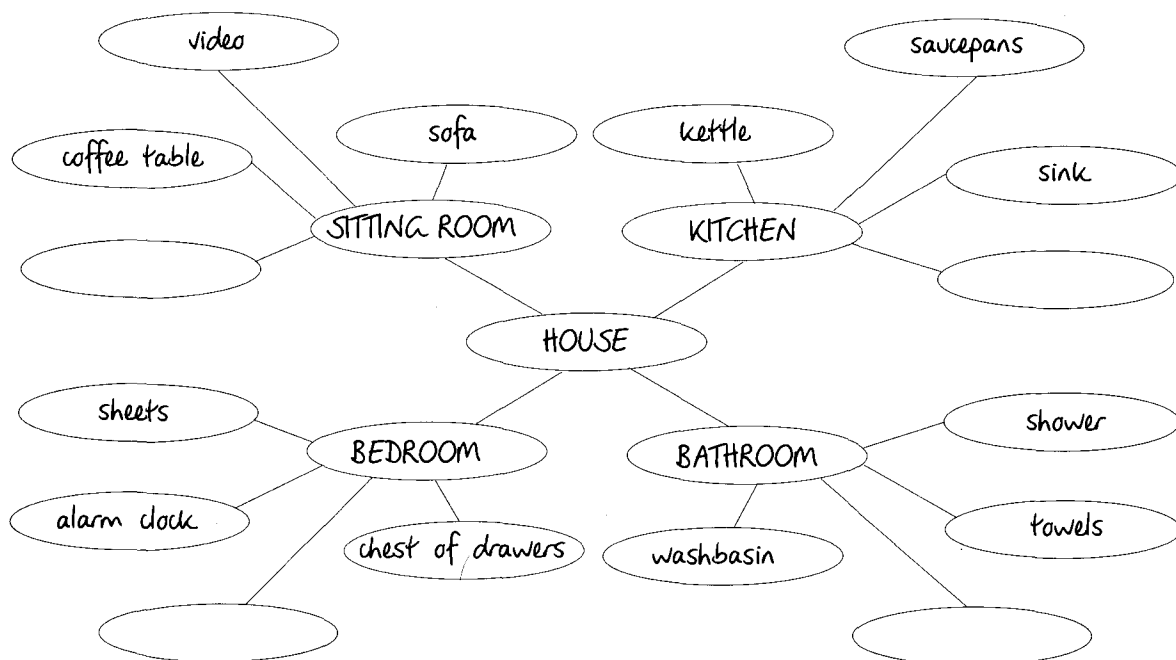
Of course, a translation is not the only way to record the meaning of 'department store' and a picture is not the only way to record the meaning of 'under'. Could you give an explanation of 'department store'? Could you draw a picture of 'cricket'? Talk to your partner about the advantages and disadvantages of these different ways of recording meanings.

b Look at the following words and phrases. What is the best way to record the meaning? In the boxes below write a translation, an example sentence, an explanation or draw a picture for each one. Compare your answers with a partner's.

1 too (= as well)		7 launderette	
2 pork		8 plug	
3 therefore		9 What's the matter?	
4 overtake		10 leave	
5 on purpose		11 between	
6 equals		12 rug	

Answers

- 1 a Vocabulary networks of this type are a simple and efficient way of recording vocabulary, and you could follow up this activity by asking students to create one of their own.



- b This is a more abstract and personalised way of making connections between different items of vocabulary. Put students in pairs and encourage them to add more ideas of their own.

- 2 You may want to start by practising the pronunciation of some difficult items such as *stale* /steɪl/, *cupboard* /kʌbəʊd/, *wardrobe* /wɔːdrəʊb/ and *drawer* /dɹoː(ə)/.

Possible answers

The shirt was damp, so I put it in the tumble dryer.
 The shirt was clean, so I put it in the wardrobe.
 The shirt was clean, so I put it in the cupboard.
 The plate was broken, so I put it in the bin.
 The plate was clean, so I put it in the cupboard.
 The plate was dirty, so I put it in the dishwasher.
 The ice cream was melting, so I put it in the freezer.
 The butter was melting, so I put it in the fridge.
 The bread was stale, so I put it in the bin.
 The bread was dirty, so I put it in the bin.
 The bottle was broken, so I put it in the bin.
 The bottle was empty, so I put it in the bin.
 The knife was broken, so I put it in the bin.
 The knife was clean so, I put it in the drawer.
 The knife was dirty so, I put it in the dishwasher.

Key words

Nouns

alarm clock
 bin
 chest of drawers
 coffee table
 washbasin
 dishwasher
 cupboard

freezer
 fridge
 kettle
 lounge
 saucepan
 sheet
 shower

sink
 sofa
 towel
 tumble dryer
 video
 wardrobe
 drawer

Verbs

melt

Adjectives

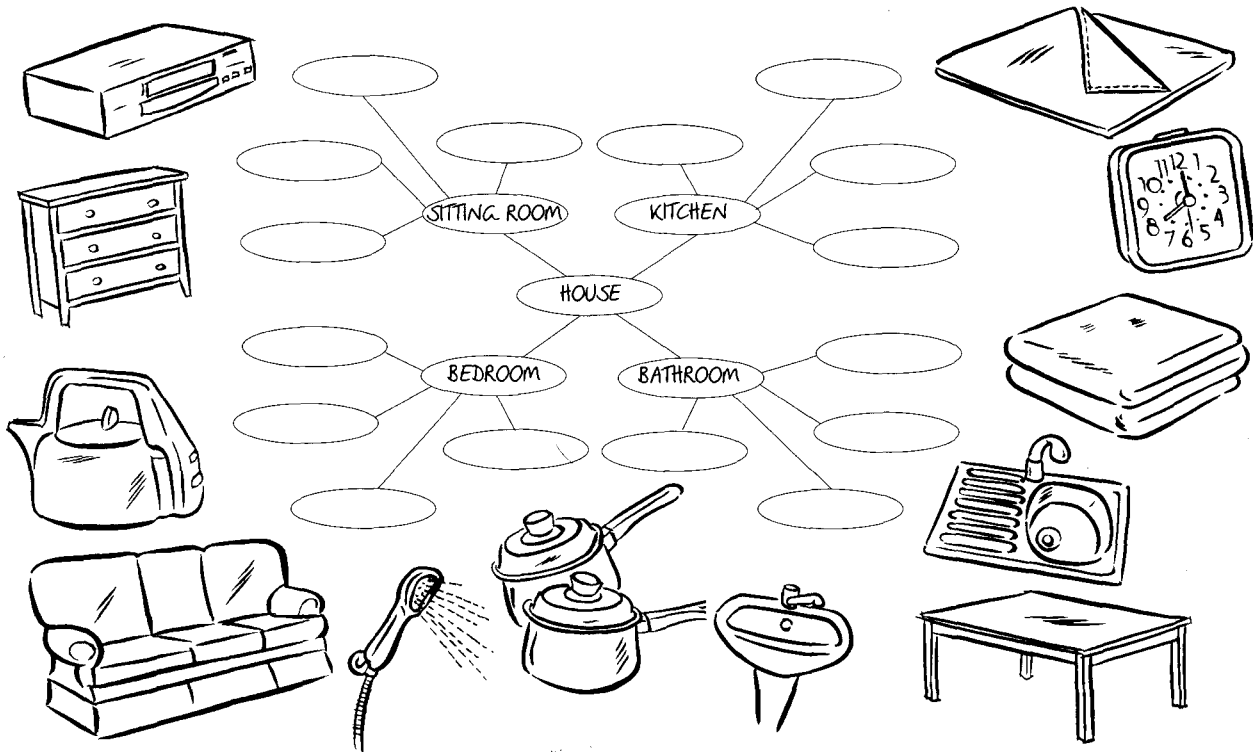
broken
 clean
 damp
 dirty
 empty
 stale

Around the house 2

Worksheet 1

- 1 a Here is a 'vocabulary network'. Can you complete it with words from the box? Then add one more object for each room.

saucepans shower sofa towels alarm clock kettle video
sheets sink washbasin chest of drawers coffee table



- b In which room do you normally:

listen to music? waste time?
daydream? think about your problems?
have arguments? feel most relaxed?

Now compare your answers with a partner's.

- c Why do you have certain things in certain rooms? For example, why not put the television in the bathroom? Why not put the sofa in the kitchen? Think of some more examples and ask your partner to explain them.

- 2 Make sentences from the words in the box. (There are at least 15 possible sentences.)

Example: The plate was dirty, so I put it in the dishwasher.

The	shirt plate ice cream butter bread bottle knife	was	broken, damp, clean, stale, melting, empty, dirty,	so I put it in the	drawer. fridge. tumble dryer. cupboard. wardrobe. freezer. bin. dishwasher.
-----	---	-----	--	--------------------	--

Answers

- 1 a**
- 1 a caravan
 - 2 a castle
 - 3 a detached house
 - 4 a tent
 - 5 a cottage
 - 6 terraced houses
 - 7 semi-detached houses
 - 8 a bungalow
 - 9 a block of flats
- b**
- 1 a bungalow
 - 2 a flat
 - 3 a caravan
 - 4 a semi-detached house
 - 5 a castle

Tapescript

- 1 b** Listen to these five people describing their homes and follow the instructions on your worksheet.
- 1 We've got three bedrooms, a sitting room and a kitchen and a bathroom. Everything's on the ground floor. In the sitting room we have big French windows so we can walk straight into the garden from there if we want to.
 - 2 As well as the kitchen and bathroom I have one bedroom and a sitting room. I have a lot of neighbours – about fifty. But I only know a few of them – the ones who live above and below me and the ones across the hall.
 - 3 My kitchen, sitting room and bedroom are all in one room. The bed can be changed into a sofa during the day. At the back there is a separate toilet and shower. The number of neighbours I have depends on where I am. Usually it's about ten.
 - 4 Downstairs we have a sitting room, a fairly large dining room and a small kitchen. Upstairs we have two bedrooms and a bathroom. We only have neighbours on one side. They're a very nice young family who moved here a few months ago.
 - 5 I don't really know how many rooms there are here! Some are too dangerous to go in. We just use a few of them – the ones on the south side and the ones next to the tower. In the summer we are open to the general public. We have quite a lot of visitors as it's a very interesting building historically.

Key words and expressions

Nouns

bungalow
caravan
castle
cottage
flat
tent

Other words and expressions

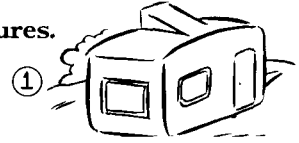
block of flats
detached house
semi-detached house
terraced house

Around the house 2

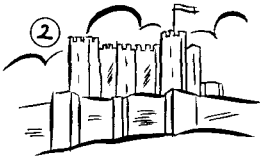
Worksheet 2

1 a Match the names of types of accommodation in the box with the pictures.

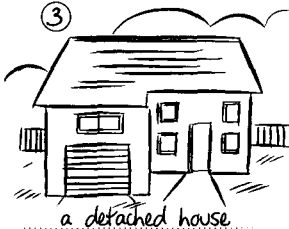
a block of flats terraced houses a castle a detached house a tent
a cottage semi-detached houses a caravan a bungalow



①

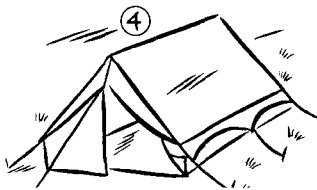


②

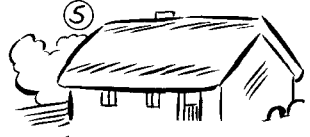


③

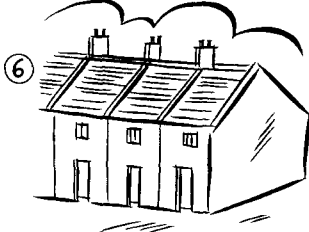
a detached house



④



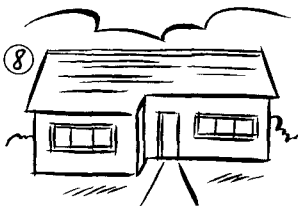
⑤



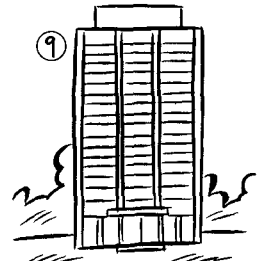
⑥



⑦



⑧



⑨

b Listen to these five people describing their homes. Write the type of accommodation each person lives in.

c With a partner, write down one advantage and one disadvantage for each type of accommodation. Then compare your ideas with another pair's.

	Advantage	Disadvantage
a block of flats		
terraced houses		
a castle		
a detached house		
a tent		
a cottage		
semi-detached houses		
a caravan		
a bungalow		

d Walk round the class. Find people who have lived or stayed in at least two of these types of accommodation. Which did they prefer and why?

Name	Two places stayed in	Which preferred?	Why?
Anna	tent; caravan	tent	could carry on back

Answers

- 1 a** Make sure students understand what a prefix is before they begin this exercise. It is important to point out that the use of *il-* / *ir-* / *im-* is partly predictable but that *un-* (by far the most common of the four prefixes) is not.

The rule is that we use:

il- before the letter 'l'

ir- before the letter 'r'

im- before the letter 'p'

un- before different letters

- b** Examples which follow the pattern are: illogical, irrelevant, imperfect, etc. One which doesn't is: unlucky.

Key words**Adjectives**

(il)legal

(il)legible

(il)literate

(im)patient

(im)polite

(im)practical

(ir)rational

(ir)regular

(ir)responsible

(un)friendly

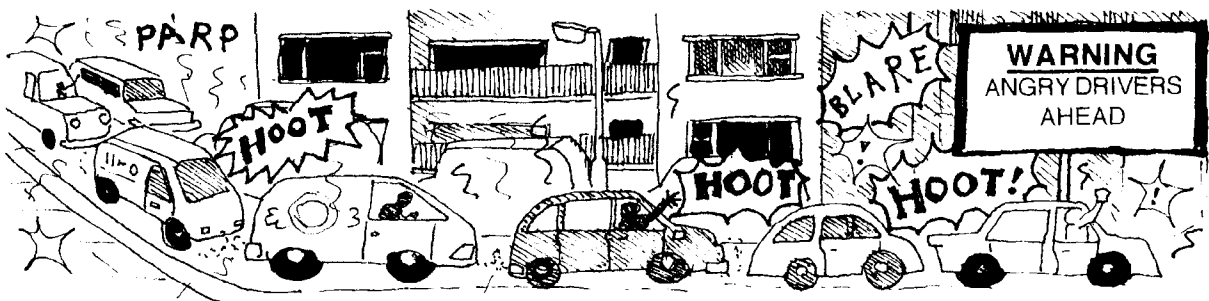
(un)satisfactory

(un)tidy

Worksheet 1

1 a A number of prefixes have the meaning ‘not’ in English. Look at the following examples using *il-* / *ir-* / *im-* / *un-*. What do they tell you about the use of these prefixes? For example, which kind of words take the prefix *il-*?

- 1 It is illegal to drive a car in England without insurance.
- 2 You can try and read the letter but my handwriting is almost illegible.
- 3 There are still millions of people in the world who are illiterate.
- 4 Some people think it is irrational to be frightened of flying.
- 5 Journalists often work irregular hours.
- 6 I think it is very irresponsible of people to drink and drive.
- 7 I’m afraid it’s impractical for me to work in two different buildings because I spend more time travelling than working.
- 8 In England people think you are being impolite if you don’t say please and thank you.



- 9 People often get very impatient when they drive in big cities.
- 10 I’m afraid his work is very unsatisfactory, so we may have to dismiss him.
- 11 My bedroom is often untidy because I leave my clothes all over the floor.
- 12 When I started work, I found many of my colleagues were unfriendly.

b Can you think of more examples which either follow the pattern or break it?

2 a Look at the following grid and put a circle (○) round the cross (×) which describes your own personality.

Example:

means you are very patient.

means you are not very patient and not very impatient – i.e. average.

patient	⊗	×	⊗	×	impatient
---------	---	---	---	---	-----------

means you are quite impatient but not very impatient.

patient	×	×	×	×	×	impatient
polite	×	×	×	×	×	impolite
practical	×	×	×	×	×	impractical
rational	×	×	×	×	×	irrational
responsible	×	×	×	×	×	irresponsible
tidy	×	×	×	×	×	untidy
friendly	×	×	×	×	×	unfriendly

b Now compare your grid with your partner’s. Have you got similar personalities?

Worksheet 2

Answers

- 1 a** The prefix 're-' cannot be attached to every verb but it is a very generative prefix, and students are pleasantly surprised to discover that they can often guess the correct answers in **a** and generate further examples of their own in **b**.

Possible answers

- 1 Are they going to rebuild it?
- 2 Are you going to redo it?
- 3 Are they reopening somewhere else?
- 4 Yes, it needs reorganising.
- 5 Couldn't you rearrange your appointment?

- b** Some other examples with 're-' are:

reconsider, reconstruct, refill, refresh, regain, rehouse, rename, replay, reprint, rethink

- 2 a**
- | | |
|--------|---|
| over- | overcrowded, overcharge, overworked, overripe |
| de- | defrosting, decaffeinated, deodorant, dehumanised |
| mis- | mismanagement |
| anti- | anti-social, antifreeze, antiseptically |
| under- | understaffed, underequipped |

The meanings are:

- | | |
|--------|--|
| over- | means <i>too much</i> of something |
| de- | often means that something is removed |
| mis- | often means <i>badly</i> or <i>incorrectly</i> |
| anti- | usually means <i>against</i> |
| under- | is the opposite of <i>over-</i> . It means <i>not enough</i> . |

Tapescript

- 2 a** Listen to the conversation and follow the instructions on your worksheet.

- | | | |
|---|--|---|
| <p>A: I don't know why it is but whenever I go to that supermarket in Sokely I come back feeling so anti-social!</p> <p>B: I've noticed.</p> <p>A: Well, it's just so overcrowded on a Saturday afternoon. You queue for half an hour and then they get it wrong and try to overcharge you. It's enough to drive you mad.</p> <p>B: Don't they have machines to do the calculating for them?</p> <p>A: Of course they do, but they're really ancient and don't seem to work properly. You can't really blame the staff; they're</p> | <p>overworked and tired. The whole place is understaffed and underequipped.</p> <p>B: Anyway, did you get everything?</p> <p>A: No, no, I didn't. All the potatoes were packed in five-kilo bags. I mean – who wants five kilos of potatoes? And the freezers were defrosting all over the floor so I decided against frozen food. And also, they didn't have any decaffeinated coffee, and all the peaches were overripe so I got apples instead.</p> <p>B: That's OK: it doesn't matter.</p> | <p>A: And, I'm afraid they only had that deodorant that smells like antifreeze, so I didn't bother getting any. It really is an awful place! I hate it! Talk about mismanagement!</p> <p>B: Well why don't you go to that hypermarket in Conborough instead? It's enormous and ultramodern, with masses of parking space.</p> <p>A: Yes ... but it's so antiseptically clean and sort of dehumanised. There's no atmosphere, no character. It's worse than this one ...</p> |
|---|--|---|

Key words

Verbs

defrost	reorganise
overcharge	reread
rearrange	rewrite
rebuild	
redo	
reopen	

Adjectives

anti-social	underequipped
decaffeinated	understaffed
dehumanised	
overcrowded	
overripe	
overworked	

Nouns

antifreeze
deodorant
mismanagement

Adverbs

antiseptically

Worksheet 2

- 1 a** The prefix *re-* can be used with certain verbs, where it often has the meaning 'to do something again'.

Example: I'm going to reread that chapter. = I'm going to read it again.

Write a logical response to the following sentences, including a suitable verb with the prefix *re-*.

Example: A: I'm sorry but I can't read your essay.

B: *Do you want me to rewrite it?*

- 1 A: They knocked down that house last month.
B:
- 2 A: My teacher said my homework was terrible.
B:
- 3 A: That shop's closing down next month.
B:
- 4 A: The department is in a terrible mess – it's so inefficient.
B:
- 5 A: If I meet you on Tuesday, I won't be able to keep my appointment at the dentist's.
B:

- b** Can you think of more verbs where you can use the prefix *re-*?

- 2 a**  Listen to the conversation between two people talking about their local supermarket and write down all the words you hear which begin with the five prefixes below.

over-	.....	.....	.....	.....
de-	.....	.....	.....	.....
mis-	.....	.....	.....	.....
anti-	.....	.....	.....	.....
under-	.....	.....	.....	.....

- b** Discuss the meanings of these prefixes with your partner.

- c** Now think of other words which begin with these prefixes. Make sure the prefixes in your words have the same meaning as the examples from the cassette. (Use a dictionary if necessary.)

- d** With a partner, write a short dialogue in which you include an example of each of the five prefixes above. Then read it to another pair and listen to their dialogue. Note down any new words they use.

'This one frankly admits it's overpriced.'



Answers

1 a	<i>Nouns</i>	<i>Adjectives</i>
	climate	climatic
	sun	sunny
	ice	icy
	fog	foggy
	mist	misty
	shower	showery
	warmth	warm
	humidity	humid
	heat	hot

b You could put these phrases on individual slips of paper, give each student one slip of paper, and tell them to move round the class until they find a suitable phrase to complete their sentence. At the end highlight this use of *get* (= become) and add further examples, e.g. *getting warm/cold/light*. Also check the pronunciation of *mild* /maɪld/ and *pour* /pɔːl/.

One possible set of answers is:

It was getting hot, so I decided to sit in the shade.	It was incredibly humid, so I decided to have a swim.
It was very bright, so I put on my sunglasses.	It was pouring with rain, so I couldn't go out.
It was getting dark, so I put the lights on.	It was quite mild, so I didn't take my overcoat.
It was beginning to rain, so I put my umbrella up.	It was extremely icy, so I decided not to go by car.

c Encourage students to use the new vocabulary in different permutations. For example:

It was beginning to get dark.
It was incredibly bright.
It was quite hot.

2a There may be lots of places like this, but we had Korea in mind.

Key words and expressions

Nouns	Adjectives	Verbs	Other words and expressions
climate	bright	pour (with rain)	extremely
fog	clear	put (the lights) on	incredibly
heat	climatic	put up (an umbrella)	in the shade
humidity	cold	snow	
ice	dark		
mist	dry		
overcoat	foggy		
shade	fresh		
shower	hot		
sun	humid		
sunglasses	icy		
thunderstorm	marvellous		
warmth	mild		
	misty		
	pleasant		
	rain		
	showery		
	sunny		
	warm		

1 a Complete the table with the correct adjectives and nouns. Check the meanings of any unfamiliar words in the dictionary.

Nouns	Adjectives
climate	.....
sun	.....
ice	.....
fog	.....
mist	.....
shower	.....
warmth	.....
.....	humid
.....	hot

b Different places have different climates. Make sentences from the words in the table.

It was	getting hot, very bright, getting dark, beginning to rain, incredibly humid, pouring with rain, quite mild, extremely icy,	so I	put my umbrella up. put the lights on. decided to sit in the shade. didn't take my overcoat. couldn't go out. put on my sunglasses. decided to have a swim. decided not to go by car.
--------	---	------	--

c Think of more things you did because of the weather (like the right-hand column of the table in b) and get your partner to finish your sentences like this:

You: I bought a long cool drink because ...
Your partner: ... because it was incredibly hot and humid.

2 a Read the following description of the typical weather in January, April and August in a particular country. Try to guess where it might be.

In January it often gets extremely cold, occasionally as low as -20°C. However, it's always wonderfully clear, bright and sunny at this time of year, and the air seems to be dry even if it snows.

There's a very definite spring season in April. It's quite warm and sunny but it may be showery and it gets misty sometimes. Of course, this is when all the plants start flowering. It's marvellous.

August is not very pleasant at all because it's incredibly hot (about 30°C) and humid. Sometimes there's a thunderstorm and it pours with rain for a while. This makes the air a bit fresher – but not for long.

b Write about the typical weather in your country (or another country) in January, April and August.



Answers

1 a Students usually enjoy working on these puzzles individually.

S	T	O	R	E	T	G	R	A	P	E
P	E	P	P	E	R	A	N	N	I	S
E	L	M	O	T	I	R	U	E	N	T
C	A	U	L	I	F	L	O	W	E	R
A	N	S	T	R	C	I	T	H	A	A
R	O	H	B	E	O	C	H	S	P	W
R	A	R	E	N	O	P	A	N	P	B
O	G	O	I	W	E	E	S	O	L	E
T	R	O	D	A	P	A	D	I	E	R
I	N	M	R	E	S	C	U	F	O	R
M	E	L	O	N	C	H	E	R	R	Y

Tapescript

b Listen and repeat the words.

grape pineapple strawberry pear cherry melon
cauliflower mushroom carrot onion peas pepper garlic

Key words

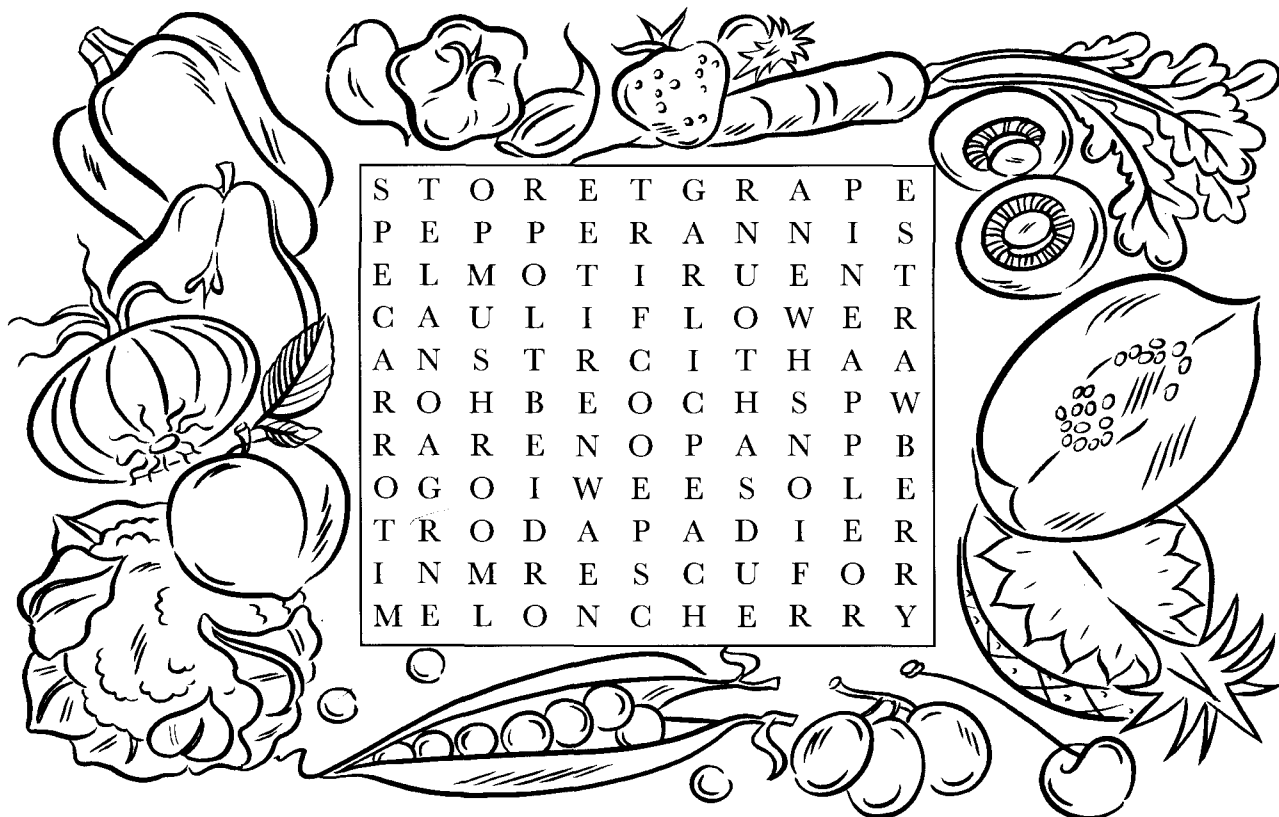
Nouns

carrot
cauliflower
cherry
garlic
grape
melon
mushroom
onion
peach
pear
peas
pepper
pineapple
strawberry

Food and restaurants 5

Worksheet 1

- 1 a** The names of all the fruit and vegetables below can be found in the puzzle. The words may be horizontal, vertical, or diagonal. How many can you find?



- b**  Listen and repeat the names of the fruit and vegetables that appear in the puzzle. Did you find them all?
- c** Now try to think of eight more kinds of fruit, eight more kinds of vegetable, eight kinds of meat, and complete the chart.

<i>Fruit</i>	<i>Vegetables</i>	<i>Meat</i>

- d** Do you find all these fruits, vegetables and kinds of meat in your country? Which are the least common? Make a list and then compare your lists in groups.

Answers

1 a Students should be able to deduce the meaning of unknown items, so do not preteach them. The order is usually:

- | | |
|-------------------------------|--------------------------|
| 1 decide to go out for a meal | 8 have the main course |
| 2 book a table | 9 have dessert |
| 3 go to the restaurant | 10 ask for the bill |
| 4 sit down | 11 pay the bill |
| 5 look at the menu | 12 give the waiter a tip |
| 6 order the meal | 13 leave the restaurant |
| 7 have the starter | |

b The differences are:

They didn't book a table.
 They asked to move to another table.
 They ordered aperitifs.
 They ordered wine.
 They had some coffee and brandy.
 They didn't give the waiter a tip.

- 2 a**
- 1 coffee
 - 2 steak or beef
 - 3 pepper
 - 4 onions
 - 5 garlic
 - 6 vinegar or lemon juice
 - 7 butter or ice or chocolate
 - 8 alcohol

Tapescrript

1 b Listen to the conversation and follow the instructions on your worksheet.

W: ... and then of course we went out last night.
 M: Oh yes, what was it like?
 W: Very nice ... I'd definitely recommend it. But if you want to go, you'll probably need to book, because it gets very busy, especially at the weekend. We didn't bother as it was a Tuesday, but even so, there were quite a few people there.
 M: And the food was good?
 W: Yeah, excellent. We had a slight problem to start with because they put us at a table near a window which was a bit draughty, but when we asked

for another table they were very nice about it, and after that the service was great. Anyway, we had an aubergine dish to start, with a yoghurt sauce and masses of garlic. And then for the main course, I had lamb, which was very tender, and the others had some kind of casserole – pieces of pork marinated in oil and herbs and lemon juice (mmm!) and then cooked with onions and peppers and so on. And we finished with one of those sticky sweet desserts made from nuts and honey.

M: Mmm. Sounds nice. Is it pricey?
 W: Well, it's about twenty-five pounds each I guess, which isn't bad when you consider that we had a bottle of wine, coffee and Greek brandy at the end of the meal, and the other two had aperitifs as well and service is included so you don't need to give a tip.
 M: Yeah, that's not bad these days. I think I'll give it a try. Where did you say it was exactly?

Key words

Nouns

bill	restaurant
dessert	starter
hangover	tip
main course	waiter
meal	
menu	

Verbs

book (a table)
chop
cry
leave (= allow to remain)
melt
mix

order (a meal)
pour
smell
sneeze

Adjectives

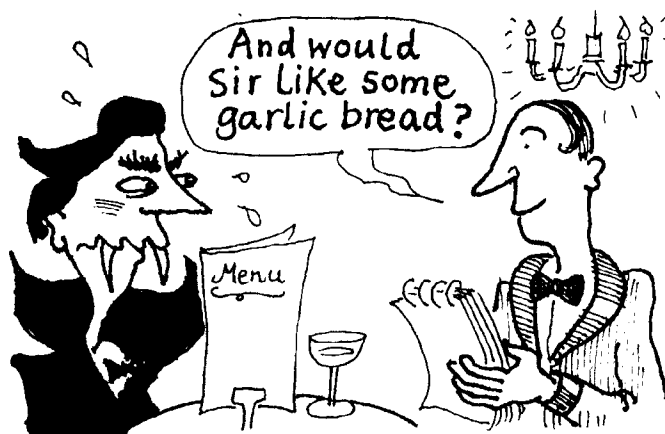
medium rare
rare

Food and restaurants 5

Worksheet 2

- 1 a** When you go out for a meal, you usually do a number of things. Look at the list of actions below and put them into the correct order. The first one has been done for you.

look at the menu
 give the waiter a tip
 have dessert
 pay the bill
 book a table
 decide to go out for a meal1.....
 leave the restaurant
 have the starter
 go to the restaurant
 have the main course
 sit down
 order the meal
 ask for the bill



- b**  Listen to the story of an evening in a restaurant. In what ways is the order of events different from the order in **a**?

- c** Of course you do not always follow the sequence in **a**. What happens in:

a hamburger (fast food) restaurant?
 a pub?
 a restaurant or bar in your country?

- 2 a** What are the people talking about in the following sentences? In some cases there may be more than one answer.

- 1 I never have it late at night because it keeps me awake.
- 2 I like it rare or medium rare.
- 3 It makes you sneeze if it goes up your nose.
- 4 They often make you cry when you chop them.
- 5 I often use it in cooking but it makes your breath smell.
- 6 Just mix it with oil and salt, and pour it over the salad.
- 7 If you leave it in the sun, it will melt.
- 8 It makes me happy, and then gives me a hangover.

- b** Look at the use of the following constructions:

make	+	noun or pronoun	+	adjective or infinitive	sentence 8
					sentences 3, 4 and 5

keep	+	noun or pronoun	+	adjective	sentence 1
------	---	-----------------------	---	-----------	------------

give	+	noun or pronoun	+	noun	sentence 8
------	---	-----------------------	---	------	------------

Using these constructions, make some more sentences.

Examples: 'Smoking makes me cough.' 'Wine gives me a headache.'

Answers

1 a Some possibilities are:

landing/boarding/birthday/membership/identity
 news/examination/toilet/file/note/writing
 waiting/living/sick/stock/dressing/cloak/bath/bed
 wheel/easy/electric/rocking/deck/push

card
paper
room
chair

2 a The objects in the pictures are:

- 1 a knife sharpener
- 2 a food processor
- 3 a potato peeler
- 4 a coffee pot/percolator
- 5 a tin opener
- 6 a dishwasher
- 7 a cheese grater

b

- 1 a washing machine
- 2 a hammer
- 3 a corkscrew
- 4 a saw/an axe
- 5 an iron
- 6 a screwdriver
- 7 scissors
- 8 a drill/a hole punch
- 9 a camera
- 10 a key

Key words

Nouns

alarm clock
 axe
 bottle opener
 camera
 cheese grater
 coffee percolator
 coffee pot
 corkscrew
 credit card
 dishwasher
 drill
 food processor
 hammer
 hole punch
 iron
 key
 knife
 knife sharpener
 potato peeler
 saw
 scissors
 screwdriver
 tin opener
 washing machine

Verbs

babysit

Adjectives

easy-going

1 Look at these examples of compounds:

One word	+	One word	=	New word
alarm	+	clock	=	alarm clock (a compound noun)
easy	+	going	=	easy-going (a compound adjective)
baby	+	sit	=	babysit (a compound verb)

The most common type of compound is a compound noun. You can often create compound nouns in English by using your first language and a little imagination. For example, how many compound nouns can you find using the following words? (Use a dictionary to check your answers.)

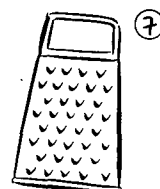
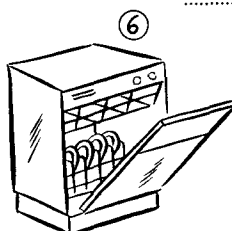
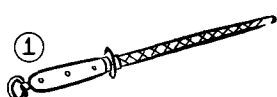
Example: credit card paper room chair

2 a In English you can build some compound nouns from two nouns like this:

A *bottle opener* is a thing you use to open bottles.

Can you complete these compound nouns and match them with the correct pictures?

- a tin
- a knife
- a coffee
- a potato
- a dish
- a food
- a cheese



Check in your dictionary to see which of your words exist in English.

b Of course, there are lots of gadgets and tools around the house for which we have a word which does not follow this pattern.

Example: a food cutter is called a *knife* in English, **not** a *food cutter*.

What are the real words in English for the following invented words?

- 1 a clothes washer
- 2 a nail hitter
- 3 a cork remover
- 4 a wood cutter
- 5 a clothes flattener
- 6 a screw turner
- 7 a paper cutter
- 8 a hole maker
- 9 a picture taker
- 10 a door locker

Answers

- 1 a** hang gliding
water skiing
weight training
oil painting
sightseeing
parachute jumping
rock climbing
stamp collecting
rifle shooting
window shopping
dressmaking
bird-watching
windsurfing
sunbathing
motorcycling
flower arranging

2 a Probable answers are:

- lunch (time) table
shop (assistant) manager
toilet (paper) towel
phone (number) plate
wheel (chair) person
burglar (alarm) clock
window (shopping) list
bed (room) service
table (tennis) racket
soft (ware) house
identity (card) board

Key words

Nouns

Hobbies and leisure activities

- bird-watching
dressmaking
flower arranging
hang gliding
motorcycling
oil painting
parachute jumping
rifle shooting
rock climbing
sightseeing
stamp collecting
sunbathing
water skiing
weight training
windsurfing
window shopping

Others

- alarm clock
assistant manager
bedroom
burglar alarm
cardboard
chairperson
identity card
lunch-time
number-plate
paper towel
phone number
room service
shop assistant
shopping list
software
speed limit
table tennis
tennis racket
timetable
toilet paper
top speed
warehouse
wheelchair

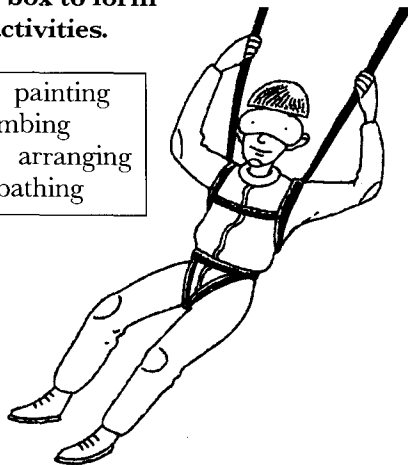
Compounds 6

Worksheet 2

1 a Match words in the left-hand box with words in the right-hand box to form 16 compound nouns describing different hobbies and leisure activities.

hang	rifle
water	window
weight	dress
oil	bird
sight	wind
parachute	sun
rock	motor
stamp	flower

watching shooting gliding painting
cycling seeing making climbing
jumping collecting surfing arranging
skiing shopping training bathing



b Move round the class and find out if anyone does any of these things. If so, find out more about this particular hobby or activity.

2 a Can you find a word to go in each of the brackets below, so that you have a compound with the word before the brackets and a compound with the word after the brackets?

Example: top (...speed...) limit

- | | | |
|-----------|---------|---------|
| 1 lunch | (.....) | table |
| 2 shop | (.....) | manager |
| 3 toilet | (.....) | towel |
| 4 phone | (.....) | plate |
| 5 wheel | (.....) | person |
| 6 burglar | (.....) | clock |

- | | | |
|-------------|---------|---------|
| 7 window | (.....) | list |
| 8 bed | (.....) | service |
| 9 table | (.....) | racket |
| 10 soft | (.....) | house |
| 11 identity | (.....) | board |

b Now write sentences which combine both of the compounds in each case.

Example: You can't go at *top speed* in most cars in Britain because the *speed limit* is only 70 m.p.h.

Answers

- 1 a**
- 1 How long are you staying? (delete *time*)
 - 2 I saw him *last* night. (or *yesterday evening*)
 - 3 I didn't sleep very well *last* night.
 - 4 I haven't seen her *for* three weeks.
 - 5 What are you doing *tonight*? (or *this evening*)
 - 6 When did you arrive *in* London?
 - 7 I arrived two days *ago*.
 - 8 What time shall we meet? (delete *us*)
 - 9 I'm going there next month. (delete *the*)
 - 10 Before *leaving* we must get some souvenirs.
 - 11 I haven't seen her in the last *few* days. (or *recently* or *lately*)
 - 12 I'm going to the shop but I'll be back *in* half an hour.

- 2 a**
- 1 from time to time
 - 2 on time
 - 3 had a great time / had the time of our lives
 - 4 for the time being / for a time
 - 5 in good time

- b** All of these replies from B would require some kind of acknowledgement from A, either to register pleasure or simply understanding. In these examples 'I see' or 'Oh, good' would seem to be the most likely and appropriate.

Here are some possible answers:

- 1 I thought so.
- 2 Maybe he's got lost.
- 3 Oh, good.
- 4 I see.
- 5 Oh, good.

Tapescript

- 1 b** Listen and check your answers.

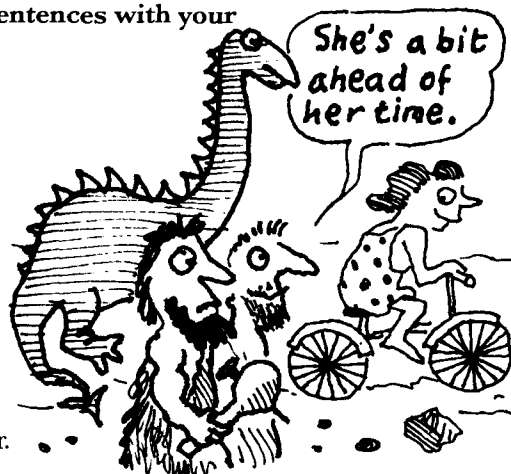
- 1 How long are you staying?
- 2 I saw him last night. *or* I saw him yesterday evening.
- 3 I didn't sleep very well last night.
- 4 I haven't seen her for three weeks.
- 5 What are you doing tonight?
- 6 When did you arrive in London?
- 7 I arrived two days ago.
- 8 What time shall we meet?
- 9 I'm going there next month.
- 10 Before leaving we must get some souvenirs.
- 11 I haven't seen her in the last few days. *or* I haven't seen her recently.
- 12 I'm going to the shop but I'll be back in half an hour.

Key words and expressions

Adverbs	Prepositions	Adjectives	Time expressions		Other expressions
ago	before (leaving)	punctual	for a time	next week/month	have a good time
normally	for (three weeks)		for the time being	on time	have the time of our lives
occasionally	in (half an hour)		from time to time	tonight	How long are you staying?
recently	since (last week,		in good time	yesterday evening	What time shall we meet?
usually	1985, Monday)		in the last few days		
			last night/week		

1 a There are mistakes in all the sentences below. Try to find the mistake in each of the twelve sentences and then compare your sentences with your partner's.

- 1 How long time are you staying?
- 2 I saw him yesterday night.
- 3 I didn't sleep very well this night.
- 4 I haven't seen her since three weeks.
- 5 What are you doing this night?
- 6 When did you arrive to London?
- 7 I arrived two days before.
- 8 What time shall we meet us?
- 9 I'm going there the next month.
- 10 Before to leave we must get some souvenirs.
- 11 I haven't seen her in the last days.
- 12 I'm going to the shop but I'll be back after half an hour.



b Now listen carefully to the correct sentences and check your answers.

2 a We often confirm statements and questions by repeating what someone has said, but we use a different word or phrase. For example:

A: You've been here for ten years?

B: Yes, since 1987.

A: It's a beautiful place, isn't it?

B: Yes, lovely.

Now you respond to the following statements or questions by rephrasing the sentence. You will find the expressions you need in these definitions from a dictionary entry for *time*.

- 1 A: It happens occasionally.
B: Yes,
- 2 A: He's normally punctual, isn't he?
B: Yes, he's usually
- 3 A: You enjoyed the holiday, then?
B: Yes, we
- 4 A: Are you going to stay in the flat for a while?
B: Yes,
- 5 A: We should get there before it starts.
B: Oh yes, we'll be there

[He comes here from time to time. (=occasionally)] Do the trains ever run on time (=at the right time) here? [The people came in two at a time. (=in groups of two)] I've told you time after time/time and again (=repeatedly) not to do that. 7 [C often plural] a period: in ancient times [in Queen Victoria's time] We had a good time (=enjoyed ourselves) at the party. [a writer who is ahead of her time (=has ideas too modern or original for the period in which she lives)] At one time (=formerly) I used to like her, but not anymore. [He lived for a time (=for a short period) in Spain. 8 [U] the rate of speed of a piece of music: You beat time and I'll play. [The players at the back aren't keeping time. 9 at the same time in spite of this; yet: He can be very rude, but at the same time I can't help liking him. 10 for the time being for a limited period: I'll let you keep the book for the time being, but I'll want it back next week. 11 have no time for infml to dislike 12 have the time of one's life to have a very enjoyable experience 13 in good time: a at the right time b early enough 14 in one's own good time infml when one is ready and not before 15 in time early enough: we must make sure we arrive in time to get a good seat.]

(From the Longman Active Study Dictionary)

b Can you add another word or two from A to finish each conversation?

Answers

1 a Most British people would answer something like this:

a baby = 0 to 2 (approximately)
 a child/childhood = 2 to 12 (approximately)
 an adolescent/adolescence = 14 to 17 (approximately)
 a teenager = 13 to 19
 (a) youth = 13 to 18 (approximately)
 an adult = 16/18 upwards
 a pensioner = after 60 or 65 usually
 youth = teens to early twenties
 middle age(d) = between 35 and 60 (depending on *your* age)
 old (age) = after 70 (approximately – depending on *your* age)
 elderly = after 70 (approximately – depending on *your* age)

2 a The permutations are endless here, so it may be advisable to restrict the number of expressions to about twelve per student. Examples include:

on Tuesday morning
 just after seven o'clock
 last night
 yesterday evening
 almost two years ago
 just over four weeks
 in 1975
 last Christmas
 in the afternoon
 on April 10
 at night

Key words and expressions

Nouns	Verbs	Adjectives	Expressions with time	Other expressions
adolescence	begin	elderly	about 3 weeks ago	get drunk
adolescent	cry	middle-aged	almost (2 years ago)	get into trouble
adult	end	old	at (4 o'clock)	go bald
baby	crawl	young	in (January, 1993)	lose weight
child	last		just after (10 o'clock)	make (a lot of) money
childhood	retire		just over (2 years)	make a will
middle age	worry (about something)		on (Tuesday)	put on weight
old age				take exams
pensioner				
teenager				
youth				

Worksheet 2

1 a Using the scale below, indicate the time period for each of the words in the boxes below:

countable nouns:

a baby a child an adolescent a teenager a youth
an adult a pensioner

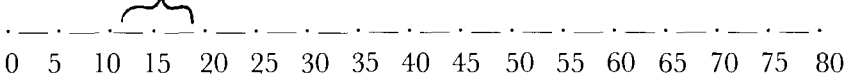
uncountable nouns:

childhood adolescence youth middle age old age

adjectives:

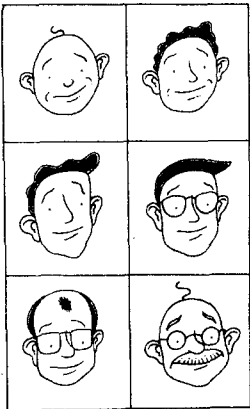
young middle-aged elderly old

Example: *teenager*



Compare your answers with a partner's. These constructions may help you:

- 'Adolescence begins at 14 (years old) and ends at 17.'
- 'Adolescence lasts from 14 to 17.'
- 'I think you are an adolescent from 14 to 17.'



b Which of these periods do you associate with the following? (Look up new words in a dictionary and then discuss your answers in groups.)

Example: 'putting on weight' 'Many people put on weight between 35 and 50.'

- 1 going bald

2 getting drunk

3 crying a lot

4 putting on weight

5 trying to lose weight

6 getting into trouble
- 7 retiring

8 worrying about money

9 making a lot of money

10 crawling on the floor

11 taking exams

12 making a will

2 a How many past time expressions can you make from the following table?

Example: 'about seven months ago' from columns 2, 3, 4, 5

1	2	3	4	5	6	7
at on in	about just after just over almost	4 7 10 12 2	days hours minutes months weeks years o'clock	ago April 10 last 1975 Tuesday yesterday	the	afternoon Christmas evening January month morning night week year

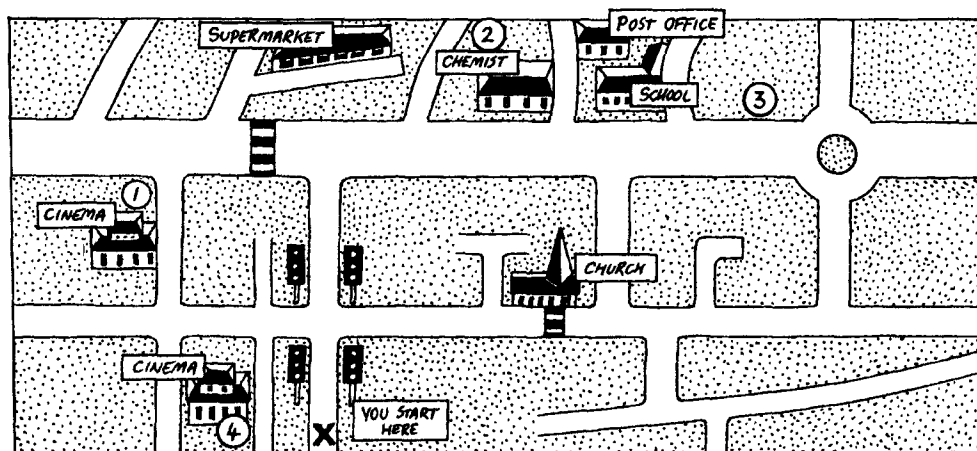
b Give your partner a list of column numbers from the table and see if he or she can make a correct time expression in English. For example:

- You: One, seven.
- Your partner: At Christmas (or In January).

Answers

- 1 a**
- | | |
|------------------|-----------------------|
| 1 bus stop | 4 main road |
| 2 T-junction | 5 pedestrian crossing |
| 3 traffic lights | 6 roundabout |

b The map should look like this when you have finished:



c and d See Tapescript **1 b** below. The missing words are in *italics*.

e These are possible sets of directions:

- Now you are outside the restaurant. Go back down this road, turn right and then turn left at the traffic lights. When you come to the main road, turn left and then turn right just after the pedestrian crossing. Take the first road on your right and you will see the supermarket on your left.
- Now you are outside the supermarket. Go back down this road and turn left. When you come to the main road, turn left and then take the second road on your left. The post office is on the right, almost opposite the chemist.

Tapescript

1 b Look at the map and find the place which says 'You start here'. Now follow the directions.

- Go along this road, turn left at the *traffic lights*, um, and then *take* the, oh, the second on the right. You'll see the *bus stop* on the *left-hand* side, just *after* the cinema.
- Go *back* down this road, er, turn left and then keep going for, er, oh, about five minutes. The *underground's* on your left er ... er, it's just *before* you get to the *roundabout*.

Mark the bus stop on your map and follow the next set of directions. Remember you are now at the bus stop.

- Now you keep going along this road in the same direction. Then you turn right at the *main road* and then take the *second* on the left. You'll see the *bank* about halfway along on the right side of the road.

Mark the bank on your map and follow the next set of directions.

Mark the underground on your map and follow the final set of directions.

- OK. Take the road *on* your right at the roundabout, and then turn right again when you *get* to a *T-junction*. Now when you've done that, you've got to *follow* the road, *past* a church, over a *set* of traffic lights, and then take the *next* road on your left. The *restaurant's* about *halfway* along on the *right-hand* side.

Mark the restaurant on your map.

Key words and expressions

Nouns

bus stop	roundabout
main road	T-junction
pedestrian crossing	traffic lights

Verbs

get = (reach)
go (along/back/past)

Giving directions

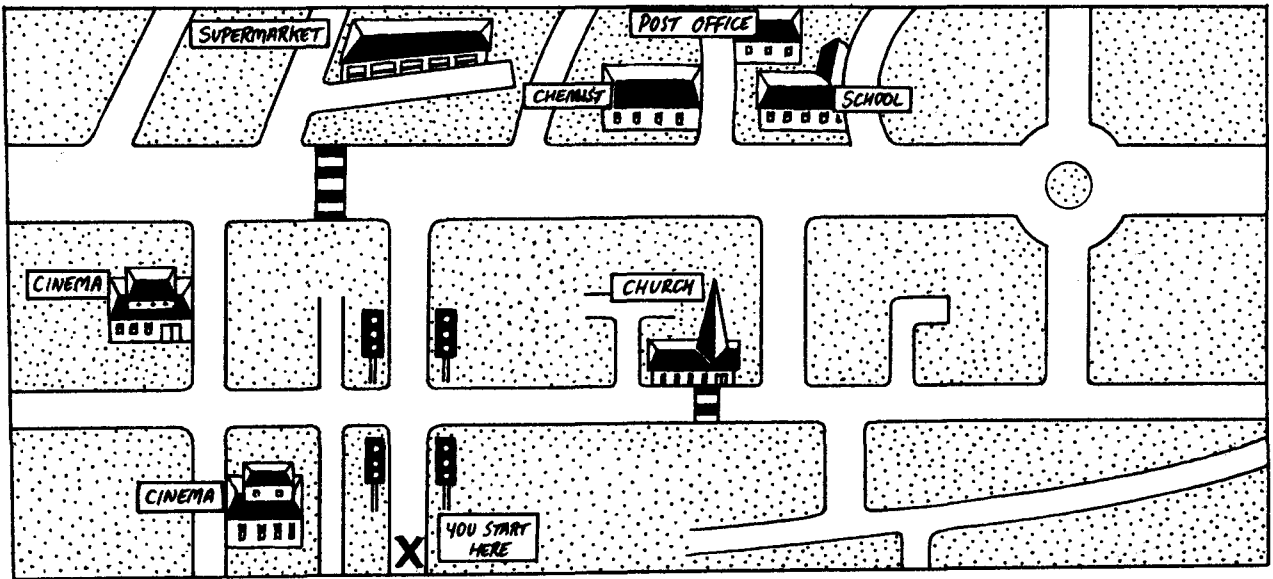
halfway along	take the first/second (turning)
just after/before	turn left/right (at/into)
keep going	
on the left-/right- (hand side)	
opposite	

1 a Use the words in the box to form six new words or phrases below.

road about junction stop lights crossing

- | | |
|-----------------|--------------------|
| 1 bus | 4 main |
| 2 T- | 5 pedestrian |
| 3 traffic | 6 round |

b  Look at the map below and then listen to the four passages on the cassette. As you listen, follow the directions on the map and follow the instructions at the end of each passage.



c Read the directions below and try to fill in the missing words.

- Go along this road, turn left at the, and then the second on the right. You'll see the on the side, just the cinema.
- Now you keep going along this road in the same direction. Then you turn right at the and then take the on the left. You'll see the about halfway along on the side of the road.
- Go down this road, turn left and then keep going for about five minutes. The 's on your left, it's just you get to the
- OK. Take the road your right at the roundabout, and then turn right again when you to a Now when you've done that, you've got to the road, a church, over a of traffic lights, and then take the road on your left. The 's about along on the side.

d Listen to the directions again and check your answers to C.

e Now work with your partner and you give the directions. How do you get to:

- the supermarket?
- the Post Office?

(Remember, you are at the restaurant now.)

Answers

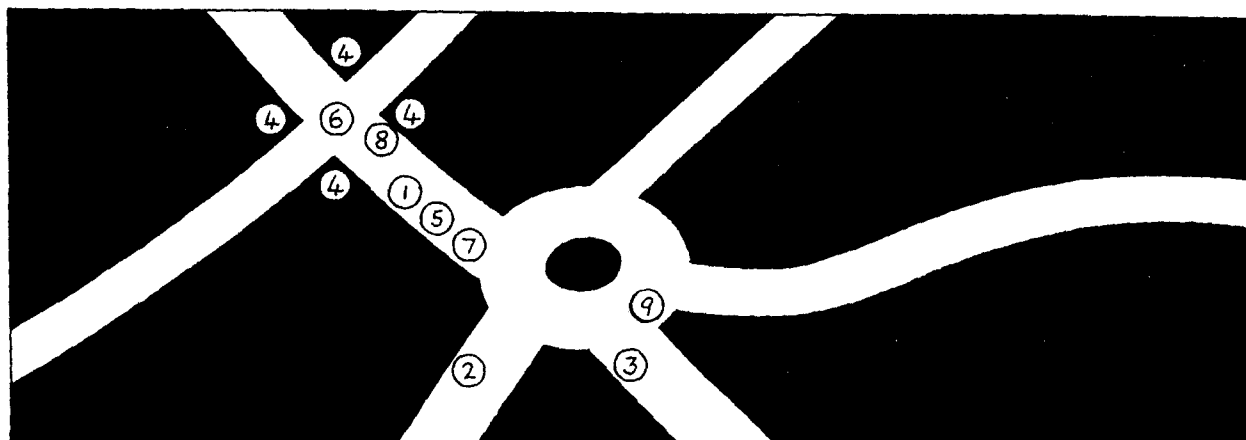
1 a

- 1 an ambulance
2 a coach
3 a bus

- 4 a lorry
5 a motorbike
6 a van

- 7 a bike

b The order of the sentences is: 6, 2, 4, 1, 5, 3.



Whose fault was the accident? Possible answers are: the lorry driver; the car driver; the van driver.

Key words and expressions

Nouns

ambulance
bike
bus
coach
lorry
motorbike
pedestrian crossing
roundabout
traffic lights
van

Verbs

brake
change (to red)
come (out of)
crash (into something)
damage
hit
injure
knock (someone) down
roll
stop
swerve
wait

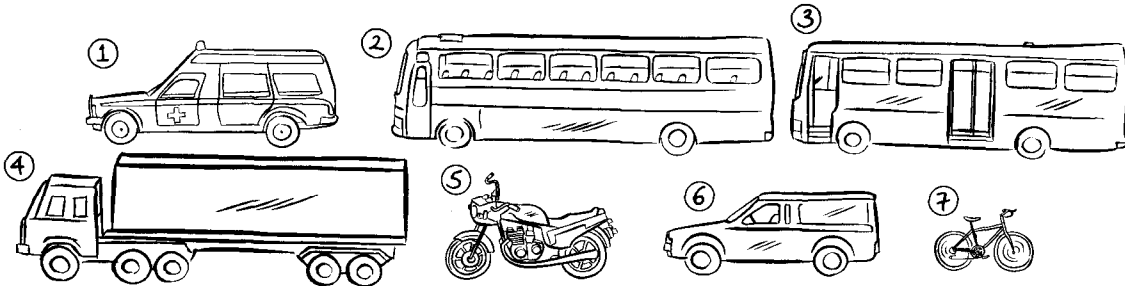
Other words and expressions

at the bottom/top
badly (injured)
opposite direction
parked cars
slightly (damaged)
stationary
the wrong way

Worksheet 1

1 a Match the words and pictures below.

a van a lorry a bus a bike a coach a motorbike an ambulance



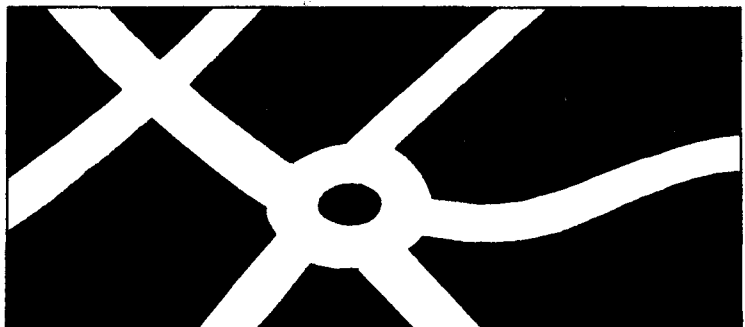
b Here is a description of an accident, but the order of the events is mixed up. Number 6 is the first event, but can you put the others in order? Use the map in C to help you.

- 1 On the way it hit several parked cars which were slightly damaged and then it knocked down a man on the pedestrian crossing. He was quite badly injured.
- 2 A red car, which was coming from the opposite direction, was trying to get to the traffic lights before they changed to red. When the driver saw the lorry, he braked but he could not stop in time.
- 3 The van finally stopped when it crashed into a stationary coach which was waiting to come out of Radcliffe Avenue.
- 4 The lorry swerved and hit a van which was parked in Windsor Hill, very close to the traffic lights. The van began to roll down the hill towards the roundabout.
- 5 At the bottom of the hill, it started going round the roundabout the wrong way and hit a motorbike coming out of Cambourne Road in front of it.
- 6 There is a 'no right turn' sign at the top of Windsor Hill. However, a lorry came up Windsor Hill and turned right at the traffic lights.

c Now mark the following on the map:

- 1 Windsor Hill
- 2 Cambourne Road
- 3 Radcliffe Avenue
- 4 the traffic lights
- 5 the pedestrian crossing
- 6 the top of the hill
- 7 the bottom of the hill
- 8 where the van started
- 9 where the van stopped

Whose fault was the accident?



d Now draw a diagram of the accident on the map. Can your partner use your diagram to explain what happened?

Answers

1 a	<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
	to get	got	got
	to ride	rode	ridden
	to drive	drove	driven
	to take	took	taken
	to catch	caught	caught

b The wrong answers are:

- 1 a car
- 2 a car
- 3 a motorbike
- 4 a bike
- 5 a taxi

c The most natural answers are:

- 1 take a taxi
- 2 (any correct sentence with *ride* or *drive*)
- 3 got on / off
- 4 took a plane / caught a plane
- 5 got into the car

- 2^a**
- 1 I want a ticket to go to Manchester but not to come back again. (coach station or railway station)
 - 2 (at a coach station)
 - 3 Does this train go all the way to my destination? (railway station)
 - 4 Can I buy food and drink on the train? (railway station)
 - 5 Do I have to pay if my luggage weighs more than an agreed weight? (at an airport)
 - 6 Where is the place in the station to buy tickets? (coach station or railway station)
 - 7 How much is a ticket to go to Glasgow and come back again? (coach station or railway station)
 - 8 (probably on the underground)
 - 9 Exactly where in the station do I get on the train? (railway station)
 - 10 Can I get a train to Edinburgh with a special place to sleep during the journey? (railway station)
 - 11 I am looking for the office where they keep things that people have lost in the station or on the train/coach. (railway station or coach station)
 - 12 Do I need to pay for a special ticket with a seat number or will there be enough places on the train or coach for everyone to sit down? (railway station or coach station)

Key words

Nouns

buffet car
coach
excess baggage
line
lost property
platform
return
single
sleeper
ticket office

Verbs

catch (a bus)
change (trains)
drive (a car)
get into (a car)
get off (a bus)
get on (a bus)
get out of (a car)
miss (a bus)
reserve (a seat)
ride (a horse)
take (a taxi)

Transport 9

Worksheet 2

- 1 a** Look at the verbs in this table and fill in the *past tense* and *past participle* for each one. Use your dictionary to check if you are not sure.

<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
to get		
to ride		
to drive		
to take		
to catch		

- b** The verbs in **a** are often used with particular forms of transport. In each of the following there is a form of transport which does not go with the verb. Which one?

Example:

to get	into out of	a car a rowing boat <u>a bicycle</u> a taxi
--------	----------------	--

In this example, *bicycle* is wrong, but you can use the other nouns. Now look at the verbs and nouns below and indicate the wrong word.

1	to get	on off	a bicycle a horse a train a car
2	to ride		a horse a motorbike a car a bike
3	to drive		a train a car a taxi a motorbike
4	to take		a bike a train a plane a taxi
5	to	catch miss	a train a bus a taxi

- c** Complete these sentences using the verbs and nouns from **a** and **b**.

- I missed the bus this morning so I had to
- I'd like to learn how to
- The train arrived at the station and we
- I had to get from London to Madrid very quickly so I
- I hit my head on the roof when I

- 2 a** What do the following sentences mean? Where would you expect to hear them?

- Can I have a *single* to Manchester?
- What time does the *coach* leave?
- Do I have to *change*?
- Is there a *buffet car*?
- Do I have to pay *excess baggage*?
- Where's the *ticket office*?
- How much is a *return* to Glasgow?
- Which *line* do I take?
- Which *platform*?
- Can I get a *sleeper* to Edinburgh?
- Where's the *lost property* office?
- Do I need to *reserve a seat*?

- b** Work in pairs. Take it in turns to ask the questions in **a** and provide logical answers. For example:

A: Is there a *buffet car*?
B: No. Not on this train.

- c** Now do the exercise again. This time use the words in *italics* in **a** to ask different questions. For example:

A: Where's the *buffet car*?
B: It's that way.



Answers

- 1 a**
- 1 ... hang it up.
 - 2 ... I'll wake him up.
 - 3 OK, I'll turn it up.
 - 4 Yes, I'll turn it off.
 - 5 Yes, I'll put it out.
 - 6 OK, I'll tidy it up.
 - 7 OK, I'll turn it on.
 - 8 Yes, I'll take it out.

b Some possible answers are:

- 1 That music is very loud.
- 2 The light's off.
- 3 Your coat's dirty.
- 4 These tomatoes are bad.

- d**
- washing machine*: turn it on/off, switch it on/off
stereo: turn it on/off, turn it up/down, switch it on/off
TV: turn it on/off, turn it up/down, switch it on/off
kettle: turn it on/off, switch it on/off
rubbish: throw it away, take it out, put it out
money: take it out
clothes: tidy them up, hang them up, take them off, throw them away
computer: turn it on/off, switch it on/off
things: tidy them up, throw them away, take them out, put them out
fire: turn it on/off, turn it up/down, switch it on/off, put it out

Key words and expressions

Nouns

computer
 fire
 kettle
 money
 rubbish
 stereo
 things
 TV
 washing machine

Verbs

hang (something) up
 put (something) out
 switch (something) off
 switch (something) on
 take (something) off
 take (something) out (of)
 throw (something) away
 tidy (something) up
 turn (something) down
 turn (something) off
 turn (something) on
 turn (something) up
 wake (someone) up

Phrases and phrasal verbs 10

Worksheet 1

- 1 a** Look at the verbs in the box and read A's remarks and questions. Complete B's answers, using the verbs in the box.

tidy something up	turn something on	turn something off
hang something up	take something out	switch something off
turn something up	put something out	wake someone up

- Example:** A: This light is very bright B: OK, I'll switch it off.
- 1 A: Your coat's on the floor. B: OK, I'll
- 2 A: Is John still asleep? B: Yes,
- 3 A: I can't hear the radio. B:
- 4 A: Is that tap still running? B:
- 5 A: Is that cigarette still burning? B:
- 6 A: This room is in a mess. B:
- 7 A: There's a good programme on TV. B:
- 8 A: Is the ice cream still in the freezer? B:

- b** Now write A's words in these dialogues:

- | | |
|------------|------------------------------|
| 1 A: | B: OK, I'll turn it down. |
| 2 A: | B: OK, I'll switch it on. |
| 3 A: | B: OK, I'll take it off. |
| 4 A: | B: OK, I'll throw them away. |

- c** Practise the dialogues in **a** and **b** with a partner.

- d** Which of the verbs in **a** and **b** could you use with these nouns?

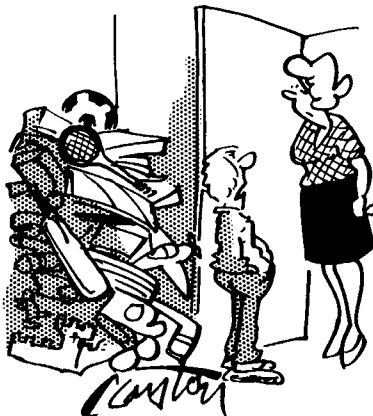
washing machine	stereo	TV	kettle	rubbish
money	clothes	computer	things	fire

Can you think of other possibilities?

- e** Give a partner some commands, using the verbs in **a**. Your partner should carry out your instructions. For example:

'Take some money out of your pocket.'

'Hang your jacket up.'



'Tidy up my room? I have!!'

Answers

1 a They seem to be trying to raise money for something, possibly to build a swimming pool. Last night they had a meeting or money-raising event of some kind.

b *except for* – apart from
to tell you the truth – to be honest
for some time – for quite a while
I guess so – I suppose so
generally speaking – on the whole
up to now – so far
by myself – on my own
that's a pity – what a shame
good luck – all the best

d The seven further changes are in italics in the tapescript below.

Tapescript

1 d Listen to the conversation and follow the instructions on your worksheet.

A: How many people turned up last night?

B: *Almost* everyone apart from Tom.

A: Oh, what happened to him?

B: *I haven't the faintest idea.* To be honest, I haven't seen him for quite a while, so I think he's more or less given up.

A: Well, that's a bit poor, isn't it? I mean he's going to benefit as much as *anybody* when it's *completed*.

B: Oh yes, he's *mad about swimming*. Still, we'll just have to manage without him.

A: I suppose so. How's it going, anyway?

B: Well, on the whole we're doing quite well. So far we've raised *nearly* four thousand and I'm hoping for another couple of hundred from my sponsored walk next week.

A: I thought Jill was doing that with you.

B: She was, but unfortunately *there's something wrong with* her back, so I'll have to do it on my own.

A: Oh, what a shame. Anyway, all the best – I hope it goes well.

Key words and expressions

Verbs	Prepositional phrases	Conversational expressions	Other words and expressions
give up	by myself	(a) couple of	apart from
turn up	for quite a while	all the best	except for
	for some time	good luck	generally speaking
	on my own	How's it going?	manage without
	on the whole	I guess so	so far
	up to now	I hope it goes well	sponsored walk
			I suppose so
			that's a bit poor
			that's a pity
			to be honest
			to tell you the truth
			what a shame

Phrases and phrasal verbs 10

Worksheet 2

1 a Read through the following dialogue. What are the two people talking about?

A: How many people turned up last night?

B: Just about everyone *except for* Tom.

A: Oh, what happened to him?

B: I've no idea. *To tell you the truth*, I haven't seen him *for some time* so I think he's more or less given up.

A: Well, that's a bit poor, isn't it? I mean, he's going to benefit as much as anyone when it's finished.

B: Oh yes, he's a very keen swimmer. Still, we'll just have to manage without him.

A: *I guess so*. How's it going anyway?

B: Well, *generally speaking* we're doing quite well. *Up to now* we've raised almost four thousand, and I'm hoping for another couple of hundred from my sponsored walk next week.

A: I thought Jill was doing that with you.

B: She was, but unfortunately she's done something to her back, so I'll have to do it *by myself*.

A: Oh, *that's a pity*. Anyway, *good luck* – I hope it goes well.

b Work with a partner. Look at the words and expressions in italics in the dialogue in a. Can you replace these parts of the dialogue with the following phrases?

on the whole	apart from	so far	on my own	all the best
for quite a while	to be honest	what a shame	I suppose so	

c Make seven more changes to the dialogue. The meaning must stay the same. Work with a partner and, when you have finished, read your dialogue to another pair. Discuss any changes which you think are incorrect.

came

Example: A: How many people ~~turned up~~ *came* last night?

d Listen to the dialogue from a. It includes the nine phrases from the box in b, and seven further changes. Mark the changes in your dialogue. Are they the same as those you made in c?

Answers

- 1 a** in business/advance/time
by heart/mistake/choice/chance
on strike/business/fire/time/foot

b The probable answers are:

- 1 ... still on strike.
- 2 ... took it by mistake.
- 3 ... took it by choice.
- 4 ... it by heart.
- 5 ... met him by chance.
- 6 ...'s gone on business.
- 7 ...'s still on fire.
- 8 ... got there on time.
- 9 ... need to book in advance.

c Some phrases you could elicit are:

in control, in danger, in love
by accident, by hand, by post
on average, on holiday, on purpose

- 2^a** 1 She's getting off the bus.
2 The plane has just taken off.
3 They are driving off / setting off in a car.
4 She's falling off her horse.
5 The handle has broken off / come off.
6 He's taking off his jacket.

b In all the sentences *off* suggests 'separation' or 'leaving'.

c Here, too, the sentences have the idea of 'separation' or 'leaving'.

Key words and expressions

Prepositional phrases

by chance
by choice
by heart
by mistake
in advance
in time
on business
on fire
on foot
on strike
on time

Verbs

be off (to)
break off
come off
cut off
drive off
fall off
get off (a bus)
hurry off
see someone off
set off
take off
turn off

Phrases and phrasal verbs 10

Worksheet 3

- 1 a** Many phrases in English are formed with a preposition and another word, usually a noun or a verb. How many different prepositional phrases can you find by combining the prepositions on the left with the nouns on the right? Use a dictionary to check your answers.

in	strike	heart	business	fire	advance
by	mistake	time	choice	foot	chance
on					

- b** Respond to the following questions, using a suitable prepositional phrase in your answer. When you have finished, practise the dialogues with a partner. For example:

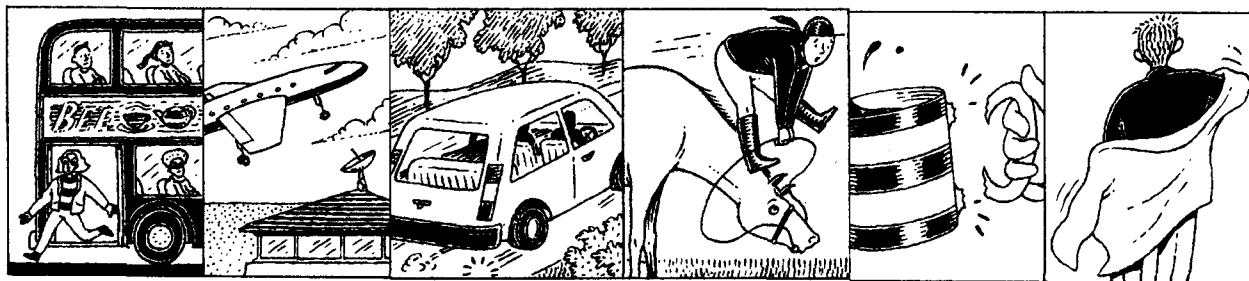
A: Did you go by bus?

B: No, I went *on foot*.

- | | |
|--|--|
| 1 A: Have they gone back to work?
B: No, they're | 6 A: Is she there on holiday?
B: No, she |
| 2 A: Did you mean to take her coat?
B: No, I | 7 A: Have the fire brigade put it out?
B: No, it |
| 3 A: Did you have to take the exam?
B: No, I | 8 A: Were you late for class this morning?
B: No, I |
| 4 A: Did you give your speech from notes?
B: No, I learnt | 9 A: Can you buy tickets on the night?
B: No, you |
| 5 A: Were you planning to meet him?
B: No, I | |

- c** Can you think of any more prepositional phrases with *in*, *by* or *on*?

- 2 a** Write a sentence including the word *off* to describe what is happening or what has just happened in the following pictures.



- b** What meaning (or meanings) does *off* have in the pictures in **a**?

- c** Look at the following sentences. Is the meaning of *off* the same as above or different?

- When she saw me, she hurried off in the opposite direction.
- When are you off to Switzerland?
- We didn't pay the bill so they cut off our electricity.
- I went to the airport to see them off.
- Follow the main road and turn off just before you get to the motorway.
- I'm going to take a few days off work next week.

Answers

1 a This is a matter of opinion.

c These are the likely answers.

- 1 dishonest
- 2 lucky
- 3 generous
- 4 careless
- 5 stupid
- 6 wise/careful
- 7 lucky/clever
- 8 clever/wise

2 a *Hardly ever* is likely to be the only new item here, but you should remind students of the word order with these adverbs, i.e. before the verb, with the exception of the verb *to be*.

always
often
quite often
sometimes
occasionally
hardly ever
never

Key words and expressions

Nouns

change
cheque
counterfoil
credit card
purse
wallet

Verbs

earn
find
give (something) away
inherit
invest
lend
lose
save
spend
steal
tip
waste
win

Adjectives

careful
careless
clever
dishonest
generous
lucky
stupid
wise

Other words and expressions

hardly ever
occasionally
(quite) often
sometimes

Worksheet 1

1 a There are lots of different ways you can get money. Here are five:

earn it steal it win it inherit it find it

Which are the most common? Put them in order, then compare with a partner.

b There are also lots of things you can do with money. Here are six:

lose it spend it give it away invest it save it waste it

Of these six, which give you the most pleasure and happiness? Put them in order. Compare your answers with your partner's.

c Complete the sentences below with adjectives from the box (or any others you would like to use).

stupid generous lucky dishonest careless careful wise clever

- 1 Someone who steals a lot is
- 2 Someone who inherits money is
- 3 Someone who gives their money away is
- 4 Someone who often loses money is
- 5 Someone who wastes their money is
- 6 Someone who saves most of their money is
- 7 Someone who earns a lot of money is
- 8 Someone who invests most of their money is

2 a Put the words in the box on the scale below.

hardly ever occasionally often sometimes quite often

always

.....

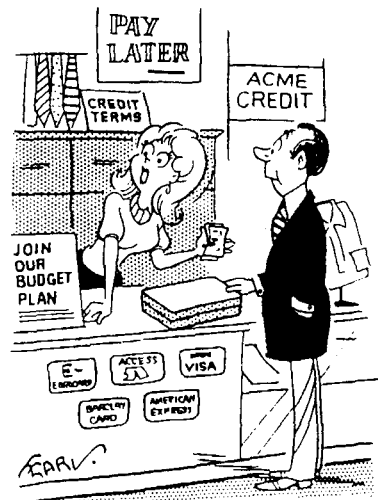
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never



'Do we accept cash?'

b In pairs, ask each other the questions below. Try to use the words from a in your answers. For example:

You: Do you lose money?

Your partner: Hardly ever.

- 1 Do you ever find money?
- 2 Do you give money to strangers in the street if they ask you for money?
- 3 Do you carry a lot of money on you when you go out?
- 4 Do you pay for things with a credit card?
- 5 Do you fill in the counterfoil when you write a cheque?
- 6 Do you tip waiters?
- 7 Do you keep your money in a wallet or a purse?
- 8 Do you keep a record of the money you spend?
- 9 Do you check your change in shops?
- 10 Do you lend money to friends?

c Which of your partner's answers were surprising?

Answers

- 1^a
- How much did that watch cost (you)?
 - Could I borrow a pen?
 - I'm afraid I can't afford that car.
 - I earn about £15,000 a year.
 - Some friends are going to rent his house.
 - This picture is worth a lot of money.

2^a

<i>Shopping</i>	<i>£</i>
computer	360
clothes	97
coffee maker	35
decanter and glasses	60
presents for family	224 (<i>half of £448</i>)
cassettes	66
painting	40
lunch and taxi	15
total spent	897

She ended up with £103.

b

		<i>Problem?</i>	<i>What happened?</i>
1	decanter and glasses	two cracked glasses	got a credit note
2	coffee maker	electrical fault	threw it away
3	scarf	—	lost it
4	computer	couldn't get used to it	sold it to her brother

Tapescript

2^b Listen to the conversation and follow the instructions on your worksheet.

M: This afternoon, I thought I'd get a few things in the sales.

W: Well, be careful. I bought loads of things in the January sales and some of them turned out to be a bit of a disaster.

M: Oh yeah?

W: Yeah. I got a decanter and a set of wine glasses, and when I got home and unpacked them, I discovered that two of them had a little crack in them.

M: Did you take them back?

W: Yeah, but you can't get your money back on sale goods; all I got was a credit note, which

wasn't much use as there was nothing else I wanted to buy.

M: Yeah, that's always the way.

W: And do you remember that coffee maker I told you about?

M: Er, yeah, I think so.

W: Well, *that* never worked properly; there was something wrong with the electrics and in the end I threw it away.

M: Oh, what a shame.

W: Well, I suppose that's the risk you take. I got a lovely jacket and skirt and I wear *them* all the time. Unfortunately, I lost the scarf I got to go with them,

but never mind. Oh ... and the oil painting I got is really one of my favourite things.

M: The one beside the bookcase in the living room?

W: Yeah. I got that in a sale. I love it – wish I could say the same about that computer; couldn't get the hang of it at all. I sold it to my brother in the end.

M: Really? I've been thinking of getting a computer for ages.

W: You could look for one in the sales. You might get one really cheaply.

Key words and expressions

Nouns

coffee maker
decanter
dozen
fare
oil painting
retail price
salary
sale
tip

Verbs

(can't) afford
borrow
cost
get money off
lend
let (a house)
pay (£5) for something
rent
spend money on

Adjectives

expensive
valuable

Other words and expressions

be worth
for ages
have (£5) left
I almost forgot to mention
(10 per cent / £5) off
reduced from (£9) to (£7)
set (of wine glasses)
spending spree

1 a Rewrite the following sentences, using one of the words below for each sentence. The meanings of the sentences must remain the same. Use your dictionary to look up any new words, and look carefully at any example sentences in your dictionary; they will help you with the grammatical constructions you will need.

borrow afford rent worth earn sell cost

Example: I bought it from John. *John sold it to me*

- 1 How much did you pay for that watch?
- 2 Could you lend me a pen?
- 3 I'm afraid that car is too expensive for me.
- 4 My salary is about £15,000 a year.
- 5 He's going to let his house to some friends.
- 6 This picture is very valuable.

b Now make questions using the verbs in a. Each question must have a Yes or No answer. Go round the class asking your questions and continue until you get a Yes answer to each question.

Example: 'Please can I borrow your dictionary?'

2 a Joanna went shopping with £1,000. Read the text and then answer this question: from the original £1,000 how much money did Joanna have left?

First of all she bought herself a computer as she'd wanted one for ages. The retail price was £400 but, as she bought it in a sale, she got 10% off. After that she went to a boutique where she got a jacket and matching skirt for £85 and a silk scarf, which cost her £12. In another sale she got a very smart coffee maker reduced from £45 to £35, plus a decanter and set of six wine glasses for 25% less than the normal price of £80. Half of what she had left went on presents for her family, and she then finished her spending spree with half a dozen music cassettes at £11 each, and a small oil painting. The man in the shop wanted £50 for the painting but she persuaded him to sell it for £40. Oh yes, I almost forgot to mention £5 that she spent on lunch; and the taxi fare home, which cost her another £10 including the tip.



b Listen to Joanna talking about the things she bought and fill in the table.

	Problem?	What happened?
1	decanter and glasses	
2	coffee maker	
3	scarf	
4	computer	

Answers

- 1 a**
- 2 'The Great White Hope'.
 - 3 Howard Sackler.
 - 4 At the Mermaid Theatre.
 - 5 Hugh Quarshire.
 - 6 Nicolas Kent.
 - 7 Boxing.
 - 8 It sounds very good, but I don't know until I see it.

- c** Questions you can use about a book: 2, 3, 7, 8
 Questions you can use about a film: 1, 2, 4, 5, 6, 7, 8
 Questions you can use about a TV programme: 2, 5, 6, 7, 8

- d** When students have decided upon appropriate questions for a book, film and TV programme, put them into pairs to interview each other on an example of their choice.

For example:

- Have you read *David Copperfield*? (What's it like/about?)
- Have you seen *The Last Emperor*? (Where's it on? Who's in it?)

Tapescript

- 1 b** Listen to the questions and answers.

- 1 A: Is there anything on at the moment?
B: There's a new play starting next week.
- 2 A: What's it called?
B: 'The Great White Hope'.
- 3 A: Who's it by?
B: Howard Sackler.
- 4 A: Where's it on?
B: At the Mermaid Theatre.
- 5 A: Who's in it?
B: Hugh Quarshire.
- 6 A: Who's it directed by?
B: Nicolas Kent.
- 7 A: What's it about?
B: Boxing.
- 8 A: What's it like?
B: It sounds very good, but I don't know until I see it.

Key words and expressions

Nouns

play

Other expressions

Is there (anything) on?

What's (it) about?

What's (it) called?

What's (it) like?

Where's (it) on?

Who's (it) by?

Who's (it) directed by?

Who's in (it)?

1 a Here are some common questions which you should learn as complete phrases. Look at the advertisement. How many of the questions can you answer?

- 1 Is there anything on at the moment?
There's a new play starting next week.
- 2 What's it called?
.....
- 3 Who's it by?
.....
- 4 Where's it on?
.....
- 5 Who's in it?
.....
- 6 Who's it directed by?
.....
- 7 What's it about?
.....
- 8 What's it like?
.....

THE AWARD WINNING PRODUCTION OF
THE GREAT WHITE HOPE
BY HOWARD SACKLER
'Crowning this evening is Hugh Quarshire... an irresistibly convincing performance as the first black heavyweight champion' LISTENER
'Brilliantly directed' by Nicolas Kent D. TELEGRAPH
OPENS THIS WEEK
Reduced price previews 13-20 August
ADVANCED BOOKING
0171 236 5568, 638 8891, 741 9999 (INCL SUN)
MERMAID THEATRE
PUDDLE DOCK LONDON EC4
TWO MAJOR THEATRE AWARDS IN 1986

b Listen to the same questions and answers on the cassette, and notice how the words are joined together.

Example: What's it called?

c How many of the questions can you use to ask about a book, a film or a TV programme?

d Have you been to the theatre or cinema recently? Have you read any books? Have you seen any films on TV? Tell a partner, and use phrases from **a** where suitable.

Answers

1 a

<i>Job</i>	<i>Place</i>	<i>Duties</i>
vet	surgey	treats sick animals
stockbroker	stock exchange	buys and sells stocks and shares
firefighter	fire station	fighth/puts out fires
priest/vicar	church	performs religious ceremonies and helps people in the community
dustman	in the streets	collects people's rubbish
surgeon	hospital	operates on people
plumber	any building	installs/fixes water pipes and appliances
miner	mine	mines coal/silver/diamonds, etc.
journalist	office/anywhere	writes newspaper (or magazine) reports (or works on TV/radio news)
librarian	library	organises books and deals with lending of books
pilot	aeroplane cockpit	flies a plane
mechanic	garage	repairs/fixes cars
secretary	office	does general office work

b Begin by illustrating the pattern. For example:

A: What do you call a person who flies a plane?
B: A pilot.

Students can then practise in pairs.

Key words and expressions

Nouns	Verbs	Adjectives	Other expressions
architect	buy	exciting	anti-social hours
cockpit	collect	qualified	early retirement
church	design	stressful	high status
dustman	fight	well-organised	
firefighter	fix	well paid	
fire station	fly		
garage	install		
hospital	mine		
journalist	operate		
librarian	organise		
library	perform		
mechanic	put out		
mine	repair		
miner	sell		
plumber	treat		
pilot	write		
priest			
secretary			
stockbroker			
stock exchange			
street			
surgeon			
surgey			
vet			
vicar			

1 a Complete the chart below.

Job	Place	Duties
architect	office	designs buildings
		treats sick animals
	stock exchange	
firefighter		
	church	
dustman		
		operates on people
plumber		
	mine	
		writes newspaper reports
	library	
pilot		
	garage	
secretary		

b Now define the duties of a particular job and see if a partner can guess the job. Use the jobs in a and any others you know. For example:

A: What do you call a person who designs houses?
B: An architect.

c Now compile your own chart of the good and bad points of these jobs. Work with your partner and use a dictionary to help you. For example:

Job	Good points	Bad points
pilot	well paid, exciting, high status	anti-social hours, stressful, early retirement

Librarian

Walton Public Library is looking for a **LIBRARIAN**.

We need a professionally qualified librarian with experience in a local library.

An ability to use computers is an advantage.

Please write to:

Mrs J. Smith, Walton Public Library, The High Street, Walton, Cambridge.

Secretary

SECRETARY needed in a busy London office.

- Can you type?
- Are you well-organised?
- Have you got five or more passes at GCSE?

If you can answer yes to these questions, phone 0171 123 4567 for more details.

Journalist

JOURNALIST

An exciting opportunity for a person with journalistic experience to work on a well-known national newspaper. Please fax your CV to 0171 321 4567.

Plumber

PLUMBER WANTED. 20 hours per week. Good salary. Please phone John on 01223 91119.

Vet

Broadtown Surgery is looking for a vet to work with dogs and cats. The ideal candidate will have at least three years experience working with small animals. For further details tel: 0151 32467.

Mechanic

MECHANIC wanted in busy garage. Phone Bob on 01975 753753.

Answers

1 a Here is the probable order:

- 1 She saw the advert.
- 2 She applied for the job.
- 3 They gave her an interview.
- 4 They offered her the job.
- 5 She accepted the job.
- 6 She got promotion.
- 7 They weren't satisfied with her work.
- 8 They sacked her.

b The facts about the two jobs are as follows (and students could have selected any four from each list):

<i>Present job</i>	<i>New job</i>
in charge of a small team	contact with engineers, builders, etc.
a lot of responsibility	a lot of travelling locally
desk job/paperwork	a lower salary
little chance of promotion	good promotion prospects
a small company	part of a new project

2 a The best answer is:

type of organisation	multinational
career prospects	rapid promotion
salary	£30,000
location	on the outskirts of Manchester
responsibilities	in charge of a small department
job satisfaction	demanding but stimulating
fringe benefits	company car and petrol allowance
work environment	comfortable and spacious offices

Tapescript

1 b Listen to the interview and follow the instructions on your worksheet.

M: Well, now then, one thing I'd like to ask is, er, exactly why you applied for the job. I mean, just looking at your application form, you're actually overqualified ...	where I can supervise things, and deal with problems as they occur. And this job should give me that kind of contact with other engineers, architects, builders and so on.	promotion prospects are very good.
W: Yes, I thought you might ask that. Um, the thing is, in my present job, although I'm actually in charge of a small team and I have a lot of responsibility, it's largely a desk job with a lot of paperwork ...	M: Mmm. You'd certainly have to do quite a lot of travelling in the local area, you know, visiting different sites. You do realise, though, that the starting salary isn't as good as the salary in your present job?	M: That's true, and er, as this is a new project that we're working on, we think there'll be a very good chance of fairly quick promotion, depending on performance, that is ...
M: And you're not too keen on being stuck in an office all day?	W: Yes, I realise that, but um, it does say in the job advertisement that the	W: Yes, of course. Well, you see, I've got very little chance of promotion in my present job. I mean it's a very small company and there's nowhere really for me to go; that's why I'm looking around for somewhere else.
W: To be honest, no, I'm not. I much prefer being out on site		

Key words and expressions

Nouns	Verbs	Adjectives	Other expressions
advert (advertisement)	accept	demanding	be satisfied with
application form	apply for (a job)	spacious	be stuck in (a place)
architect	sack	stimulating	get promotion
builder			give (someone) an interview
career prospects			offer (someone) a job
company car			starting salary
engineer			
fringe benefits			
interview			
job satisfaction			
location			
paperwork			
petrol allowance			
promotion			
responsibility			
salary			
work environment			

Worksheet 2

- 1 a** Read the sentences below about Sarah's last job. With a partner, put them into the order in which you think they occurred.

She accepted the job.
 She saw the advert.
 She got promotion.
 She applied for the job.
 They weren't satisfied with her work.
 They gave her an interview.
 They sacked her.
 They offered her the job.

- b**  Listen to the interview. Write down four facts about Sarah's present job, and four facts about the new job she is applying for. Use the table below for your answers.

	<i>Present job</i>	<i>New job</i>
1		
2		
3		
4		



'I've told you about the pay, holidays, pension, sick pay, perks and free lunches . . . wouldn't you like to know what the job is?'

- 2 a** Match the job factors in column A with the examples in column B.

<i>A</i>	<i>B</i>
type of organisation	on the outskirts of Manchester
career prospects	demanding but stimulating
salary	multinational
location	£30,000
responsibilities	comfortable and spacious offices
job satisfaction	company car and petrol allowance
fringe benefits	in charge of a small department
work environment	rapid promotion

- b** Rank the job factors in column A in order of importance to you personally and then compare your answers in groups.

Answers

- 1 a**
- | | |
|------------------|---------------------|
| departure lounge | boarding card |
| holiday resort | traveller's cheques |
| excess baggage | passport control |
| suitcase | runway |
| charter flight | take-off |
| duty-free | check-in desk |
| travel agency | seat belt |

b First of all, we went to a *travel agency* to get some information. We decided to go to a *holiday resort* abroad and we managed to get a *charter flight*, which saved us some money. Later we went to the bank and got some *traveller's cheques*. At the airport we took our *suitcases* to the *check-in desk*. They were quite heavy but we didn't have to pay *excess baggage*. Then we went through *passport control* and waited for about half an hour in the *departure lounge*. While we waited, we looked round the *duty-free* and bought some sunglasses. When they called our flight, we got on the plane and showed the stewardess our *boarding cards*. We found our seats and fastened our *seat belts*. Then we taxied to the *runway* and waited for *take-off*.

- 2a**
- | | |
|-------------|---------|
| 2 big | 7 bad |
| 3 nice/good | 8 dirty |
| 4 small | 9 old |
| 5 tired | 10 good |
| 6 cold | |

- b**
- | | |
|------------------------------|-----------------------------|
| 1 Yeah, it was really big. | 4 Yeah, it was very old. |
| 2 Yeah, it was very dirty. | 5 Yeah, it was really bad. |
| 3 Yeah, it was really small. | 6 Yeah, we were very tired. |

- c**
- | | |
|-------------|-------------|
| 1 ancient | 5 filthy |
| 2 tiny | 6 freezing |
| 3 delicious | 7 boiling |
| 4 awful | 8 exhausted |

Tapescript

2b Listen to these examples.

A: It was freezing, wasn't it?

B: Yeah, it was very cold.

A: Delicious food, wasn't it?

B: Yeah, it was really good.

Now listen and reply.

- 1 A: It was enormous, wasn't it?
 2 A: It was filthy, wasn't it?
 3 A: Oh, the flat was tiny, wasn't it?
 4 A: And it was ancient, wasn't it?
 5 A: Oh, it was an awful journey, wasn't it?
 6 A: And we were exhausted, weren't we?

Key words and expressions**Nouns**

boarding card	runway
charter flight	seat belt
check-in desk	stewardess
departure lounge	suitcase
duty-free	take-off
excess baggage	travel agency
holiday resort	traveller's cheques
information	
passport control	

Adjectives

ancient
 awful
 boiling
 delicious
 enormous
 exhausted
 filthy
 freezing
 tiny
 wonderful

Other words and expressions

go abroad

Holidays and travel 14

Worksheet 1

1 a Match the words in box A with the words in box B to form new nouns.

Example: departure lounge

A

B

departure holiday excess
suit charter duty travel
boarding traveller's passport
run take check-in seat

agency card control off belt
flight desk lounge way
free baggage resort cheques
case



b Now use the words and phrases from a to complete the story below. The first one has been done for you.

First of all, we went to a travel agency to get some information. We decided to go to a abroad and we managed to get a, which saved us some money. Later we went to the bank and got some At the airport we took our to the desk. They were quite heavy but we didn't have to pay Then we went through and waited for about half an hour in the While we waited, we looked round the and bought some sunglasses. When they called our flight, we got on the plane and showed the stewardess our We found our seats and fastened our Then we taxied to the and waited for

2 a Complete the table below with a suitable *normal* adjective for each *extreme* one.

	<i>Normal</i>	<i>Extreme</i>
1	<u>hot</u>	boiling
2		enormous
3		delicious
4		tiny
5		exhausted

	<i>Normal</i>	<i>Extreme</i>
6		freezing
7		awful
8		filthy
9		ancient
10		wonderful

b Listen to these example conversations:

A: It was freezing, wasn't it?
B: Yeah, it was very cold.

A: Delicious food, wasn't it?
B: Yeah, it was really good.

You will now hear some questions. Can you reply to each of the questions as in the examples above?

c Put the extreme adjectives into the following conversation. (Ted and Edna always agree with each other!) For example:

Ted says ...

... and Edna replies ...

It was a big hotel, wasn't it?

Yes, it was enormous.....

1 But it wasn't very modern, was it?

No, it was

2 And the room wasn't very big either.

No, it was

3 But the food was nice.

It was

4 I didn't like the coffee, though.

No, it was

5 The beach wasn't very clean, I thought.

No, it was

6 And the sea wasn't very warm.

No, it was

7 Still, we had lovely weather.

Yes, it was

8 Are you tired after the flight?

Oh yes, I'm

Answers

1 a If students find this part very easy, you could expand the new input by asking them to think of three more words to describe each place. With the existing words, though, you will need to check the pronunciation of *yacht* /jɒt/ and *sunbathe* /sʌnbæɪð/.

- 1 The beach scene: beach, sand, coastline, steep, cliffs, tourists, steps, overlooking, sunbathe, view
- 2 The harbour scene: harbour, yachts, tourists, hectic, view, rocks
- 3 The mountain scene: valley, mountains, lake, countryside, snow, peaceful, remote, surrounded by, in the distance, steep, view

b Students often confuse *touristic* ('related to tourists') with *touristy* ('full of tourists'). The latter is usually used to show disapproval.

Noun	Adjective
1 sand	sandy
2 rocks	rocky
3 mountain	mountainous
4 tourist	touristy

C Sample answers

- 1 This is a picture of where we are staying. We are in one of the hotels overlooking the beach and we have a great view of the coastline and cliffs. Every day we go down to the beach and sunbathe. It only takes us two minutes to get there down some steep steps. We are really relaxing: it is very quiet as there aren't many other tourists here. See you soon.
- 2 This is the harbour in the town where we are staying. It is really pretty, with lots of yachts and boats. Our hotel isn't in the picture, but we have a good view of the harbour. There are lots of tourists from the yachts so life is quite hectic! Lots of people walking around and a lot of cars. It's fun!
- 3 Well, here we are, in the peace and quiet of the countryside at last. It's a very remote and peaceful place. As you can see, the lake is surrounded by steep mountains with snow on them, and in the distance we can see a little valley. We are staying quite near this lake and we have a marvellous view from our hotel. We don't want to come home!

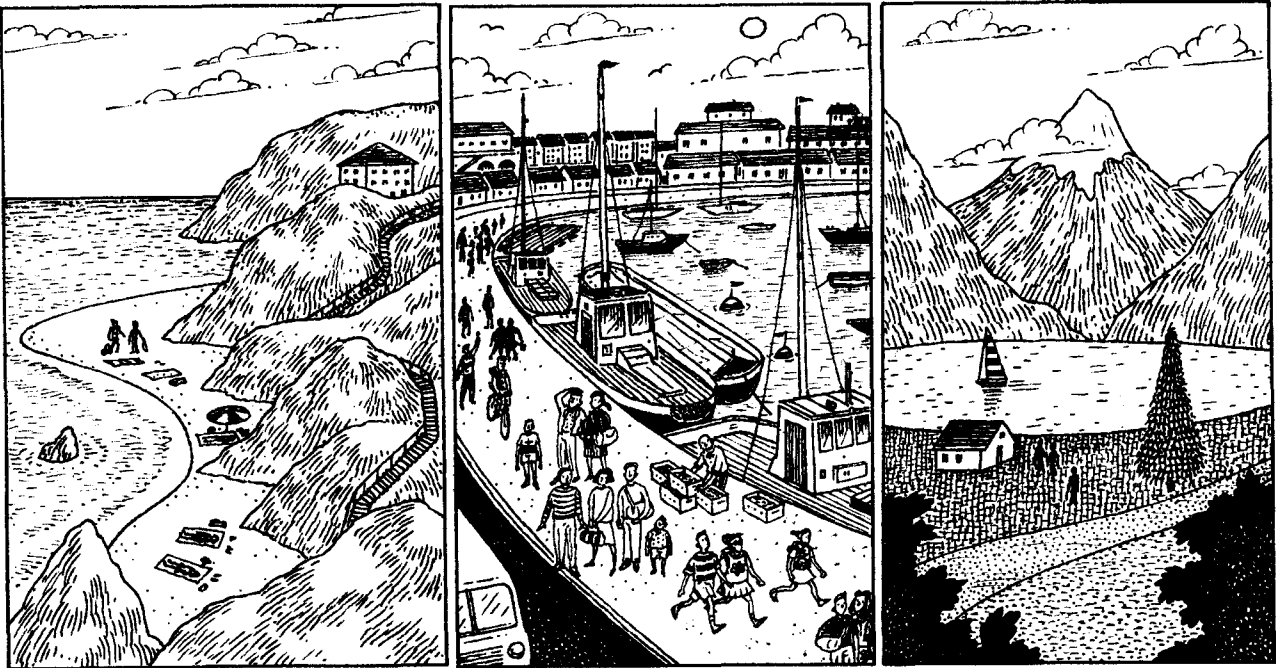
Key words and expressions

Nouns	Adjectives	Verbs	Other words and expressions
beach	hectic	sunbathe	in the distance
cliff	mountainous		surrounded by
coastline	overlooking		
countryside	peaceful		
harbour	remote		
lake	rocky		
mountain	sandy		
rocks	snowy		
sand	steep		
snow	touristy		
step			
tourist			
valley			
view			
yacht			

Holidays and travel 14

Worksheet 2

- 1 a** Look at these three places and then study the words and phrases in the box. Which words and phrases would you need to describe each place? (You can use a word or phrase to describe more than one place.)



valley mountains yachts beach
 countryside coastline cliffs remote
 steep hectic steps lake view
 in the distance rocks sand snow
 harbour surrounded by tourists
 sunbathe (v) peaceful overlooking

- b** You may also want to use the adjectives formed from some of the nouns above. What are the adjectives formed from these nouns?

<i>Noun</i>	<i>Adjective</i>
sand	
rocks	
mountain	
tourist	

- c** Imagine you are staying in one of these three places. Write a postcard describing the place and your holiday, using the words you selected in **a**. Then give your postcard to someone in your class and ask them to guess which place you are writing from.

Answers

1 b

- a close friend
- a hard worker
- a strong accent
- a big disappointment
- a serious illness
- a high salary
- a light sleeper/smoker
- a heavy smoker/sleeper

2a These are the probable combinations:

- a hot or mild curry
- sweet or dry wine
- strong or weak tea
- a rough or calm sea
- a hard or soft bed
- hot or cold water
- sweet or sour grapes
- strong or mild cheese/cigarettes
- a rough or smooth surface/skin
- a hard or easy exam

Key words and expressions

Adjectives and nouns

- | | |
|--------------------|-------------------|
| big disappointment | mild curry |
| calm sea | rough sea |
| close friend | rough skin |
| cold water | rough surface |
| dry wine | serious illness |
| easy exam | smooth skin |
| hard bed | smooth surface |
| hard skin | soft bed |
| hard worker | soft skin |
| heavy rain | sour grapes |
| heavy sleeper | strong accent |
| heavy smoker | strong cheese |
| high salary | strong cigarettes |
| hot curry | strong tea |
| hot water | strong wind |
| light sleeper | sweet orange |
| light smoker | sweet wine |
| mild cheese | weak tea |
| mild cigarettes | |

Other expressions

- do one's homework
- make a mistake

Collocation 15

Worksheet 1

- 1 a** We often combine words in certain ways. In English, for example, we can say:

heavy rain a strong wind make a mistake do one's homework

Other languages may use different adjectives or verbs with these nouns. It is important, therefore, to learn the different partners that words can have. This worksheet looks at some common examples.



- b** Which adjectives in box A can you combine with the nouns in box B?

A		B	
close	serious	sleeper	salary
hard	high	disappointment	worker
strong	light	friend	accent
big	heavy	illness	smoker

- c** Complete the sentences with adjectives from **b**. Then move round the class and ask questions to complete the chart.

Find someone who ...	Name
... is a sleeper.	_____
... is a smoker.	_____
... is a worker.	_____
... has (or will have) a salary.	_____
... doesn't think they have a foreign accent when they speak English.	_____
... has had a illness in their life.	_____
... has recently had a disappointment.	_____
... has a friend of a different nationality.	_____

- 2 a** Which of the pairs of adjectives on the left can you use with the nouns on the right?

hot or mild	hot or cold	sea	cheese
sweet or dry	sweet or sour	curry	bed
strong or weak	strong or mild	water	wine
rough or calm	rough or smooth	cigarettes	tea
hard or soft	hard or easy	exam	grapes
		skin	surface

- b** Now practise these combinations by contradicting your partner like this:

Your partner: This cheese is strong.

You: Do you think so? I thought it was quite mild.

Answers**1****We say:**

do the shopping
do the washing-up
do the cooking
make the bed(s)
do the cleaning
make the most money
make the most mess
do the ironing
make most of the decisions

2^a

- 1 a cheque: anyone, in a shop, to pay for something
 an article: a journalist, in an office, it's his/her job
 an essay: a student, in a library, the teacher wants it
 a novel: a novelist, at home, for pleasure or money
- 2 tyres and brakes: a mechanic, in a garage, for safety
 passports: passport officer, at the airport, for security
 answers: a teacher, in class, to see if you understand
 their change: anyone, in a shop, to see that it's right
- 3 an application form: anyone, at home, to apply for a job
 gaps: a student, in a test, to try and pass the test
 a questionnaire: anyone, in the street, someone asked them to
 a counterfoil: anyone, in a shop, to remember what you have paid and where

Key words and expressions**Nouns**

answer
 application form
 article
 brakes
 change
 cheque
 counterfoil
 essay
 gap
 novel
 novelist
 passport
 questionnaire
 tyre

Other expressions

do the cleaning
 do the cooking
 do the ironing
 do the shopping
 do the washing-up
 make the bed(s)
 make a decision
 make a mess
 make money

Collocation 15

Worksheet 2

1 In your house, who *does* or *makes* things? Complete the chart with:

- the correct verb *do* or *make*
- the person who does each thing in your house (write a tick)

<i>Do or make?</i>		<i>A man</i>	<i>A woman</i>	<i>Either</i>
	the shopping	✓✓	✓	✓
	the washing-up			
	the cooking			
	the bed(s)			
	the cleaning			
	the most money			
	the most mess			
	the ironing			
	most of the decisions			



Now ask the other people in your group who does these things in their homes. (Mark their answers with ticks.) What can you say about the results of your survey?

* Exercise 1 is taken from *Working with Words* by Ruth Gairns and Stuart Redman, Cambridge University Press, 1986.

2 a Look at the following table and fill it in. Your answers may be very general e.g. *anyone*, or very specific e.g. *a journalist*.

			<i>Who?</i>	<i>Where?</i>	<i>Why?</i>
1	writes	a cheque	<i>anyone</i>	<i>in a shop</i>	<i>to pay for something</i>
		an article			
		an essay			
		a novel			
2	checks	tyres and brakes			
		passports			
		answers			
		their change			
3	fills in	an application form			
		gaps			
		a questionnaire			
		a counterfoil			

b Now compare your answers with a partner's.

Answers

1 a Some possible spoken questions are:

What's your surname / family name?
 What's your first name?
 When were you born?
 Where do you come from? / Where are you from?
 What do you do (for a living)? / What's your job/occupation?
 Are you married (single or divorced)?
 Where do you live?
 Where are you living / staying at the moment / at present?
 Why are you here? / Why have you come here? / What are you here for?
 How long are you staying? / How long do you intend to stay?

b Surname: Bajan Permanent address: Richttanne, 8627 Gruningen
 Forename: Sonia Temporary address: 18 Brackley Road, London W4
 Date of birth: 3 February 1972 Purpose of visit: General language course
 Country of origin: Switzerland Length of stay: Five and a half months
 Occupation: Bank employee Date: 13th
 Marital status: Married

C See tapescript below.

Tapescript

1 b Listen to the interview and follow the instructions on your worksheet.

W: Right. If I could just ask you a few questions? Um, let's start with your name.
 S: It's Sonia.
 W: Sonia. OK. And your family name?
 S: Bajan.
 W: Bajan. How do you spell that?
 S: B-A-J-A-N.
 W: Right. OK. And where are you from, Sonia?
 S: From Switzerland.
 W: Switzerland.
 S: Yes.
 W: Bajan's not a very Swiss name, is it?
 S: No, it isn't. It's Hungarian.
 W: Hungarian? Really?
 S: Yes.
 W: Is your family Hungarian?
 S: No. It's my husband's family.
 W: Oh, I see. So you're married then?
 S: Yes.
 W: OK. And what do you do in Switzerland?
 S: I work in a bank.
 W: In a bank. Right. And whereabouts do you live in Switzerland?
 S: Near Zurich.
 W: Near Zurich. OK. Er, what's the address?
 S: It's Richttanne.
 W: Could you spell that please?
 S: Yes. R-I-C-H-double T-A-double N-E.
 W: Thanks.
 S: And then it's 8627 Gruningen.
 W: Gruningen. I've heard that before; I know that. OK. Right. And where are you staying here in England?
 S: In London.
 W: Right. With a family?
 S: Yes.
 W: OK. What's the address?
 S: 18 Brackley Road.
 W: Brackley?
 S: Yes, Brackley Road.
 W: Yeah.
 S: W4. London W4.
 W: Fine. OK. And what are you here for exactly?
 S: Oh, I'm doing a general language course.
 W: In a, in a language school?
 S: Yes.
 W: I see. Your English sounds pretty good to me. And er, how long, how long will you be here for?
 S: Five and a half months.
 W: That's quite a long time. That's nice.
 S: Yeah.
 W: And um when were you born?
 S: February the 3rd, 1972.
 W: OK. I think that's about all. Um, could you just sign here for me, please?
 S: Yeah, sure.
 W: And write the date here.
 S: Is it the thirteenth?
 W: Yeah, the thirteenth. OK, that's it. Lovely. Thanks very much.

Key words and expressions

Nouns

advertisement occupation
 (birth) certificate surname
 credit card traveller's cheques
 examination vaccination
 forename visa
 form work permit
 injection
 insurance

Verbs

fill in (a form)
 open (an account)
 register
 sign

Adjectives

medical
 permanent
 temporary

Other words and expressions

country of origin Are you married?
 date of birth How long are you staying?
 international What do you do?
 driving licence What's your name?
 length of visit When were you born?
 marital status Where are you from?
 permanent address Where do you live?
 purpose of visit Why are you here?
 temporary address

Bureaucracy 16

Worksheet 1

- 1 a** The following form is written in formal English. In spoken English we might ask for this information in a different way. For example:

Country of origin – ‘Where are you from?’ or ‘Where do you come from?’

Now do the same for the rest of the form: in spoken English what questions would you ask to get each piece of information? (Do not fill in the form yet.)

SURNAME:	FORENAME:	DATE OF BIRTH:
COUNTRY OF ORIGIN:	OCCUPATION:	MARITAL STATUS:
PERMANENT ADDRESS:		TEMPORARY ADDRESS:
PURPOSE OF VISIT:		LENGTH OF VISIT:
		SIGNED:
		DATE:

- b**  Listen to the interview and fill in the form in **a**.
- c**  Listen to the interview a second time. Does the interviewer use the same question forms as you did? If not, write down the question forms she uses.
- d** Imagine you are an official and your partner is someone who has just arrived in Britain. Practise the conversation.

- 2 a** Alison Cook has decided to live and work in your country for one year. Look at the three columns below. Next to each item put ‘N’ for necessary, or ‘A’ for advisable, or ‘U’ for unnecessary, or ‘I’ for impossible. Work with your partner and use a dictionary if necessary.

<i>Before leaving England</i>	<i>When she arrives</i>	<i>Essential documents to take</i>
have lessons to learn your language	get a work permit	passport
have injections	register with the police	birth certificate
get a visa	register with the British Embassy	credit cards
buy traveller’s cheques	open a bank account	British driving licence
take out medical insurance	get a permanent address (not a hotel)	examination certificates
take out travel insurance	look at job advertisements in the local paper	vaccination certificates
get an international driving licence		international driving licence

- b** Is there any more advice you could give Alison? Discuss your answers in groups.

Answers

- 1 a** When you go through the answers, check the pronunciation of *brooch* /brəʊtʃ/, *bracelet* /breɪslət/, *necklace* /neɪkləs/, *tie* /taɪ/, and *gloves* /glʌvz/.

earrings: ears
gloves: hands
socks: feet
tie: neck
belt: waist
ring: finger
bracelet: wrist
cap: head
brooch: chest
hat: head
boots: feet
necklace: neck and shoulders
scarf: neck

- 2 a** Tell students to use each item of vocabulary at least once. With a multilingual class it is advisable to bring something *suede* and *silk* into the class, otherwise these words will be very difficult to explain. If you work in a very hot climate or very cold climate, you may wish to change some of the vocabulary in order to make it more relevant to your students. In this case, write the items on the board.

There are a lot of possible answers. Here are some of them:

a thin cotton blouse
 a long silk scarf
 warm leather gloves
 a thick suede jacket

Key words and expressions

Nouns

belt
 blouse
 boots
 bracelet
 brooch
 cap
 chest
 cotton
 earrings
 finger
 gloves
 gold
 hat
 jacket
 leather
 neck
 necklace

overcoat
 ring
 scarf
 shoulder
 silk
 silver
 skirt
 socks
 suede
 tie
 trousers
 T-shirt
 waist
 wrist

Adjectives

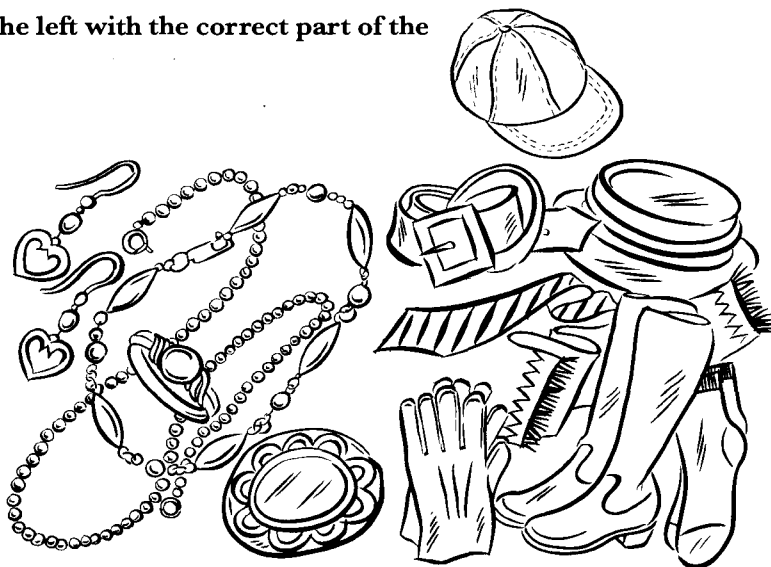
-sleeved
 thick
 thin
 warm
 woollen

Clothes and shopping 17

Worksheet 1

1 a Match the clothes and accessories on the left with the correct part of the body on the right.

earrings	waist
gloves	wrist
socks	hands
tie	ears
belt	finger
ring	feet
bracelet	neck
cap	head
brooch	chest
hat	neck and shoulders
boots	
necklace	
scarf	

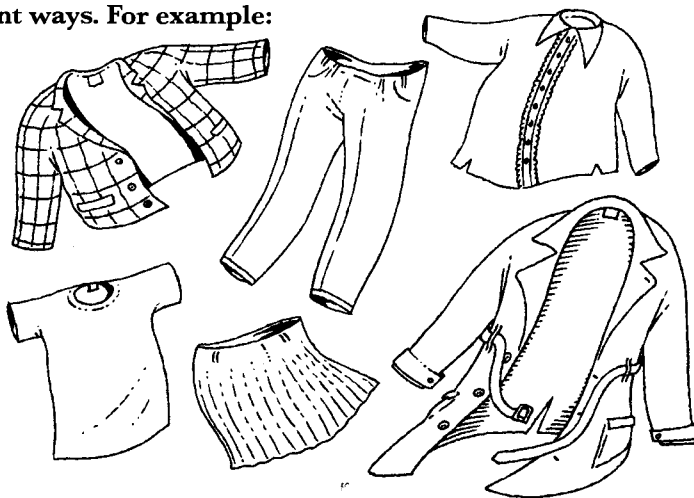


b Who is wearing what? Count the number of people in the class who are wearing these items.

2 a Combine the following words in different ways. For example:

thick woollen trousers

a	thick thin warm long short	-sleeved woollen cotton silk leather suede silver gold	overcoat
			jacket
			tie
			earrings
			skirt
			blouse
			scarf
			belt
			trousers
			necklace
			gloves
			T-shirt
			boots
			socks



b Who would wear these clothes? When would they wear them? For example:
Someone on a beach might wear a thin cotton T-shirt.

c Work with a partner. Describe your partner's clothes using the adjectives in the table above.

d Describe the clothes of someone in your class, using the same adjectives. Do not mention the person's name. The other students should try to guess who you are describing.



Answers

- 1 a**
- Shop assistant: Can I help you?
Customer: I'm being served, thanks.
 - Customer: Excuse me. Have you got this blouse in size 12?
Shop assistant: No, I'm afraid we've sold out.
Customer: Oh, what a pity.
 - Customer: Could I try on this dress?
Shop assistant: Yes, of course. The changing-room's over there.
Customer: (*A few minutes later*) I'm afraid it's too small.
Shop assistant: Well, would you like to try on a bigger size?
Customer: Yes, please.

2 a You can start on the 5th floor or in the basement:

5th floor: a bed
 4th floor: a cassette, a novel, a notepad
 3rd floor: a tracksuit, an exercise bike, some underwear
 2nd floor: some underwear
 1st floor: two single sheets
 ground floor: a tube of toothpaste, needles and thread
 basement: a kettle, knives and forks

The present for Ted could be from any department.

b The additional things were:

a couple of other books
 some envelopes
 some toys (Jean bought these.)

Tapescript

2 b Listen to Bob talking about his visit to the department store and answer the questions on your worksheet.

Bob: Well, I went with Jean, my wife, and first of all we went straight to the furniture department on the top floor and ordered a bed. Then we went down a floor so Jean could go to the audio department and get a cassette she wanted. So I left her there while I bought a, a novel and a couple of other books – I thought one of them would make a nice present for Ted – and just next door I got a notepad and some envelopes at the same time.

Anyway, I went back and found Jean buying more toys for our two nephews so I quickly dragged her away and headed for the lift to take us to the sportswear department; I wanted to buy a tracksuit for jogging and have a look at some exercise bikes as well. Jean wasn't very interested so she went on down to the ladieswear department to look at some clothes. We met up again in the bedding department because we had to get some sheets, and then ... er, went

back down to the ground floor where I got some toothpaste in toiletries and er, Jean went and bought some needles and thread.

Anyway, we finished up in the basement; we bought a kettle and some knives and forks and, er, oh, one or two things and as we were there we decided to have a cup of coffee. That was when I suddenly remembered I forgot to buy underwear when I was up in the menswear department.

Key words and expressions

Nouns

changing-room	furniture
customer	kettle
department store	knife (pl. knives)
envelope	needle and thread
folk music	notepad
fork	

Verbs

try on

Other words and expressions

I'm afraid ...	sold out
I'm being served, thanks.	What a pity
in size (12)	
in the basement	
on the first/second/top floor	
over there	

Clothes and shopping 17

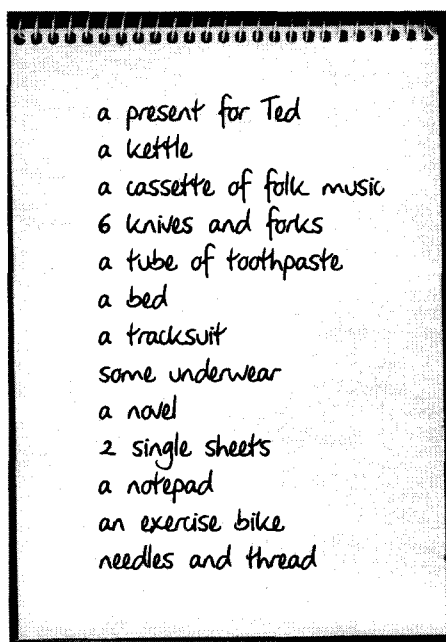
Worksheet 2

- 1 a** Make three short conversations from these mixed-up sentences. The three conversations are all between a shop assistant and a customer.

No, I'm afraid we've sold out.
 Well, would you like to try on a bigger size?
 Could I try on this dress?
 I'm being served, thanks.
 Oh, what a pity.
 (a few minutes later) I'm afraid it's too small.
 Yes, please.
 Yes, of course. The changing-room's over there.
 Can I help you?
 Excuse me. Have you got this blouse in size 12?

- b** Now move round the class, practising similar conversations with different people.

- 2 a** You are going to a large department store to do some shopping. Here is your list. Can you put the list in the best order to save time while you are shopping? The store directory will help you.



- ▶ **5th FLOOR:**
Furniture
- ▶ **4th FLOOR:**
Audio, Books, Stationery, Toys
- ▶ **3rd FLOOR:**
Menswear, Childrenswear, Sportswear and Sports Equipment
- ▶ **2nd FLOOR:**
Ladieswear and Lingerie
- ▶ **1st FLOOR:**
Towels and Linen, Bedding, Sewing Machines, Curtains
- ▶ **GROUND FLOOR:**
Toiletries, Haberdashery, Fabrics, Jewellery, Hats and Gloves, Tobacco, Confectionery
- ▶ **BASEMENT:**
China and Glass, Kitchenware, Cutlery, Electrical Appliances, Lighting, Gardening, Luggage, Coffee Shop

- b**  Listen to the recording about Bob's visit to the department store. Is the order the same as yours? What *additional* things did Bob and his wife buy?

Answers

- 1 a**
- 3 son
 - 4 daughter-in-law
 - 8 uncle
 - 9 niece
 - 10 aunt
 - 12 grandfather
 - 13 granddaughter
 - 15 cousin
 - 17 sister-in-law

Key words

Nouns

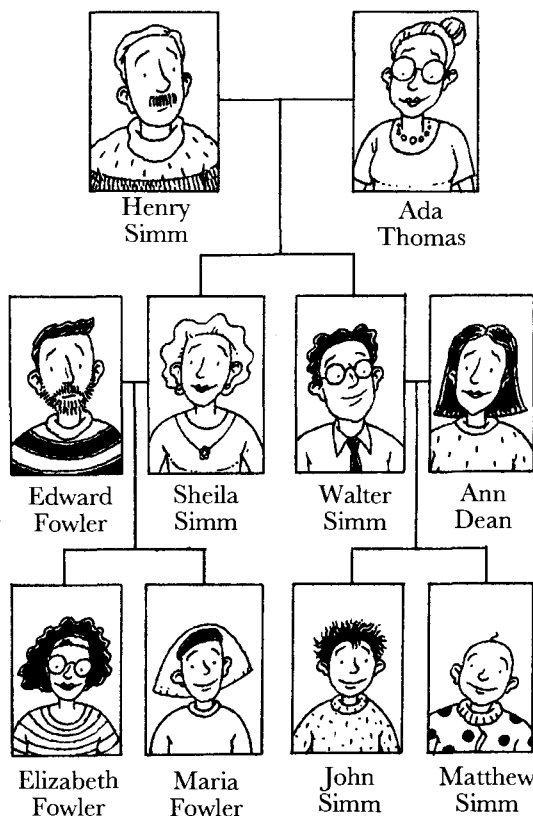
aunt
 brother-in-law
 cousin
 daughter-in-law
 father-in-law
 granddaughter
 grandfather
 grandmother
 grandson
 mother-in-law
 nephew
 niece
 sister-in-law
 son-in-law
 uncle
 widow
 widower

People and relationships 18

Worksheet 1

- 1 a** Look at the family tree and the names of some of the relationships on the left. Then complete the sentences below.

grandmother grandfather granddaughter
grandson mother father daughter son
aunt uncle niece nephew cousin
daughter-in-law son-in-law sister-in-law
brother-in-law



- 1 Sheila Simm is Henry Simm's daughter.
- 2 Edward Fowler is Henry Simm's son-in-law.
- 3 Walter Simm is Henry Simm's
- 4 Ann Dean is Henry Simm's
- 5 Maria Fowler is Walter Simm's niece.
- 6 John Simm is Sheila Simm's nephew.
- 7 Walter Simm is Maria Fowler's uncle.
- 8 Edward Fowler is Matthew Simm's
- 9 Maria Fowler is Ann Dean's
- 10 Ann Dean is Maria Fowler's
- 11 Ada Thomas is Elizabeth Fowler's grandmother.
- 12 Henry Simm is Elizabeth Fowler's
- 13 Elizabeth Fowler is Henry Simm's
- 14 Matthew Simm is Elizabeth Fowler's cousin.
- 15 Maria Fowler is John Simm's
- 16 Edward Fowler is Walter Simm's brother-in-law.
- 17 Ann Dean is Sheila Simm's

Compare your answers with a partner's.

- b** Draw your own family tree and give it to your partner. They can test you on the names of your relatives like this:

Example:

A: Who's Alfredo?

B: He's my cousin. *or*

A: What's your grandfather's name?

B: Pedro Sánchez.

Answers

1 a This might be the order:

- 1 You meet someone.
- 2 You get to know them.
- 3 You fall in love with them.
- 4 You get engaged.
- 5 You get married.
- 6 You get pregnant.
- 7 You have a baby.
- 8 You get divorced.

- c**
- 1 *false*
 - 2 *true*
 - 3 *true*
 - 4 *false*
 - 5 *false*
 - 6 *true*
 - 7 *true*
 - 8 *true*

Tapescript

1 c Listen to Paul talking about his marriage and follow the instructions on your worksheet.

P: Well, I guess things started to go wrong just after we had Tom. We both knew it was going to be difficult but, well, it was the flat really; it just wasn't big enough for the three of us, so when he cried – he seemed to cry all the time – it disturbed us both during the day and kept both of us awake at night and we just couldn't get away from it and have any time to ourselves.

Anyway, I started to lose my temper very quickly – you know, easily – not with the baby, I, I don't mean, no, I was very calm and patient when I

was actually looking after him, but I used to lose my temper with Jane and we had terrible arguments and ...

W: Did they become physical fights?

P: No, no, no, no, nothing like that; I never touched Jane but I used to shout at her and smash things and – at first she shouted back at me, but after a while she responded by spending more and more time with Tom and she just ignored me. And when I saw her giving all her attention to him, I ... I suppose I was jealous of him and I felt very lonely.

W: And did you tell Jane about your feelings?

P: Well, I tried, once or twice, but there never seemed to be much time and when there was, we were both too tired. Anyway, er, in the end I left; I just couldn't stand it, and we finally got divorced last year.

W: And how do you feel about it now?

P: Well, I regret it, I regret it very much. But looking back on it, I think we were probably both too young. I mean, I don't think I was ready for the baby and things.

Key words and expressions

Verbs

hit
ignore
leave (someone)
regret
shout at

Adjectives

adventurous
cautious
(un)friendly
hard-working
intelligent
jealous
lazy
lonely
optimistic
(dis)organised
pessimistic
pregnant
self-confident
shy
stupid
(un)tidy

Other words and expressions

fall in love with someone
get divorced
get engaged
get married
get pregnant
get to know someone
have a baby
lose one's temper
meet someone

People and relationships 18

Worksheet 2

- 1 a** What is the usual order for the following events? Number them 1–8 and then compare your order with your partner's.

- You get married.
- You fall in love with someone.
- You get pregnant.
- You get to know someone.
- You get divorced.
- You have a baby.
- You meet someone.
- You get engaged.



- b** Study the following sentences. Use a dictionary to find the meaning of any new words.

- 1 He ignored her.
- 2 He shouted at her.
- 3 He lost his temper.
- 4 He was jealous of her.
- 5 He hit her.
- 6 He felt lonely.
- 7 He left her.
- 8 He regrets what happened.

- c**  Now listen to Paul talking about his marriage. Put *true* or *false* beside the sentences in **b**.

- 2 a** Make sure you understand the words in the box. Use a dictionary to help you. Then use these words to complete the sentences below.

friendly unfriendly optimistic pessimistic
 lazy hard-working stupid intelligent
 shy self-confident organised disorganised
 tidy untidy cautious adventurous

- 1 People who always wear a suit and tie are usually
- 2 People who never clean their shoes are usually
- 3 People who wear bright colours are usually
- 4 People who nearly always wear black clothes are usually
- 5 People who wear matching clothes are usually

- b** Compare and discuss your answers in groups.

- 1 a** It is better to illustrate and develop these different word-building patterns on the board; you can then elicit examples from the class as you go along. When students carry out the activity, they should be encouraged to use dictionaries to check their answers.

Answers

- 1 a** The words in brackets are not very common words in English.

<i>predict</i>	<i>invent</i>	<i>enjoy</i>	<i>imagine</i>	<i>adjust</i>	<i>adapt</i>
prediction (predictor) (predictive) predictable	invention inventor inventive	enjoyment enjoyable	imagination imaginative (imaginable)	adjustment (adjuster) adjustable	adaptation adaptor adaptable

- b** Some possible answers are:

- 1 A belt, a strap.
- 2 'Gone with the Wind', 'A Room with a View'.
- 3 British weather, the result of a race/match.
- 4 The computer, seat belts, washing machine ...
- 5 Human beings, the sparrow.
- 6 You will catch a cold next year.
- 7 A television.
- 8 The radio.
- 9 Chess.
- 10 Boxing, knitting, driving ...

Key words and expressions

Nouns

actor
confusion
education
improvement
organisation
owner

Verbs, nouns and adjectives

adapt – adaptable – adaptation – adaptor – unadaptable
adjust – adjustable – adjuster – adjustment – unadjustable
enjoy – enjoyable – enjoyment – unenjoyable
imagine – imaginable – unimaginable – imagination –
imaginative – unimaginative
invent – invention – inventive – inventor
predict – predictable – prediction – predictive – predictor –
unpredictable

Adjectives

affirmative
attractive
convertible
readable
sensitive

1 a We can make many nouns by adding suffixes in the following way:

	Suffix	Example nouns
verb +	-ment	improvement
	-ion	education, confusion
	-ation	organisation
	-er/or	owner, actor

And we can make many adjectives like this:

	Suffix	Example adjectives
verb +	-ive	attractive
	-ative/itive	affirmative, sensitive
	-able/ible	readable, convertible

NB You will notice there is sometimes a change in spelling. One of the most common changes is to drop the final 'e'. For example:

sense – sensitive organise – organisation

Study the verbs at the top of the table below. How many nouns and adjectives can you form from them using the suffixes above?

<i>predict</i>	<i>invent</i>	<i>enjoy</i>	<i>imagine</i>	<i>adjust</i>	<i>adapt</i>
.....					
.....					
.....					

b Work in groups of three. Can you think of an example for each of these?

- 1 Something you wear or part of something you carry which is adjustable.
- 2 A film which has been adapted from a book.
- 3 Something you can never predict accurately.
- 4 A recent invention which has had a great effect on your life.
- 5 An animal or insect which is very adaptable.
- 6 A prediction which will almost certainly come true.
- 7 A product which is adjustable but should not require adjustment.
- 8 An invention which helps some people to wake up and others to go to sleep.
- 9 A game which requires imagination but is often very predictable.
- 10 Something which one of you finds enjoyable and the others do not.



Answers

1 a useful
tactful
thoughtful
harmful

- b**
- 1 She's careless.
 - 2 It's useless.
 - 3 He's very thoughtless.
 - 4 It's tasteless.
 - 5 It was painless.
 - 6 He's brainless.
 - 7 It's harmless.
 - 8 I'm very tactless.

2 a Suggested answers

- 1 Yes, they need to modernise it.
- 2 You can darken them.
- 3 No, they are going to strengthen it.
- 4 Yes, they need to economise.
- 5 You can lengthen them.
- 6 Do you think they will privatise it?
- 7 You can sharpen it with this.

b Other verbs that students might mention are:

blacken, deepen, frighten, harden, heighten, lighten, loosen, roughen, shorten, soften, tighten, straighten, thicken, whiten

centralise, computerise, criticise, industrialise, legalise, publicise, terrorise

Key words and expressions

Adjectives

brainless
endless
homeless
tasteless
toothless

careful – careless
harmful – harmless
painful – painless
tactful – tactless
thoughtful – thoughtless

Adjectives/nouns and verbs

dark – darken
length – lengthen
sharp – sharpen
strength – strengthen
wide – widen

economy – economise
modern – modernise
private – privatise

Worksheet 2

1 a The suffix ‘-less’ often has the meaning ‘without’, e.g. a toothless man is a man without teeth. The opposite meaning is often conveyed with the suffix ‘-ful’, e.g. *careless* and *careful* are opposites. (You must be careful, though. The opposite of *toothless* is not *toothful*.)

Which of the following adjectives can form an opposite with ‘-ful’?
useless endless tactless thoughtless homeless harmless

b Try to think of a word with ‘-less’ for the following sentences. You will need some words from the list in a, but others you will have to guess. Check in a dictionary to see if your word exists and has the correct meaning.

Example: These people have nowhere to live. They’re homeless.

- | | |
|--|-----------------|
| 1 She makes a lot of silly mistakes in her compositions. | She’s |
| 2 This tin opener doesn’t work at all. | It’s |
| 3 He never thinks about other people. | He’s very |
| 4 This soup has no flavour at all. | It’s |
| 5 I had an injection but it didn’t hurt. | It was |
| 6 That boy is so stupid. | He’s |
| 7 Don’t worry, the dog won’t bite you. | It’s |
| 8 I’m always putting my foot in it. | I’m very |

2 a We can form a number of verbs in English by adding ‘-en’ or ‘-ize’ (often ‘-ise’ in British English) to an adjective or a noun:

- sharp + en = sharpen (to make something sharper)
- modern + ise = modernise (to make something modern)
- economy + ise = economise (to make economies, be economical) (NB spelling change)

Respond to the sentences below. Form verbs by using the adjectives or nouns in the box + ‘-en’ or ‘-ise’, and use one in each reply.

sharp modern wide private economy strength dark length

Example:

- A: This road is too narrow and cars cannot overtake.
B: Yes, they need to widen it.

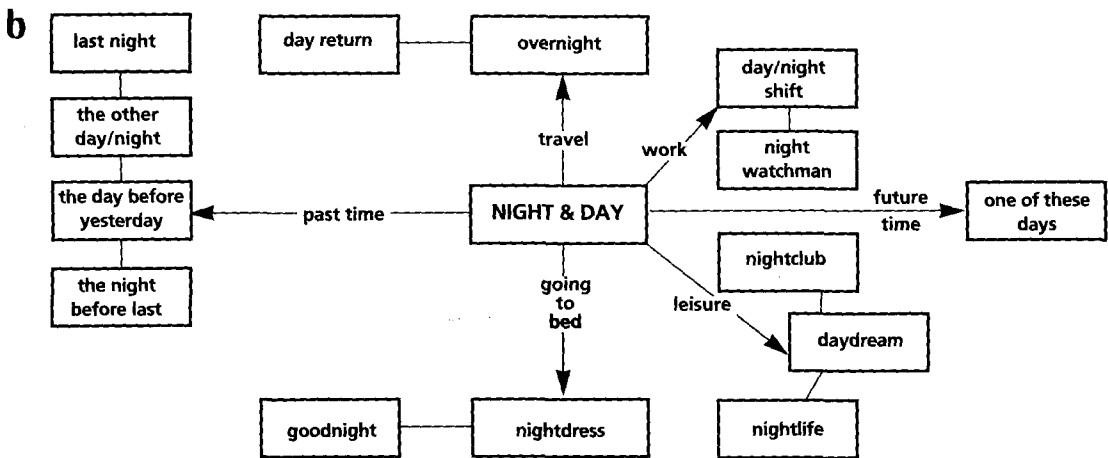
- | | |
|---|----------|
| 1 A: The town centre is looking terrible. | B: |
| 2 A: These photocopies are too light. | B: |
| 3 A: This bridge isn’t strong enough for large lorries. | B: |
| 4 A: They are spending too much money. | B: |
| 5 A: These trousers are too short. | B: |
| 6 A: The transport system is run by the state. | B: |
| 7 A: This knife is blunt. | B: |

b Practise the dialogues with a partner. Can you think of any more verbs formed in these two ways?

Answers

- 1 a Allow students about ten minutes to complete the activity, and then if you have access to good monolingual dictionaries, tell them to look up the entries for *day* and *night* to see how many answers they can find.

day/night shift
one of these days
nightclub
day return
night watchman
daydream
last night
nightlife
goodnight/day
nightdress
overnight
the other day/night
the day before yesterday
the night before last



- 2 a One possible grouping is:

- insomnia sleeping pills go for a walk count sheep do exercises
- go to bed fall asleep have a nap wake up awake get up
- dream snore have a nightmare sleepwalk
- sleep like a log have a restless night be fast asleep

- b Encourage students to follow up initial questions, i.e. if someone has a recurrent nightmare, try and find out what it is.

Key words and expressions

Nouns	Verb phrases	Time expressions	Other expressions
daydream	count sheep	last night	awake
day return	do exercises	overnight	fast asleep
insomnia	fall asleep	one of these days	
nightclub	go for a walk	the day before yesterday	
nightdress	go to bed	the night before last	
nightlife	have a nap	the other day	
night shift	have a nightmare	the other night	
night watchman	have a restless night		
sleeping pill	sleep like a log		
	sleepwalk		
	snore		

Night and day 20

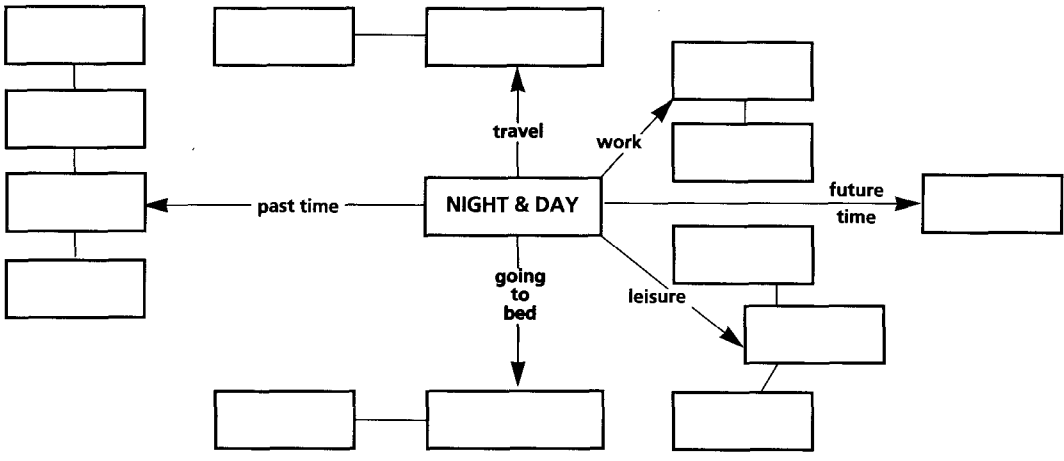
Worksheet 1

1 a There are a number of compound words or phrases containing *day* or *night*. Look at the lists below. Is the missing word *day* or *night* or could it be either of them?

- | | | |
|--------------------|-------------|----------------------------|
| shift | dream | over..... |
| one of these | last | the other |
| club | life | the before yesterday |
| return | good..... | the before last |
| watchman | dress | |



b Transfer the above words and phrases to this network.



2 a Organise the following words and phrases into groups. You must decide what the groups are and how many groups there are. Work with a partner and compare your answers with another pair's when you have finished.

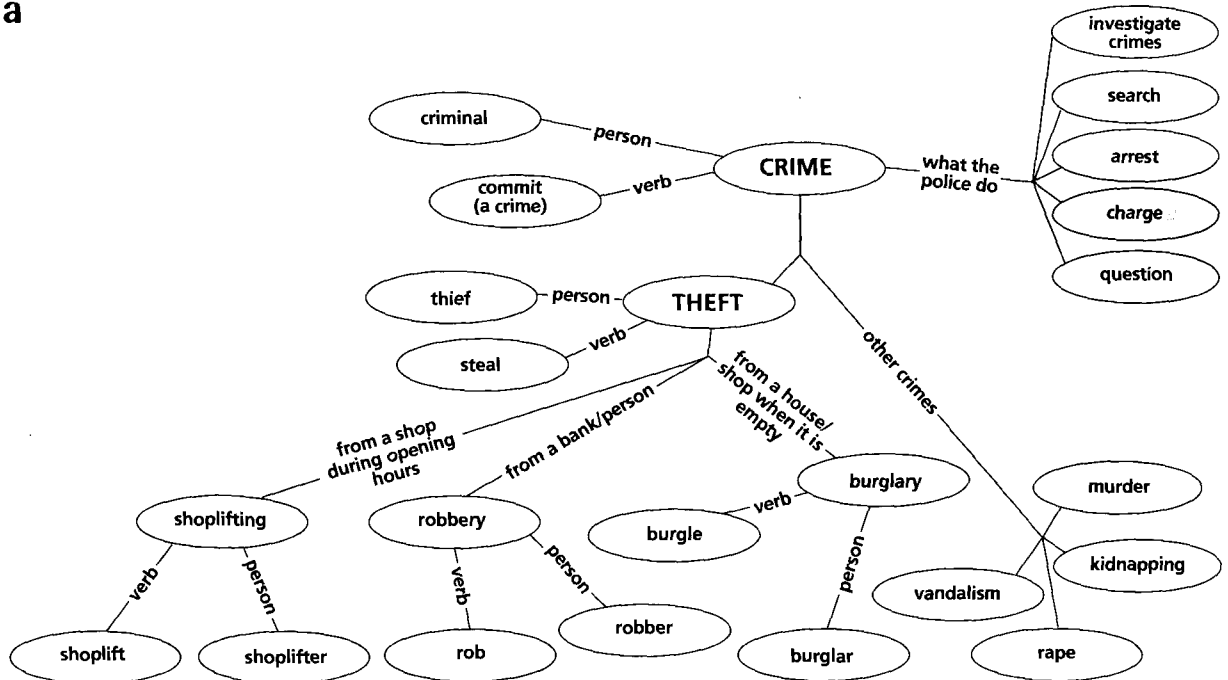
- | | | |
|------------------|-------------|-----------------------|
| sleeping pills | fall asleep | go for a walk |
| dream | count sheep | go to bed |
| get up | wake up | insomnia |
| have a nightmare | sleepwalk | sleep like a log |
| do exercises | snore | have a restless night |
| be fast asleep | have a nap | awake |

b Move round the class interviewing other students.

Find someone who ...	Name
... used to sleepwalk as a child.	_____
... has a recurrent nightmare.	_____
... does exercises either before they go to bed or immediately after they wake up.	_____
... finds it difficult to sleep in a strange bed.	_____
... can fall asleep easily when travelling on a coach, train or plane.	_____
... never takes sleeping pills.	_____
... enjoys having a nap during the day.	_____
... likes a hard bed.	_____
... suffers from insomnia.	_____
... snores a lot.	_____

Answers

1 a



Key words and expressions

Nouns

prison sentence
victim

Verbs

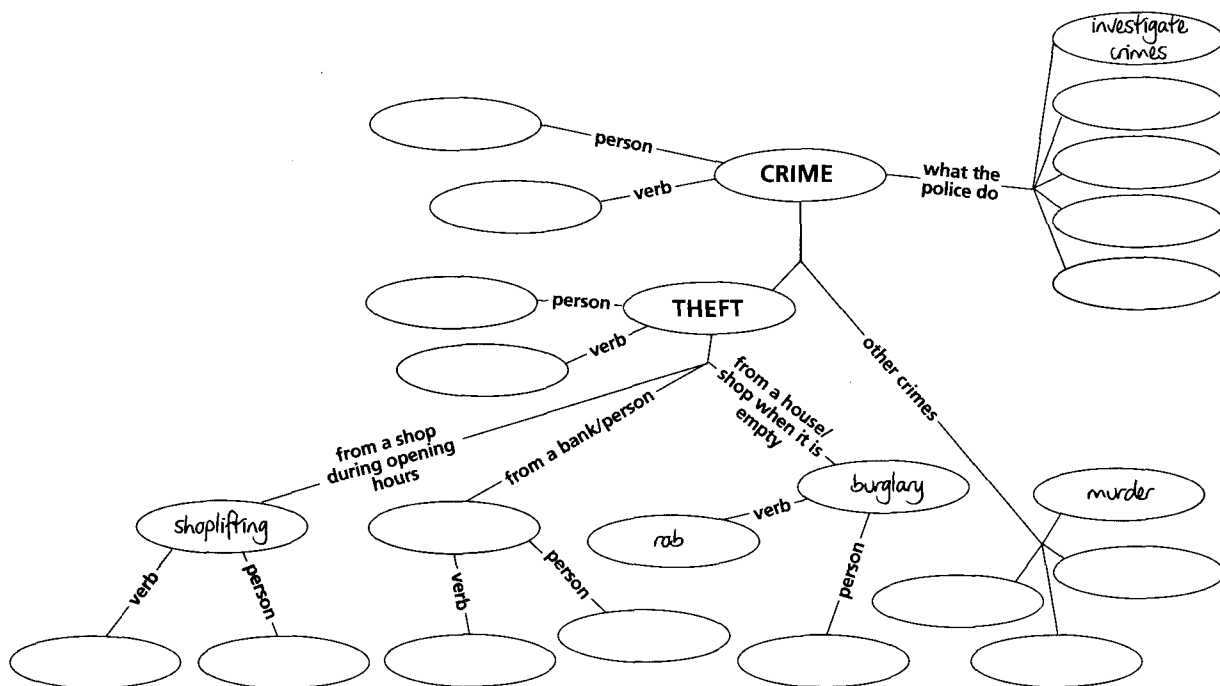
arrest
be armed
charge
investigate
prevent
question
search
witness

Crime, person and verb

burglary – burglar – burgle
crime – criminal – commit (a crime)
kidnapping – kidnapper – kidnap
murder – murderer – murder
rape – rapist – rape
robbery – robber – rob
shoplifting – shoplifter – shoplift
theft – thief – steal
vandalism – vandal – vandalise

Worksheet 1

- 1 a Use a dictionary and your own knowledge to complete this vocabulary network.



- b Read through the questions and make sure you understand the words in *italics*. Use a dictionary to help you.

- 1 Have you ever been the *victim* of a burglary or robbery? If so, what happened, and how did you feel about it?
- 2 Have you ever *witnessed* a robbery, a burglary or shoplifting? If so, what happened, and what action did you take?
- 3 Is the theft of car phones and car radios a common crime in your country? If so, what action do people take to *prevent* it?
- 4 Do you believe that bank robbers should have longer *prison sentences* than burglars, or are the two crimes very similar?
- 5 Are the police *armed* in your country? If so, do you think that is right, or would you prefer to see policemen without guns?
- 6 Is there any crime which makes you particularly angry? Why?

Discuss the sentences in groups.

1 a You may have to preteach *average* and *arrest* (and *burgle* if students haven't done Worksheet 1).

Answers

a and b

- 1 False
- 2 True
- 3 True
- 4 True
- 5 False
- 6 True
- 7 True

- c**
- 1 alarm
 - 2 locks
 - 3 key
 - 4 neighbours; police
 - 5 light

Tapescript

2b Listen to the advice on what to do if you wake up and hear a burglar in the house and follow the instructions on your worksheet.

- If you wake at night and hear someone in another room, or trying to break in, put all the lights on.
- Make a lot of noise by moving about.
- Do not go into the place where you can hear the noise.
- Phone the police from your bedroom, if possible.
- Find something you can use as a weapon if you are attacked – a comb or a bunch of keys.
- If you are on your own, call out loudly to an imaginary male companion: 'Tom, there's someone in the house.'
- Look out of the window after you hear the burglar leave.
- Note down what the burglar looks like, where he goes and the number of his car, if he has one.
- Call the police again.

Key words and expressions

Nouns

burglar
burglar alarm
burglary
lock

Verbs

burgle
install
protect

Other words and expressions

late at night

1 a With a partner, discuss the following statements about burglaries in Britain. Do you think they are true or false?

- 1 The average burglary takes about 45 minutes.
- 2 Most burglars are young men.
- 3 Most burglars live quite near the houses they burgle.
- 4 Most burglaries happen when houses are empty.
- 5 Most burglaries take place late at night.
- 6 There is a 4% chance that you will be burgled this year.
- 7 Very few burglars are arrested.



b The text below gives information about burglaries in Britain. Read the text and compare the information with your answers to the questions in a.

PROFILE OF A BURGLARY

- The average burglary takes five minutes.
- Seven out of ten burglars are young men, living within a mile or two of your house and looking for easy opportunities.
- Most burglaries will occur in unoccupied houses through the back window in the afternoon and early evening.
- There is a chance in 25 that you will be burgled this year.
- Most burglaries result in a loss of under £100.
- Most burglars are never caught.

c How can you protect your house and prevent a burglary? Here are five things you can do. Complete each sentence with a suitable word and then write down three more ideas.

- 1 Install a burglar
- 2 Fit on all doors and windows.
- 3 Never leave the in the door or under the mat.
- 4 Tell your or the if you're going on holiday.
- 5 Leave the on when you go out.
- 6
- 7
- 8

d When you have finished, discuss the ideas in groups. Which are the most effective and which are the least effective?

2 a What would you do if you woke in the night and heard a burglar in the house? Discuss your ideas in groups and make a list of possible actions.

b  Now listen to some instructions on what to do if you hear a burglar in your house. Make notes. Are any of the points the same as those on your list? If there are any different ones, do you agree with them?

Answers

1 a

Synonyms	
jumper	pullover
wait a minute	hang on
rude	impolite
wealthy	rich
healthy	fit
nervous	tense

Opposites	
optimistic	pessimistic
laugh	cry
dirty	clean
cruel	kind
thin	fat
ugly	good-looking

b Other possible synonyms and opposites are:

Synonyms	
jumper	sweater
wait a minute	hold on
optimistic	positive
pessimistic	negative
fat	overweight
thin	skinny
ugly	unattractive
good-looking	attractive

Opposites	
rude	polite
rich	poor
healthy	unhealthy/ill
fit	unfit
nervous/tense	calm/relaxed
clean	unclean
kind	unkind
ugly	beautiful

(No possible synonyms for *laugh* and *cry*.)

- c
- 1 jumper/pullover
 - 2 wait a minute / hang on
 - 3 nervous/tense
 - 4 laugh
 - 5-8 open answers

Key words and expressions

Nouns

jumper
pullover

Verbs

cry
laugh

Adjectives

alive
clean
cruel
dead
dirty
fat
fit
good-looking
healthy
impolite
kind

marvellous
nervous
optimistic
pessimistic
rich
rude
tense
thin
ugly
wealthy
wonderful

Other words and expressions

hang on
wait a minute

Synonyms and opposites 22

Worksheet 1

1 a A useful way to learn new vocabulary is to organise it into pairs/groups of synonyms or opposites. For example:

wonderful and marvellous (synonyms)
dead and alive (opposites)

Find six pairs of synonyms and six pairs of opposites in the box, and complete the table below. Use a dictionary to help you.

jumper	laugh	rich	fat
wait a minute	impolite	clean	cry
optimistic	dirty	tense	ugly
rude	healthy	cruel	hang on
pullover	fit	pessimistic	kind
wealthy	nervous	thin	good-looking

Synonyms	
.....	
.....	
.....	
.....	
.....	
.....	

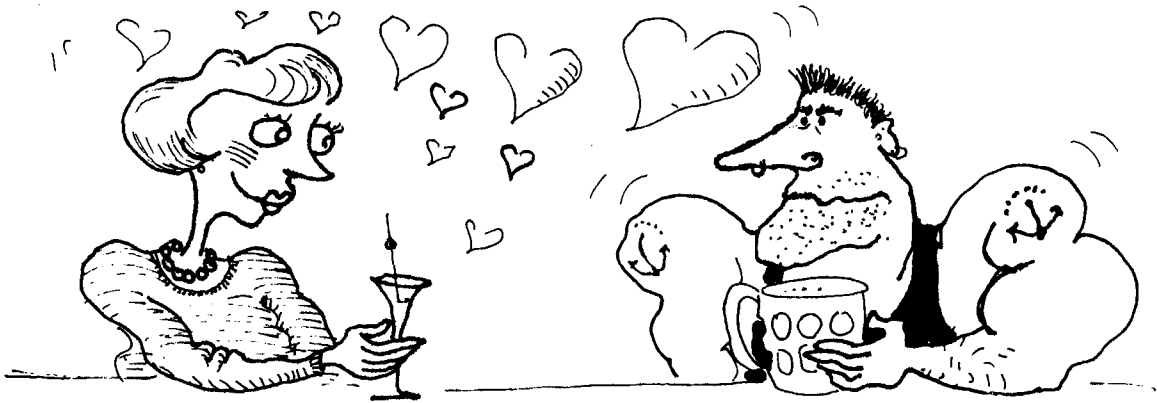
Opposites	
.....	
.....	
.....	
.....	
.....	
.....	

b Look at each pair of words again. Can you find another synonym or opposite for either word? Use a dictionary to help you, then compare your answers in groups.

c From the words in **a** and **b**, write down something that ...

- 1 ... you wear.
- 2 ... you may say to someone in a hurry.
- 3 ... you may be before an important exam.
- 4 ... you like to do.
- 5 ... you think you are.
- 6 ... you don't think you are.
- 7 ... you would like to be in the future.
- 8 ... you were in the past.

Discuss your answers in groups.



Clarissa was attracted to Dave because he was so different from anyone she had ever met.

Answers

1 a The numbers here relate to **d**. The near synonyms are:

holiday travellers – holidaymakers
delays – hold-ups 2
dispute – row 1, 2
failure – breakdown 1, 4
chaos – confusion
unable to leave – stranded at 2

b When students have completed the activity and you have checked their answers, it is important to point out that textual synonymy is not always a matter of two words which are almost identical in meaning – often the two words will only act as synonyms in one particular context. Students must be prepared for the fact that the contextual meaning is not always identical to a dictionary definition of a word's meaning.(The numbers here relate to **d**.)

<i>colleagues</i> – friends 1, 2, 3, 4	<i>it turned out that</i> – apparently 4	<i>finance</i> – money 1, 3
<i>bumped into</i> – met 2, 4	<i>scared</i> – frightened	<i>wealthy</i> – well-off
<i>liver</i> – meat 1, 4	<i>shop</i> – butcher's 1	<i>problem</i> – trouble 4
<i>surprising</i> – a bit of a shock 2	<i>dog</i> – animal 1	<i>disgusting</i> – revolting
<i>because</i> – as 4	<i>shy</i> – embarrassed 4	<i>kids</i> – children 2
<i>said</i> – told me 4, 5		

c This final activity redresses the balance, and it may also reassure you if you were worried about sending your students away with the idea that *shy* and *embarrassed* mean the same thing.**d** The answers are in **a** and **b** above. (If there is no number, it means they are almost the same in meaning and the types do not apply.)

Key words and expressions

Nouns	Verbs	Adjectives	Opinion markers	Other words and expressions
armchair	bump into	disgusting	apparently	bit of a shock
breakdown	hold up	embarrassed	it turned out that	had a bad day
chaos		frightened		strict vegetarian
colleague		ghastly		
confusion		revolting		
delay		scared of		
dispute		shy		
failure		stranded		
finance		surprising		
guy		terrible		
holidaymaker		wealthy		
kid		well-off		
liver				
trouble				

Synonyms and opposites 22

Worksheet 2

- 1 a** We often repeat information in a text using different vocabulary. Find synonyms in this text for the underlined words.

Holiday travellers faced long delays today after a French air traffic control dispute and a double computer failure threw Europe's airways into chaos.

A number of flights were held up for more than six hours and one group of holidaymakers was unable to leave Portugal today, as scheduled. So far, they have been stranded at Faro Airport for more than 20 hours.

A row over working conditions is responsible for the problems with the French air traffic control and the resulting hold-ups, but the confusion has been made worse by the simultaneous breakdown of important computers at Brest and Prestwick.

- b** Find synonyms in the box for the underlined words in the text.

well-off meat a bit of a shock money as trouble
butcher's told me embarrassed revolting met
frightened apparently children friends animal

I bumped into an old colleague of mine yesterday. His name is Oliver Knight, but he was always known as 'OK' to his colleagues. I bumped into him buying liver in a shop down the road. Now this was surprising because OK is a strict vegetarian and has always felt that liver is disgusting. 'It's for the kids,' he said by way of explanation.

This too was surprising because OK had always been a bachelor and certainly hadn't had time to become a father since I last saw him. 'They're my wife's from a previous marriage,' he said shyly.

It turned out that he had married someone called Petra, and she had come complete with a family – a boy and a girl, and a dog. I knew that OK was scared of dogs, so I asked him how he managed. It turned out that he had been scared at first, but now they were the best of friends; in fact, the huge dog I had seen waiting outside the shop was the dog in question.

'It must have affected your finances, taking on a family,' I said. You see, OK wasn't a wealthy man.

He looked a little shy for a moment. 'Finance isn't a problem. Petra's rather wealthy, you see, and she's got a very good job,' he said. 'The problem is that I stay at home and have to cook all this disgusting meat for the kids.'

- c** Two words may act as synonyms in one text, but that does not mean they are exactly the same. There are many possible differences:

- 1 One word is more general than the other, e.g. *seat* is more general than *armchair*.
- 2 One word is more formal or colloquial than the other, e.g. *guy* is more colloquial than *man*.
- 3 One word is more common than the other, e.g. *terrible* is more common than *ghastly*.
- 4 The meaning may be similar in one context but not in another, e.g. you can say *a busy shop* and *a crowded shop*. You can say *a busy day at work* but not *a crowded day at work*.
- 5 The words have the same meaning, but different grammar, e.g. *Can I borrow your pen?*, but *Can you lend me your pen?*

- d** Find examples of 1–5 in Parts **a** and **b** above.

Answers**1 a The activities are:**

skiing, water skiing, climbing, volleyball, hiking (walking), windsurfing, squash, camping, sailing, weight training, riding, scuba diving (skin diving), jogging, basketball.

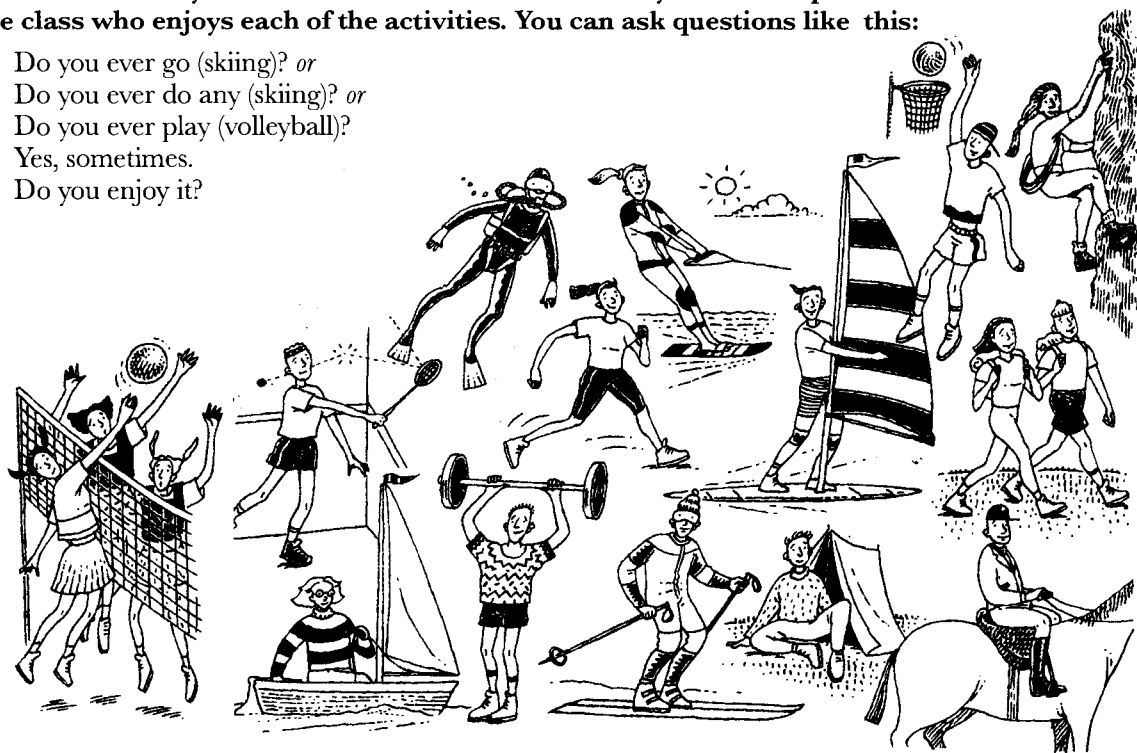
Key words**Sports**

basketball
camping
climbing
hiking (walking)
jogging
riding
sailing
skiing
scuba diving (skin diving)
squash
volleyball
water skiing
weight training
windsurfing

Other nouns

skill
stamina
strength

A: Do you enjoy it?



✓✓✓ = You need a lot of strength/skill/stamina.
 ✓✓ = You need quite a lot of strength/skill/stamina.
 ✓ = You don't need much strength/skill/stamina.
 ✗ = You don't need any strength/skill/stamina.

<i>Activity</i>	<i>Strength</i>	<i>Skill</i>	<i>Stamina</i>
<i>Jogging</i>	✓	✗	✓✓



Answers**1 a The activities are:**

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Key words**Sports**

basketball
camping
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riding
sailing
skiing
scuba diving (skin diving)
squash
volleyball
water skiing
weight training
windsurfing

Other nouns

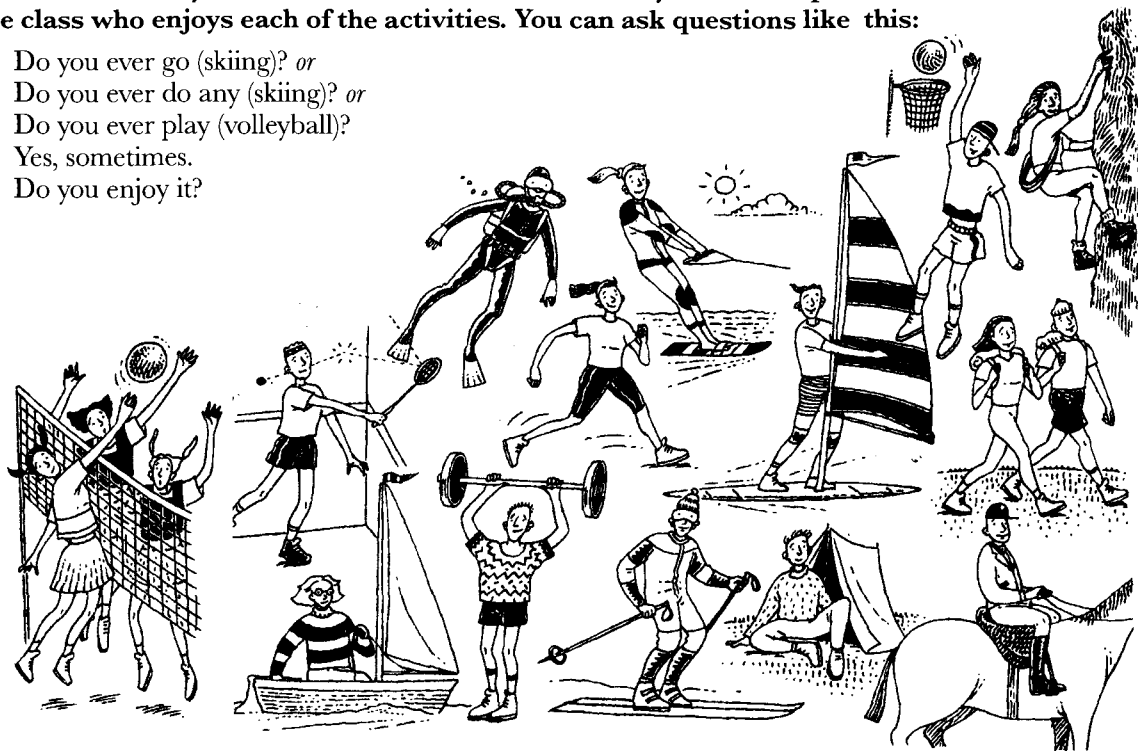
skill
stamina
strength

Sport and leisure 23

Worksheet 1

- 1 a** Look at the pictures. What activities can you see? Use a dictionary or ask other students if you don't know the answers. Then try and find a person in the class who enjoys each of the activities. You can ask questions like this:

A: Do you ever go (skiing)? *or*
Do you ever do any (skiing)? *or*
Do you ever play (volleyball)?
B: Yes, sometimes.
A: Do you enjoy it?



- b** What abilities do you need for these sports and activities? In groups, discuss and then complete the following chart like this:

✓✓✓ = You need a lot of strength/skill/stamina.
✓✓ = You need quite a lot of strength/skill/stamina.
✓ = You don't need much strength/skill/stamina.
X = You don't need any strength/skill/stamina.

Activity	Strength	Skill	Stamina
Jogging	✓	X	✓✓



Answers**1 a The activities are:**

skiing, water skiing, climbing, volleyball, hiking (walking), windsurfing, squash, camping, sailing, weight training, riding, scuba diving (skin diving), jogging, basketball.

Key words**Sports**

basketball
camping
climbing
hiking (walking)
jogging
riding
sailing
skiing
scuba diving (skin diving)
squash
volleyball
water skiing
weight training
windsurfing

Other nouns

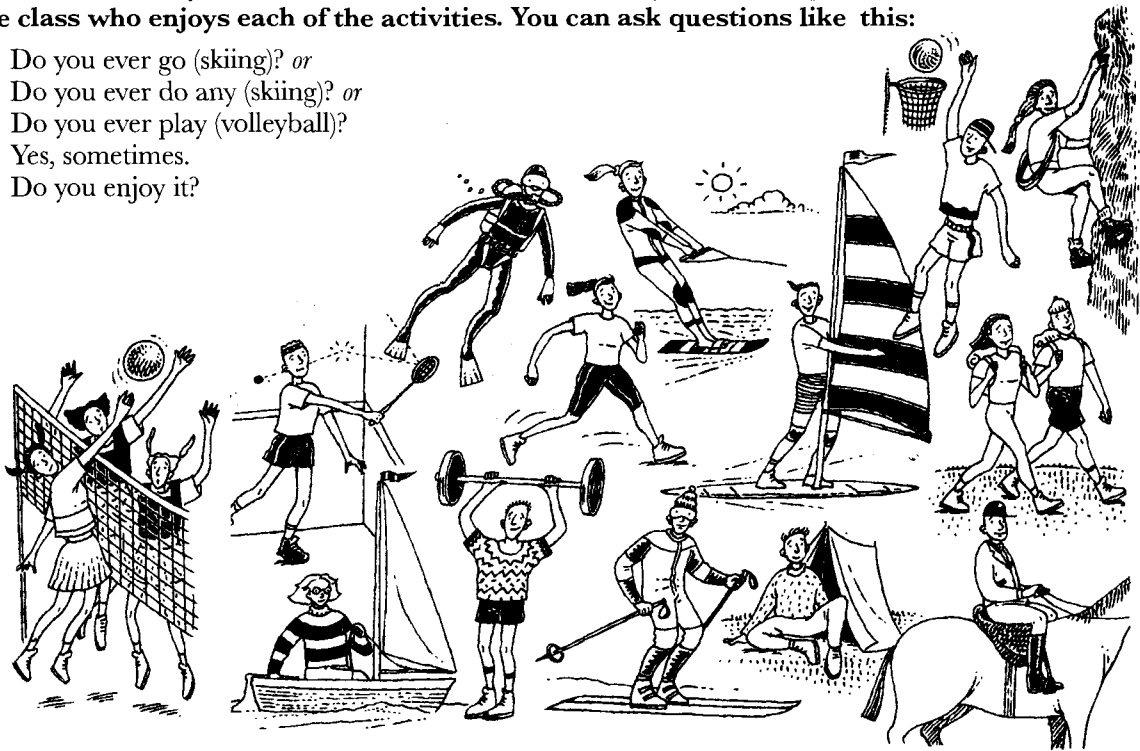
skill
stamina
strength

Sport and leisure 23

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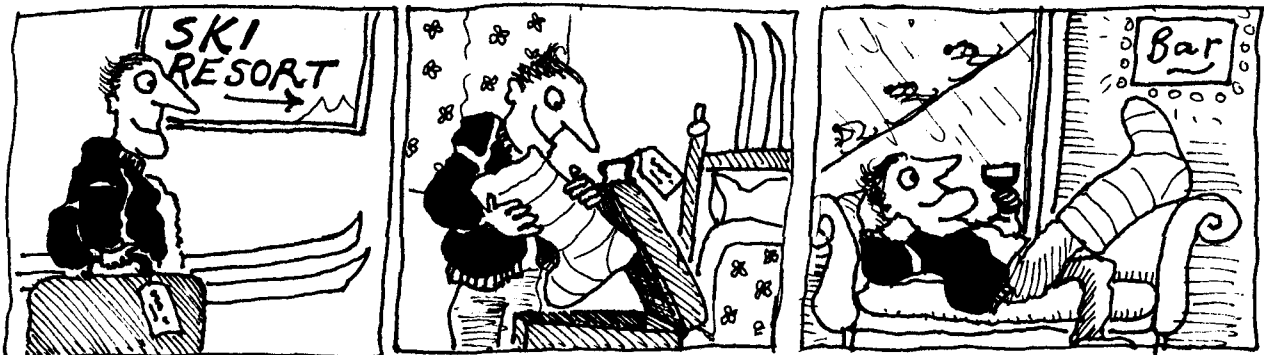
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- ✓✓✓ = You need a lot of strength/skill/stamina.
 ✓✓ = You need quite a lot of strength/skill/stamina.
 ✓ = You don't need much strength/skill/stamina.
 ✗ = You don't need any strength/skill/stamina.

Activity	Strength	Skill	Stamina
Jogging	✓	✗	✓✓



Answers

2 a and b These are some possible answers. The answers from the cassette are underlined:

- 1 meet people / make friends
- 2 fun
- 3 keep fit
- 4 competing
- 5 relaxing/satisfying/enjoyable
- 6 exciting/exhilarating

Tapescript

2 b Listen and follow the instructions on your worksheet.

- 1
M: Well, I haven't really got any hobbies, but, er I've only recently moved to this area, so I decided to join this bridge club because I thought it might be a good way to meet people. To tell you the truth, I haven't really made many friends, but I do enjoy bridge – very much – so it's been quite good for me.
- 3
W: I suppose my main relaxation is aerobics – if you can call it relaxation. I do it twice a week, mostly to keep fit, because I'm in a desk job and I really don't get that much exercise unless I force myself to do something energetic.
- 5
M: I spend most of my free time in the garden. There always seems to be something that needs doing, but I don't mind: I enjoy it. I find it very relaxing and very satisfying.
- 2
W: I play quite a lot of badminton actually, just for fun - I don't believe in taking sport too seriously. You know, some people get very aggressive
- 4
M: Well, I play a lot of football in the winter, mostly for pleasure – nothing serious. But my main sport is athletics and I think the thing I like about it is, er well, I, I enjoy competing
- 6
W: My latest craze is hang gliding, and the thing I love about it is that it's so exciting. You just can't imagine, unless you actually do it, what it's like to just float in space hundreds of feet up. It's fabulous.

Key words and expressions

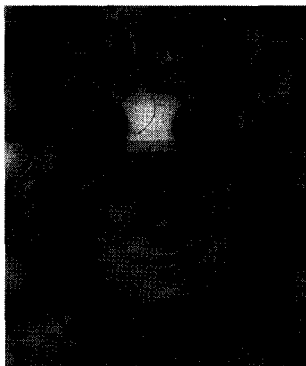
Sports and leisure activities	Other nouns	Adjectives	Verbs	Other words and expressions
aerobics	jazz	active	compete	do aerobics
athletics	machine operator	bored		do something for (fun)
badminton	musical instrument	creative		do something for (pleasure)
bridge	pharmacist	exciting		go to a class in (photography)
chess	team	monotonous		join (a club)
'do-it-yourself' ('D.I.Y.')	workaholic	relaxing		keep fit
flower arranging		satisfying		make friends
flying		stimulating		take up (photography)
gardening		stressful		
hang gliding		tiring		
jogging		unemployed		
squash		worried		
yoga				

Sport and leisure 23

Worksheet 2

- 1 a** Read the texts and then choose the best hobby for each of these people from the box. Work in groups and use a dictionary where necessary.

Susan is a pharmacist and spends most of her day working alone. She has several hobbies – she makes her own clothes and enjoys gardening – but she would like to get out of the house and meet people.



Mary used to be a teacher, but she has been unemployed for almost a year. She spends most of her day reading but is now getting very bored. She is also very worried about her future.



slm

John has a very stressful job in an advertising agency. His friends think he is a workaholic and he does not have much time for hobbies. However, he would like to find a hobby which is both stimulating and relaxing.



Brian is a machine operator. His job is tiring but very monotonous. He spends most of his spare time watching his local football team and listening to jazz, but he would like an active, creative hobby which would give him more personal satisfaction.



learn to play a musical instrument join a chess club
take up photography take up 'do-it-yourself' ('D.I.Y.') take up squash
take up yoga go to an evening class in flower arranging go jogging
take flying lessons

- b** Can you think of one more hobby (not in the box) for each of these people?

- 2 a** Complete the following sentences with a suitable word or phrase.

Speaker 1: I joined a bridge club because it's a good way to
Speaker 2: I play badminton just for
Speaker 3: I do aerobics mostly to
Speaker 4: I do athletics mostly because I enjoy against other people.
Speaker 5: I do a lot of gardening and I find it very
Speaker 6: The thing I love about hang gliding is that it's so

- b**  Now listen to what the six people above actually say, and write down their answers (if they are different from yours).

- c** Think of your favourite sport or leisure activity. Why do you do it? In groups, discuss what other people do and why they do it.

Answers

- 1 a**
- | | |
|--|--|
| 1 'Thanks very much.' | 'Not at all.' |
| 2 'Anything else?' | 'No, that's all, thanks.' |
| 3 'Can I help you?' | 'I'm being served, thanks.' |
| 4 'I'm sorry I'm late.' | 'Never mind, don't worry.' |
| 5 'What's the matter?' | 'Nothing. Why?' |
| 6 'How long does it take?' | 'About twenty minutes.' |
| 7 'Have a nice weekend.' | 'Yes, you too.' |
| 8 'Could I leave a message?' | 'Yes, of course, I'll just get a pen.' |
| 9 'Have you got a light?' | 'Sorry, I don't smoke.' |
| 10 'Could I borrow your pen?' | 'Yes, help yourself.' |
| 11 'Have you got the time?' | 'Yes. Quarter to seven.' |
| 12 'Do you mind if I open the window?' | 'No, go ahead.' |

C Here are some possible answers:

- 1 'Have a good day.'
- 2 'Anything else?'
- 3 'Have you got the time?' / 'What's the time?'
- 4 'Could/Can I have a biscuit? / borrow this cassette?'
- 5 'What's the matter?'
- 6 'Can I help you?'
- 7 'How long does it take?'
- 8 'Could/Can I leave a message?'
- 9 'Have you got a light?'
- 10 'Thanks very much.' / 'Thanks a lot.'
- 11 'Do you mind if I shut the door?'
- 12 'I'm sorry I'm late.' / 'I'm sorry I forgot to phone you.'

Key words and expressions

Questions

Anything else?
 Can I help you?
 Could I leave a message?
 Do you mind if I (do something)?
 Have you got a light?
 Have you got the time?
 How long does it take?
 What's the matter?

Statements

Have a nice weekend.
 I'm sorry I'm late.
 Thanks very much.

Replies

No, that's all, thanks.
 Yes, please. / I'm being served, thanks.
 Yes, of course. / Sure.
 No, go ahead.
 Yes. / Sorry, I don't smoke.
 Yes. (Quarter to seven.)
 (About twenty minutes.)
 Nothing. Why?

Replies

Yes, you too.
 Never mind, don't worry.
 Not at all.

Everyday expressions 24

Worksheet 1

a Choose a suitable reply from B for each of the statements or questions from A.

A says ...

B replies ...

- | | |
|--------------------------------------|--------------------------------------|
| 1 Thanks very much. | Yes, help yourself. |
| 2 Anything else? | Never mind, don't worry. |
| 3 Can I help you? | About twenty minutes. |
| 4 I'm sorry I'm late. | I'm being served, thanks. |
| 5 What's the matter? | No, go ahead. |
| 6 How long does it take? | Yes. Quarter to seven. |
| 7 Have a nice weekend. | Sorry, I don't smoke. |
| 8 Could I leave a message? | Not at all. |
| 9 Have you got a light? | Yes, you too. |
| 10 Could I borrow your pen? | No, that's all, thanks. |
| 11 Have you got the time? | Nothing. Why? |
| 12 Do you mind if I open the window? | Yes, of course, I'll just get a pen. |



b Practise the exchanges with a partner. Make sure you can say the expressions clearly and without hesitation.

c Now cover up **a** above and write suitable statements or questions that would produce these replies from B.

Example:

A: Thanks very much. B: Not at all.

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|-------------|-----------------------------------|
| 1 A: | B: Yes, you too. |
| 2 A: | B: No, that's all, thanks. |
| 3 A: | B: Half past six. |
| 4 A: | B: Yes, help yourself. |
| 5 A: | B: Nothing. Why? |
| 6 A: | B: I'm being served, thanks. |
| 7 A: | B: About half an hour on the bus. |
| 8 A: | B: Sure, I'll just get a pen. |
| 9 A: | B: Sorry, I don't smoke. |
| 10 A: | B: Not at all. |
| 11 A: | B: No, go ahead. |
| 12 A: | B: Never mind, don't worry. |

d Check your answers with **a**.

e Practise the different questions and statements and see if your partner can give you logical replies in each case. (Sometimes these will be the same as the answers above, but sometimes there may be many possible answers.)