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“

By failing to  
prepare, you  
are preparing  
to fail. ”



- Benjamin Franklin

# UNIT 1

## Advanced Relative Clauses



## Position of “Preposition”:

In a less formal style, prepositions are often at the end of relative clauses, as in the following example:

- Do you know the girl who(m) Tom is talking **to**?

However, prepositions can precede **Whom** and **Which** in formal English.

### Example:

- Do you know the girl **to whom** Tom is talking?



**Exercise 1:** Form a new statement using the new pattern.

Teacher: **Yesterday we visited the city museum. I'd never been to the museum before.**

Student: **Yesterday we visited the city museum to which I'd never been before.**

1. He was respected by the people. He worked with them.
2. The man is wealthy. I work for him.
3. This is the book. Mary is interested in it.
4. Fortunately, we have a map. We might lose the way without it.
5. These are my friends. I went to Paris with them last year.
6. This is the hospital. I was born in it.
7. The people are really hardworking. I work with them.
8. What's the name of the book? You told me about it.
9. The music is very exciting. You're listening to it.
10. Have you ever met the man? You're waiting for him.
11. John has a son. He's very proud of him.
12. The topic is relevant to your research. I'm enthusiastic about it.

# Using Expressions of Quantity in Adjective Clauses:

In my class there are 20 students. **Most of them** are from Asia.

Main sentence → In my class there are 20 students.

Explanation sentence → Most of **them** are from Asia.

An adjective clause may contain an expression of quantity with “**of**”:  
**Some of, Many of, Most of, None of, Two of, Half of, Both of,** etc.

In my class there are 20 students, **most of whom** are from Asia.



**Hint:** This pattern is more common in writing than speaking, and commas are used. Only **Whom, Which,** and **Whose** are used in this pattern.

## Examples:

- He gave several reasons, **only a few of which** were valid.
- The teachers discussed Jim, **one of whose** problems was poor study habits.

This structure is also possible with other **expressions of quantity**, with **superlatives**, with **first, second,** etc, and with **last**.

## Examples:

- A number **of whom**
- Three **of which**
- Half **of which**
- The majority **of whom**
- The youngest **of whom**
- The last **of which**
- John has three sons, the youngest **of whom** is married.

## 2

**Exercise 2:** Form a new statement using the new pattern.

Teacher: **They've got eight children. All of them are studying music.**

Student: **They've got eight children, all of whom are studying music.**

1. John won a lot of money. He gave half of it to his mother.
2. I have a lot of students. None of them can speak French.
3. My sister has different dresses. You can borrow any of them.
4. She has a dog. One of its eyes is blind.
5. I saw many movies last week. The last of them was perfect.
6. John has two cars. He rarely uses one of them.
7. This team has many great players. The tallest of them is the goalkeeper.
8. Two men came to the office. I had met both of them last year.

9. The books are available Online. Most of them are written by famous authors.
10. The students are into science. The majority of them are as young as me.
11. John bought Mary some shirts. She didn't like any of them.
12. Last year, I travelled to many cities. I hadn't gone to some of them.

## Reduced Relative Clauses:

Relative clauses can reduce to **-ing**, **-ed clauses**, or **adjective phrases**. Only clauses that have a relative pronoun (**Who, that, which** or etc) can be reduced to modifying phrases.

### 1. -ing Clauses:

There are two ways in which a relative clause can reduce to an -ing clause. The -ing clauses modify the subject of the sentence.

#### Pattern 1:

The girl **who is sitting next to me** is Rose.

If the relative pronoun is followed by the “**be**” form of the verb, omit the “**relative pronoun**” and the “**be**” form.

The girl **sitting next to me** is Rose.

#### Pattern 2:

English has an alphabet **that consists of 26 letters**.

It is also possible to change the relative pronoun and simple forms of the main verb to the -ing form of the verb. This pattern can be applied when we want to express what happens all the time, not just at a particular time.

English has an alphabet **consisting of 26 letters**.

### 2. -ed Clauses:

The **-ed** clauses normally have a passive meaning, and they modify the objective of the sentence.

The ideas **that are presented in the book** are good.

The “**relative pronoun**” and the “**be**” form of the verb can be omitted.

The ideas **presented in the book** are good.

### 3. Adjective Phrases:

Reduced structures are sometimes used with the adjectives available and possible.

Helen is the woman **that is responsible for the task.**

The “**relative pronoun**” and the “**be**” form of the verb can be omitted.

Helen is the woman **responsible for the task.**

### 3

**Exercise 3:** Form a new statement using the reduced relative clauses.

Teacher: **Who’s the girl that is dancing with your brother?**

Student: **Who’s the girl dancing with your brother?**

1. The man who is talking to John is from Korea.
2. Do you know the woman who is talking to Sam?
3. Who were those people that were waiting outside?
4. The policemen who are investigating the crime are looking for three men.
5. The road which connects the two villages is very narrow.
6. I have a room that overlooks the garden.
7. Can you think of the name of a flower that begins with T?
8. Anyone who touches the wire will get a shock.
9. Anyone who wants to come with us is welcome.
10. The girl who was injured in the accident is in the hospital now.
11. George showed me some pictures which were painted by his father.
12. The original notes which are written by famous people are hard to find.
13. The police never found the money that was stolen in the robbery.
14. Most of the goods that are produced in this company are expensive.
15. Half of the people who were invited to the party didn’t come.
16. The food that is left on the plate is unhealthy.
17. The red car which is parked outside belongs to me.
18. Please send me all the tickets that are available.
19. Tuesday is the only date that is possible.
20. Paris, which is the capital of France, is an exciting city.



# Homework

①

**Exercise 1:** Form a new statement using the new patterns.

1. The man has just got married. We spoke to him at the party.

Answer: .....

2. The project was postponed. I was working on it.

Answer: .....

3. My uncle is very friendly. I always go to him for advice.

Answer: .....

4. The city has a lot of beautiful places to visit. We are now flying over the city.

Answer: .....

5. The contract was signed yesterday. We had been talking about it.

Answer: .....

6. The woman is single. The children take guitar lessons from her.

Answer: .....

7. The library is very quiet and comfortable. We always study in it.

Answer: .....

8. The man is very friendly. My father works with him.

Answer: .....

9. The horse is beautiful. All the children want to ride on it.

Answer: .....

10. The women are all nurses. I spoke to them at hospital.

Answer: .....

11. The boy comes from Germany. I shared an apartment with him when I was there.

Answer: .....

12. The couple is Spanish. I bought my house from them two years ago.

Answer: .....

13. Helen went to the doctor. You talked to her last week.

Answer: .....

2

**Exercise 2:** Form a new statement using the new patterns.

1. The little boy poured a glass of milk. A lot of the milk spilled on the floor.

Answer: .....

2. In this class, there are about 21 students. Some of them are from China.

Answer: .....

3. We bought ten bags of rice. Two of them were imported from India.

Answer: .....

4. He introduced us to his brothers. All of them had very fast cars.

Answer: .....

5. They had two pets. Both of the pets were friendly.

Answer: .....

6. My father had 11 brothers and sisters. None of them are still alive.

Answer: .....

7. There are two secretaries in the office. None of the secretaries speaks French.

Answer: .....

8. The family had three children. One of the children was a girl.

Answer: .....

9. I had 100 books. The majority of them were Italian.

Answer: .....

10. The man grew up in a small town. Many famous people come from that town.

Answer: .....

11. Hawaii consists of eight principal islands. One of its islands is very good for a vacation.

Answer: .....

3

**Exercise 3:** Form a new statement using the reduced relative clauses.

1. The girl who is standing by the table is my sister.

Answer: .....

2. Everyone who is living in the area complains about the noise.

Answer: .....

3. The child who is talking to my sister is the tallest one.

Answer: .....

4. There are a lot of schools which are using online media nowadays.

Answer: .....

5. The man who is talking is Japanese.

Answer: .....

6. All the children who are cleaning the school yard will receive an award.

Answer: .....

7. There were many employees who were working very hard.

Answer: .....

8. The new illness which was discovered by doctors has not yet been named.

Answer: .....

9. The silk which is imported from Iran is worth a lot.

Answer: .....

10. The airport which was built by an architect is one of the most famous buildings in the city.

Answer: .....

11. The boy who is attacked by a dog is taken to hospital.

Answer: .....

12. The car which is parked next to mine is very expensive.

Answer: .....

13. The phone which is stolen is for John.

Answer: .....

14. The girl who is known in my country is a famous singer.

Answer: .....

15. The person who was murdered was very young.

Answer: .....

16. The people who were sent to Europe will return soon.

Answer: .....

17. Those people who have been kept in the cottage are free now.

Answer: .....

18. The watch which was found in the lobby belongs to Lilly.

You say: .....

19. Mary who is happy with her decision to attend college is doing very well there.

Answer: .....

20. Mr. Miller who is worried about her sick daughter can't concentrate at work today.

Answer: .....

21. The house which is behind ours burned down last week.

Answer: .....

22. The rich woman who was tired of losing her keys and decided to hire an assistant.

Answer: .....

23. They eat fried rice which is freshly cooked by my mom.

Answer: .....

24. Domingo is a famous opera singer who was born in Spain.

Answer: .....

25. He was a cast member who was popular on a late-night comedy show.

Answer: .....

26. Anyone who is interested in the environment should read this book.

Answer: .....

# UNIT 2

## IELTS Speaking Part 3



# Part Three of the Speaking test

## The Format

Part Three should take 4-5 minutes. This includes the time it takes for the examiner to introduce topics and ask questions.

You know when **Part Three** has started because you will hear the examiner say:

“OK we’ve just been talking about (public transport) and now I’d like to ask you one or two general questions related to this topic. So first of all let’s talk about ...”

It is important to realize that in Part Three the focus of questions and topics changes.

As we have already seen, in **Part One** and **Part Two** the focus of the topics and questions is “**you**” and “**your life**”

### Part One

- Do **you** like ...
- How often do **you** ...
- Tell me about X in **your** city.

### Part Two

- Describe **your** favourite ....
- Describe something **you** like doing...
- Describe something that is popular in **your** country.

In **Part Three**, there is a definite change in the focus. The questions are no longer about you and your life. The general focus of **Part Three** is “**other people**” or “**society in general**”. The questions in Part Three may be based on things in your country, things in general (no particular place) or they may be about global issues.

There is a direct relationship between your Part Two topic and your Part Three topic.

However, it is important to realize that your **Part Three** topics will not be exactly the same as your **Part Two** topic.

For example, in **Part Two** your topic was:

- Describe an interesting trip you have been on. (You described a trip to Hong Kong.)

In **Part Three**, your examiner might ask you questions about:

- Different types of trips and holidays.
- Travelling abroad/ travelling in your own country.
- The importance of tourism.

The examiner will **not** ask about:

- Travelling to Hong Kong
- Your favourite ways of travelling

This aspect of **Part Three** is important to understand because the content in your answers must be based on “**general ideas**” and **not** your “**personal information**”.

It is important to remember that your ideas are not being tested – the examiner is only testing your ability to express your ideas in spoken English.

Candidates who continue to talk about themselves in **Part Three** will lose marks.

**Part Three** questions and strategies are given later in this chapter.

## Part Three and Score Adjustment

It is quite obvious that **Part Three** is the most demanding section of the speaking test.

This is because the questions and topics are more complex than **Part One** and **Part Two**.

There is a specific reason for the increased difficulty in **Part Three**. An experienced examiner can accurately award a speaking score midway through **Part Two**. At the end of **Part Two**, if your examiner has decided that you are a speaking 6 he or she will then use **Part Three** to push you to your language limit – eg, push you “**linguistically**” to see if you can actually get 7.

**Part Three** seems difficult because the examiner is pushing you to your “**linguistic limit**”.

Generally speaking, most people’s score stay the same after **Part Three**. In other words, the examiner decided that you were a 6 after **Part Two**, and your performance in **Part Three** didn’t make him change his or her mind.

In some circumstances, the score may be reduced in **Part Three**. This usually happens with candidates who have recited a lot of **Part One** and **Part Two** content, they usually find that it is not possible to use recited content in **Part Three**.

More importantly, it is possible to use **Part Three** to increase your score. If you fully understand the functions of **Part Three** questions, you can produce language that should increase your score.

In this chapter we will focus on one particular strategy for dealing with **Part Three** questions.

It is also important to remember that your actual opinion is not being marked in **Part Three**.

Many people like to call **Part Three** a “**discussion**”. We would rather not use this word because it gives us the idea that content is important. As with all parts of the speaking test, you are being marked on your linguistic ability, **not** your ideas or content.

## Part Three Question Types

**Part Three** actually contains a wide number of different topics and questions. It would be almost impossible to memories answer in **Part Three**.

The best strategy for **Part Three** is to ignore the actual topic and question and focus on the “**Language function**” of **Part Three** questions.

These language functions require specific grammar aspects, so for this reason, most of our **Part Three** responses will be based on grammar.

Look at the following question:

- Are houses nowadays the same as houses 50 years ago in your country?

With all **Part Three** questions, it is a good idea to ask the following question:

Why is the examiner asking me this question?

With the example the answer should be:

The examiner is testing my ability to demonstrate my ability to compare two things. This will be our first type.

## Samples

Take a look at the example answers which is written for the topic.

Try to expand these answers.

How can you make them better?

## Part 2

**Talk about a time you had a meal at a café or a restaurant.**

**You should say:**

- **What the place was**
- **The meal you had**
- **Whether you enjoyed it**

**And say if you would like to eat there again.**

**Sample answer:**

When I was in high school I had to have a meeting with my tutor. She called me and said that she was running late so I decided to have lunch at the school cafeteria. It's a nice place on the ground floor with reasonably priced dishes. That's where you would usually meet your fellow students and teachers during midday break.

As I hadn't been too hungry I only ordered a couple of beef sandwiches, a slice of lemon pie and a cup of coffee. Because there are so many visitors to this place the food doesn't go stale, so it's always nice and fresh. You could really tell that they bake their own cakes rather than order them from another place like many other eateries. Overall, the meal was really great and I spent almost no money on it.

I did go there again, in fact I would habitually go there for lunch. Since I had been spending the better part of my day there, I would only have dinners at home. I really miss this place as now I have graduated and have no reason to go back to my high school building the best one to date, but it also changed my opinion and brought me to the actual horizon of humanity and true happiness.

# Part 3

## Discussion topics

### Cuisine

- **Is it important to preserve national cooking traditions? Why?**

#### Sample answer:

I believe so, yes – we have to hold on to the tried and true approach to cooking. As world becomes more globalised, the old saying “we are what we eat” becomes as relevant as ever. Fast food franchises rapidly take over the world and you can eat the same exact chicken and French fries wherever you please. While this can be a positive development for some fussy eaters, it also takes away the uniqueness and character of travelling. People are less likely to go for the less known but much more exciting street food vendor if there is their favourite burger chain restaurant just around the corner.

- **What can you tell about a country from their cuisine?**

#### Sample answer:

I believe that country's cuisine is a reflection of their world view as well as their cultural heritage. Let's take Italy to exemplify a country that is rich in both their recipes and culture of eating. Their food is cooked using only the finest natural ingredients with fair amount spices and seasoning. On the other hand, we have fairly young countries like the US. Americans can be puzzled when asked about their cuisine, and they would often name hamburgers as their national signature dish. Naturally, fast food should not be considered a part of cuisine. All of this is owing to the relative short period of American culture existing hence it hasn't had time to nourish proper culture of cooking and eating.

### Food and health

- **Some people think that fast food is unhealthy. Others disagree. What do you think?**

#### Sample answer:

On one hand it has been scientifically proven that excessive consumption of fast food often leads to a number of health conditions. Obesity and various heart problems are the most common results of overindulging on fast food. We should keep in mind that fizzy drinks and burgers go hand in hand, so increased sugar levels and likelihood of diabetes are on the menu as well. However, one has to understand that these terrible consequences are a result of having too much fast food. Ultimately, most things are good in moderation, even the frowned-upon chicken wings and milk shakes.

- **Which is more dangerous – eating too much or not eating enough? Why?**

#### Sample answer:

The situations in the question normally have different causes – one can choose to eat less but if you have insufficient food you simply can't magically have more of it. Therefore the latter is probably more risky – your muscles grow weak from malnourishment, your immune system becomes more vulnerable, you feel irritable and feeble. You have no control over how much you eat in this situation, unless you willingly limit your daily calorie intake. And while overeating is harmful to your body, you can choose to eat less, and therefore it is not as bad.

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe a Café you have visited.

You should say:

- Talk about the interiors of the café
- When you visited
- With who you went

And explain what you liked and disliked about it.

.....  
.....

## Part 3

### Discussion topics:

#### Cafés

- What kinds of people choose to go to café?
- What is the difference between café and restaurant?
- Which do you think is more suitable for a family gathering?
- Why do some people like to invite others at their home, while some take them out?
- Why do young people like studying in a café instead of at home?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe an experience when you spent your time with a child.

You should say:

- Who the child is
- How you know him/her
- Why you spent time with him/her

And explain what you did when you were together.

.....

.....

## Part 3

### Discussion topics:

#### Children

- Do you think children are important?
- How do you think children and teenagers are different?
- Do you think children today are happier than children in the past?
- For parents, what is important when bringing up their child?
- Whose influence on children is more important? Friends' or parents'?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe a tall building in your hometown that you like or dislike.

You should say:

- Where this building is
- What it looks like
- What it is used for

And explain why you like or dislike it.

.....  
.....

## Part 3

### Discussion topics:

#### Buildings

- What kinds of buildings are popular in Iran now?
- Compare old buildings and modern buildings. Which do people prefer to live in?
- How do people in Iran feel about old buildings?
- What aspect of culture do old buildings reflect?
- What measures should be taken to deal with damage on public buildings?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe a time when your computer broke down.

You should say:

- When it was
- What you were doing
- What you did about it

And explain how you felt about it.

.....  
.....

## Part 3

### Discussion topics:

#### Computers

- What do people use computers for?
- What should people do when their computer has problems?
- Do you think computers make our life simpler or more complex?
- Why can it be difficult for some people to use a modern computer?
- Should students be allowed to use computers at school?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe a useful website you have visited and liked.

You should say:

- What the website was
- How you found the address of this website
- What the website contained

And explain why it was useful to you.

.....  
.....

## Part 3

### Discussion topics:

#### Internet

- What are the benefits of the internet?
- Should the Internet use be compulsory for all students? Why?
- Do you think online education is good?
- What is the effect of Internet on communication between people?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe a park/garden you like visiting.

You should say:

- Where the park is
- When you visited it
- What the park is like

And explain why you like visiting it.

.....  
.....

## Part 3

### Discussion topics:

#### Parks

- Why is it important to have parks in a city?
- What kinds of things should a park offer to visitors?
- Should people visit parks every week?
- Do we need big parks or small parks in the city?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe an experience when you got bored when you were with others.

You should say:

- When it was
- Who you were with
- What they did

And explain why you felt bored

.....  
.....

## Part 3

### Discussion topics:

#### Boredom

- Why do people get bored?
- Some people say that it's good to feel bored sometimes. What do you think?
- Do you think all boring jobs will be done by robots in the future?
- Why do some people get bored faster than others?
- Do you believe that technology has made life to become more interesting?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### Describe a skill you can teach others.

You should say:

- What it is
- When you learned it
- How you taught others

And explain how you feel about this skill.

.....  
.....

## Part 3

### Discussion topics:

#### Teaching/Learning

- What kind of people are good at teaching?
- What qualities should teachers have?
- What things can young people teach older people?
- What skills should children learn before school?
- Is the internet good for learning new skills?

# UNIT 3

## Phrasal Verbs & Adverbial Phrases



Phrasal verbs consist of a single simple verb and a particle and/or a pronoun.

For example, **Look** is a verb; however, **Look up**, **Look after**, and **Look forward to** are phrasal verbs. They do not have the same meaning, and they behave grammatically different.

Each phrasal verb has a non-phrasal synonym. For instance, **you can fill in a form**, or **you can complete a form**. Although knowing phrasal verbs seem unnecessary, it is highly recommended to learn them to understand native speakers and talk like a native speaker.

- Fill out → Complete
- Give back → Return
- Hand in → Submit
- Hand out → Distribute
- Give out → Distribute
- Leave out → Omit

- Look over → Examine
- Put out → Extinguish
- Talk over → Discuss
- Throw away → Discard
- Write down → Make a note of
- Drop out → Quit

Some phrasal verbs are **separable**. When this type of phrasal verb has a direct object, we can usually separate the two parts. For example, **turn down** is separable. We can say **turn down my offer** or **turn my offer down**. Look at these example sentences:

- ✓ They **turned down** my offer.
- ✓ They **turned** my offer **down**.

However, if the direct object is a pronoun, we have no choice. We must separate the two parts of the verb and insert the pronoun. Look at these examples with the verb **switch on**. Note that the last one is impossible:

- ✓ John **switched on** the radio.
- ✓ John **switched** the radio **on**.
- ✓ John **switched** it **on**
- ✗ John ~~**switched on**~~ it.

- **Fill out** the form. → **Fill it out.**
- **Give back** the papers. → **Give them back.**
- **Hand in** the homework. → **Hand it in.**
- **Hand out** the papers. → **Hand them out.**
- **Leave out** the number. → **Leave it out.**
- **Look over** the listen. → **Look it over.**
- **Look over** the lesson. → **Look it over.**
- **Look up** the new words. → **Look them up.**
- **Put away** the books. → **Put them away.**
- **Put on** your shoes. → **Put them on.**

- **Put out** the cigarette. → **Put it out.**
- **Put up** your hand. → **Put it up.**
- **Pick up** the paper. → **Put it up.**
- **Take off** your glasses. → **Take them off.**
- **Talk over** the lesson. → **Talk it over.**
- **Throw away** the paper. → **Throw it away.**
- **Turn on** the lights. → **Turn them on.**
- **Turn off** the radio. → **Turn it off.**
- **Wake up** Mr. Smith. → **Wake him up.**
- **Write down** the answer. → **Write it down.**

On the other hand, a group of phrasal verbs can never be separated. That means that we cannot put the direct object between the two parts. Look at the following examples:

- ✓ Who is looking after the baby?
- ✗ Who is looking the baby after?

- **Look at** the book. → **Look at** it.
- **Talk to** Mary. → **Talk to** her.
- **Listen to** John. → **Listen to** him.
- **Look for** the pencils. → **Look for** them.
- **Ask for** the package. → **Ask for** it.
- **Wait for** Mr. Miller. → **Wait for** him.
- **Think of** his name. → **Think of** it.

The other type of phrasal verbs is those with three parts, such as **Run out of**. This type of phrasal verbs can never be separated.

- ✓ We **run out of** gas.
- ✓ We **run out of** it.
- ✗ We ~~run gas out of~~.
- ✗ We ~~run out gas of~~.

- I'm **looking forward to** the party. → I'm **looking forward to** it.
- **Look out of** cars. → **Look out of** it.
- John won't **run out of** paper. → John won't **run out of** it.
- John **gets along with** Paul. → John **gets along with** him.

## 1 Exercise 1: Follow the example to make new sentences.

Teacher: **Did John turn on the radio?**

Student: **No, he'll turn it on in five minutes.**

1. Did Mary turn on the lights?
2. Did Mr. Miller pick up the chalk?
3. Did John look up the new words?
4. Did Mr. Miller put out the fire?
5. Did Mary turn off the television?
6. Did John hand in his homework?
7. Did John wake up Mr. Smith?
8. Did Mr. Miller take off his glasses?
9. Did the teacher look over the words?
10. Did Mr. Allen put away the book?
11. Did Mary write down the answer?
12. Did the students fill out the form?
13. Did John put on his hat?
14. Did the teacher take off his coat?
15. Did Mary put up her hand?
16. Did the teacher hand out the tests?
17. Did the students talk over the lesson?
18. Did he throw away the newspaper?

# Adverbials of Purpose

The adverbials of purpose are used to answer the questions asked with **Why**. Look at the example below:

- Why did you go downtown?

This question can be answered in two different ways:

1. I went downtown (**in order**) **to** buy some books.
2. I went downtown **for** some books.

The phrase "**in order to**" should be used with verb expressions, while "**for**" is used with noun phrases.

2

**Exercise 2:** Practice the use "**to**" with verbs and use "**for**" with nouns.

**He came to get the books.**

Teacher: **For**

Teacher: **The concert**

Teacher: **Hear the concert**

Teacher: **Study English**

Student: **He came for the books.**

Student: **He came for the concert.**

Student: **He came to hear the concert.**

Student: **He came to study English.**

1. Cash the check

2. Meet me

3. Get some coffee

4. For

5. His coat

6. All of his books

7. Get all of his books

8. Tell me the news

9. Buy some matches

10. Buy matches

11. Matches

12. Lunch

13. Eat lunch

14. Find a chair

15. For

16. Watch a television program

17. Pick up his radio

18. For

19. An exam

20. Take a test

### 3

**Exercise 3:** Follow the example to make new sentences.

Teacher: **John went to the store for some milk.**

Student: **Why did John go to the store? For some milk.**

1. John came here in order to learn English.
2. Mary went to the store in order to buy some pencils.
3. John went to the bank in order to cash a check.
4. John went to the art museum in order to see the new paintings.
5. John went to the store for a new pair of shoes.
6. John studied in order to pass the test.
7. John wrote to his friend in order to tell him about the English course.
8. Mrs. Miller went to the store for a comb.
9. Mary got up at six o'clock in order to study.
10. Mary went to the restaurant for a cup of coffee.

## Adverbials of Mean

The **adverbials of mean** are used to answer the questions asked with “**How**”. Look at the examples below:

**A:** • How did you go downtown?

**B:** • I went downtown **by** bus.

**A:** • How did you talk to Mary?

**B:** • I talked to Mary **by** phone.

**A:** • How did you open the door?

**B:** • I opened the door **with** a key.

The adverbial of mean with “**by**” is used for transportation and communication, while “**with**” is used for any other things.

### Additional examples:

- They sent the news **by** radio.
- We communicated **by** telephone.
- They travel **by** land or **by** sea.
- She came to class **by** taxi.
- He’s going to Europe **by** ship
- He opened the door **with** a key.
- Mary took some pictures **with** her new camera.
- Mrs. Miller answered **with** a smile.
- Mr. Miller answered **with** a nod.

## 4

**Exercise 4:** Answer the questions using the suggested words.

Use (**by + noun**) or (**with + noun phrases**) in your answer.

Teacher: **How did John come?** -Train

Student: **He came by train.**

Teacher: **How did he close the door?** -His foot

Student: **He close it with his foot.**

- 
- |                                      |               |
|--------------------------------------|---------------|
| 1. How did he send the package?      | 1. Airmail    |
| 2. How did he go downtown?           | 2. Bus        |
| 3. How did he open the box?          | 3. His hands  |
| 4. How did he go to New York?        | 4. Plane      |
| 5. How did Mrs. Miller answer?       | 5. Nod        |
| 6. How did John go to Chicago?       | 6. Car        |
| 7. How did Mrs. Miller open the can? | 7. Can opener |
| 8. How did Mary eat the cake?        | 8. Fork       |

However, when an activity needs to be referred to, **by + (verb -ing)** is used.

### Examples:

- John passed the exam **by studying hard**.
- John learned English **by practicing constantly**.

## 5

**Exercise 5:** Give full answers to the questions. Use the suggested verb phrase.

Teacher: **-How did John learn English?**

**-Practice constantly**

Student: **He learned English by practicing constantly.**

Teacher: **-How did John find Mr. Miller's address?**

**-Look in the telephone book**

Student: **He found Mr. Miller's address by looking in the telephone book.**

- 
- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. How did John earn money?           | 1. Sell radios                       |
| 2. How did Mr. Miller learn English?  | 2. Watch movies                      |
| 3. How did John learn pronunciation?  | 3. Imitate the teacher               |
| 4. How did John improve his English?  | 4. Practice every day                |
| 5. How did John answer the question?  | 5. Shake his head                    |
| 6. How did John find the post office? | 6. Ask a policeman                   |
| 7. How did John entertain the class?  | 7. Play a guitar                     |
| 8. How did John entertain the class?  | 8. Play a guitar and sing folk songs |



**Hint:** The negative of **in order to + verb expression** has not before the word **“to”**.

**Example:**

- He came in order **not** to miss the concert.



**Hint:** The negative of **by + -ing verb expression** has not before **verb + -ing**.

**Example:**

- He failed English exam by **not** practicing hard.

**6**

**Exercise 6:** Form new sentences.

Teacher: **Why did John turn off the tv?**

**-Watch the movie**

Student: **John turned off the TV in order not to watch tv.**

Teacher: **How did you get sick?**

**-Take medicine**

Student: **John got sick by not taking medicine.**

- 
- |  |                     |
|--|---------------------|
| 1. Why did they bring an umbrella to go outside? | 1. Get wet          |
| 2. Why did Mary study hard for her exam?         | 2. Fail it          |
| 3. How did Mary lose her way to Stadium?         | 3. Use a map        |
| 4. Why did John drive slowly on highways?        | 4. Have an accident |
| 5. How did you stay safe while driving?          | 5. Drive fast       |
| 6. How did John fail the exam with a low score?  | 6. Study hard       |
| 7. Why did John leave the party so soon?         | 7. See his friend   |
| 8. How could you sleep all day?                  | 8. Drink coffee     |
| 9. How did Mr. Miller buy such an expensive car? | 9. Waste his money  |
| 10. Why did you hold your bag tightly?           | 10. Lose it         |

**1****Exercise 1:** Follow the examples and make new sentences.

- **He looked after the woman for a response.**

Answer: **He looked after her for a response.**

- **They give back the glasses to us for drinking water.**

Answer: **They give them back to us for drinking water.**

1. Mary writes down her name for her application.

Answer: .....

2. I must brush up on my French before going to Paris next month.

Answer: .....

3. I couldn't put away the book because it was interesting.

Answer: .....

4. This place is very noisy so they should turn off the television.

Answer: .....

5. Since it is late, he must wake up his father.

Answer: .....

6. She has gone to the post office several times to ask for her letters.

Answer: .....

7. People must not throw away their papers on sidewalks.

Answer: .....

8. I couldn't work with a pen because it runs out of ink.

Answer: .....

9. It's dark inside. Can you switch on the light, please?

Answer: .....

10. Be sure to put on a life jacket before getting into the boat.

Answer: .....

11. The lawyers looked over the papers carefully before questioning the witness.

Answer: .....

12. Luke walked down the road without looking at anybody.

Answer: .....

13. Stop talking and get on with your work.

Answer: .....

## 2

**Exercise 2:** Complete the blanks using the given phrasal verbs.

- Put out                       Hand in                       Look forward to                       Run out of  
 Fill out                       Get along with                       Leave out                       Hand out

1. Please ..... the enclosed form and return it as soon as possible.
2. It's important to ..... your team supervisor.
3. Please ..... your papers before Friday.
4. Susan volunteered at the shelter where she ..... warm clothes.
5. The fire fighters were able to ..... fire in ten minutes.
6. Please check your form again and make sure nothing is .....
7. I ..... my birthday. It is in two days' time.
8. We have ..... milk. I'll just pop next door to borrow some.

## 3

**Exercise 3:** Follow the examples and make new sentences.

- **Why did John call up Mary? (Ask her a question)**  
Answer: **John called up Mary in order to ask her a question.**

- **How did John answer the question? (Shake his head)**  
Answer: **John answered the question by shaking his head.**

1. Why did John go to the post office? (Buy some stamps)  
Answer: .....
2. How did John get to the party? (Drive his own car)  
Answer: .....
3. Why did John go to Detroit? (See a movie)  
Answer: .....
4. How did John get here early? (Run fast)  
Answer: .....
5. Why did John put his glasses on? (See the blackboard)  
Answer: .....
6. How did John talk to his mother? (Phone)  
Answer: .....
7. Why does Mr. Miller have to go to the bank? (Cash a check)  
Answer: .....
8. How can we improve our pronunciation? (Imitate native speakers)  
Answer: .....



## Speaking time

### Part 2

**Describe a person you know who is from a different culture.**

You should say:

- Who he/she is
- Where he/she is from
- How you know him/her

And explain how you feel about him/her.

.....  
.....

### Part 3

#### **Culture**

- How can we get to know people of different cultures better?
- What are the advantages and disadvantages of cultural diversity?
- How can traditional culture and other cultures coexist?
- Which traditions in your country are disappearing?
- Do you believe that culture is important? Why?

# UNIT 4

## Writing 1

### Paragraph Organization



The writing section of the IELTS tests evaluates how you write a response in an appropriate manner and how you organize the ideas and use the grammar and vocabulary accurately. **The writing component encompasses two tasks - IELTS Writing Task 1 and IELTS Writing Task 2.**

Let's know in detail about the IELTS writing section and how you can ace this component like a pro!

## What is the IELTS Writing Exam Pattern?

The IELTS Writing part comprises **two parts**, and it has to be completed within one hour. In the first part i.e. **IELTS writing task 1**, you will be given a task based on some graphic or pictorial information. It could be in the form of a bar chart, pie chart, table, graph, map, or diagram. You will have to write a report in **150** words describing accurately what the information in the graph or picture represents. You will have to strive to complete this part within **20** minutes because the second part, **IELTS writing task 2**, is more difficult, and you will need at least **40** minutes to complete it.

The second task is more demanding. You are expected to produce a written argument in approximately **250** words on a given topic and to organize your answer clearly, giving some examples to support your points.

**IELTS Writing Task 1 and Task 2 scores are calculated on the basis of the following criteria:**

Task Achievement

Task Response

Coherence

Grammatical Range

Accuracy

Lexical Resource

In this book, we are going to work on different types of paragraphs:

Opinion

Cause and effect

Problem solution

Compare and contrast

Advantage and disadvantage

## Paragraph organization:

What makes a paragraph?

A paragraph has three basic parts:

- 1.** The topic sentence: This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
- 2.** The supporting sentences. These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
- 3.** The concluding sentence. This may be found in the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

# Sample:

"Switzerland" ----- something interesting at every turn:

*If you dream of traveling to a country with beautiful mountains, delicious food, wonderful places to go sightseeing, and polite people, you should visit Switzerland. If you look at the map, the first thing you notice is that Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria, and Liechtenstein. In fact, there are four official languages in Switzerland: German, French, Italian, and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places, and things to see make Switzerland a great place for a holiday.*

## The topic and the main idea:

The topic sentence ...:

- usually comes first in a paragraph.
- gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

①

**Exercise 1:** Circle the topic of the sentence. Underline the main idea about the topic.

1. Switzerland is a very interesting country to visit.
2. Birds make excellent pets.
3. A really good place to study is the library at my school.
4. Learning a foreign language creates job opportunities.
5. Football is my favourite sport because it is exciting to watch.
6. One of the most valuable tools for students is the computer.
7. My sister and I have very different personalities.
8. Summer is the best time to travel in my country.
9. My hometown is a friendly place to live.

②

**Exercise 2:** Write a topic sentence for three of these topics.

1. A favourite place to relax
2. Playing a musical instrument
3. The first book you read
4. A person who inspires you

## Paragraph development:

After you have chosen a topic and written a topic sentence, you develop your main idea by adding more information to explain what you mean. This unit will explain three an example Common ways to develop a paragraph:

Giving **details**, Giving an **explanation**, and Giving an **example**

### • Details:

Details are specific points that tell more about a general statement.

## Sample:

You'll love working out at the Atlas Health Center and what it does for you! We have state-of-the-art exercise equipment in large, air-conditioned rooms. You can work out alone or with the help of one of our professional personal trainers. If you like exercising with friends, join an aerobics or swimming class - or even try kickboxing! Our staff nutrition experts are always on hand to talk with you about health issues. When you've finished, you can relax with a whirlpool bath or a sauna. Come and exercise with us at Atlas, and you'll soon be feeling strong and looking good.

### • Explanation:

An explanation tells the reader what something means or how something works.

## Sample:

"A stitch in time saves nine." My mother, who likes sewing, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing--if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.

### • Example:

An example is a specific person, place, thing, or event that supports an idea or statement.

## Sample:

Even when a first meeting is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6.30, but instead, he came at 6.00. I didn't have time to do my hair. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he took me to an Italian restaurant and I accidentally dropped some spaghetti on my shirt. Then we went to a film. He fell asleep during the film, and I got angry. Now that we are good friends, so can look back and laugh at how terrible that first meeting was!

## Concluding sentences:

How to end a paragraph?

The final sentence of a paragraph is called the concluding sentence. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information slightly differently, perhaps by using different words or word order. A concluding sentence should not introduce a new point.

## Sample:

### Should students be allowed to have cell phones in elementary school?

..... In conclusion, although it's easy to see why allowing an elementary school child to have a cell phone would be convenient for after-school pick-ups or arranging play dates with friends, there is too much evidence to show that it's generally not a good idea. Children already have a lot of access to media (on average over seven hours per day) and it is the parent's responsibility to monitor their media access, which is more difficult if the child has exclusive cell phone access.

## Homework

**1** **Exercise 1:** Write a topic sentence for three of these topics.

1. A pet I have known
2. A favourite food to eat
3. Things you love about school
4. Define friendship in your life

**2** **Exercise 2:** Choosing a means of support. Develop each of these topics with details, an explanation, or an example. Then write concluding sentences.

1. what freedom means to me
2. an unusual holiday
3. weddings in my country
4. why I don't like swimming
5. the ideal job



## Part 2

**Describe a time when you saw a lot of plastic waste (e.g. on the beach)**

You should say:

- Where and when you saw it
- Why there was a lot of plastic waste
- What you did after you saw it

And explain what your thoughts were about this.

.....  
.....

## Part 3

### Plastic

- Do you think we should stop using plastic products?
- How can we reduce our use of plastic?
- What kinds of plastic waste are often seen in your country?
- Why do people cannot stop using plastic products?
- What are the advantages and disadvantages of using plastic?

# UNIT 5

## Useful Words 1



# “Enough” and “Too”

## The position of “Enough”:

“Enough” goes after **adjective** and **adverbs**:

- He didn't get the job because he wasn't **experienced enough**. (Not enough experienced)
- You won't pass the exam if you don't work **hard enough**.
- She can't get married yet. She's not **old enough**.

“Enough” goes before **nouns**:

- He didn't get the job because he didn't have **enough experience**. (Not experience enough)
- I'd like to take a vacation, but I don't have **enough money**.
- Some of us have to sit on the floor because there weren't **enough chair**.

You can also use “Enough” alone (Without noun):

- I'll lend you some money if you don't have **enough**.

After “Enough” and “Too” you can say **for something/someone**:

- I don't have **enough** money for vacation.
- He wasn't experienced **enough** for the job.
- This shirt is **too** big for me. I need a smaller size.



**Hint:** We do not usually say “**enough/too ... for doing something.**” We use the “**infinitive**” after “**Enough**” and “**Too**”. So we say “enough money to do something”, “old enough to do something,” etc.:

- I don't have **enough money** to take a vacation. (Not for taking)
- He wasn't **experienced enough** to do the job.
- She's only sixteen. She's not **old enough** to get married. (She's **too young** to get married)
- Let's take a taxi. It's **too far** to walk.
- There weren't **enough chairs** for everyone to sit down.
- The weather wasn't **nice enough** to go swimming.
- She spoke **too quickly** for us to understand.

We say:

- 1• The food was so hot that we couldn't eat **it**.
- 2• The food was very hot. We couldn't eat **it**.
- 3• The food was **too hot** to eat. (Without "it")

Here are some more examples like this:

- That picture is **too heavy** to hang on the wall.
- I had to carry my wallet in my hand. It was **too big** to put in my pocket.
- The water wasn't **clean enough** to swim in.

Notice the use of "**Very**", "**Too**" and "**Enough**".

#### Situation

- John is **very** tired. Therefore, he can't study.

#### New pattern

- John is **too** tired to study.

#### Situation

- John is 21 years old. Therefore, he can vote.

#### New pattern

- John is old **enough** to vote.



#### Hints:

1. "**Very**" means to high degree.  
"**Too**" means excessive.
2. "**Very**" means to high degree.  
"**Too tired to study**" means that to study is something that won't (or didn't, doesn't or shouldn't) happen. You can't use very in this situation.
3. "**Enough**" means sufficient. It follows the adjective (or adverb) that it modifies.



**Hint:** “Enough” can either precede or follow nouns.

- We have **enough** time.
- We have time **enough**.

### Additional examples:

**A)** We is the subject of **be** and **reach**.

- We are too short. We can't reach the ceiling.
- We are too short to reach it.
- We aren't tall enough. We can't reach the ceiling.
- We aren't tall enough to reach it.

**B)** The **ceiling** is the subject of **be** and the logical object of **reach**.

- The ceiling is too high. We can't reach it.
- The ceiling is too high for us to reach.
- The ceiling is too high to reach.
- The ceiling is not low enough. We can't reach it.
- The ceiling is not low enough for us to reach it.
- The ceiling is not low enough to reach it.

## 1

**Exercise 1:** Listen to the situation described. Make a statement with “Too”.

Teacher: **John is short. He can't reach the ceiling.**

Student: **John is too short to reach the ceiling.**

- |  |  |
|--|--|
| 1. John is very busy. He can't go to New York. | 4. The student are very tired. They can't study. |
| 2. Peter is very lazy. He doesn't work.        | 5. The boy is young. He can't drive.             |
| 3. John is very angry. He can't think clearly. | 6. Mary is sick. She can't go to class.          |

In the following sentences the subject of the first is the logical object in the second.

- |   |  |
|---|--|
| 7. The ceiling is high. We can't reach it.  | 11. The bananas are soft. We won't eat them. |
| 8. The pencil is short. We can't use it.    | 12. The car is old. We shouldn't drive it.   |
| 9. The coffee is sweet. We can't drink it.  | 13. The beer is warm. We won't drink it.     |
| 10. The shoes are small. I can't wear them. |  |

**2**

**Exercise 2:** Answer the questions using the words given.

Teacher: **I can't see anything, there's completely dark. (Light)**

Student: **There isn't enough light.**

---

1. I couldn't pass the exam. (**Ready**)
2. I don't drink coffee. It must be cold. (**Hot**)
3. We didn't like the class, it was boring. (**Interesting**)
4. Let's walk to the post office. It is near to this place. (**Near**)
5. You shouldn't be nervous about your job interview. (**Experience**)
6. This house has been built with high-quality materials; I can't afford to buy it. (**Money**)
7. These essays are written by professional teachers so I can't understand them. (**Hard**)
8. I am busy and can't keep up doing my chores. (**Time**)

# “Had better” do something:

The meaning of “**Had better**” (**I’d better**) is similar to “**should.**”

“I’d better do something” = I should do something or it is advisable for me to do something; if I don’t do this, something bad might happen:

- I have to meet Tom in ten minutes. I’d **better go** now or I’ll be late.
- “Should I take an umbrella?”                      “Yes, You’d **better.** It might rain.
- We’ve almost run out of gas. We’d **better** stop at the next gas station to fill up.

The negative form is “**Had better not**” (**’d better not**):

- You don’t look very well. You’d **better not go** to work today.
- “Are you going out tonight?”                      “I’d **better not.** I’ve got alot of work to do.”

The form is always “**Had better**” (usually **’d better** in spoken English). We say “**Had**” but the meaning is present or future, not past:

- I’d **better go** to the bank this afternoon.

Remember that “**Had better**” is followed by base form (Not **to** ...):

- It might rain. We’d **better** take an umbrella. (Not better ~~to~~ take)

## 3

**Exercise 3:** Answer the questions using “**had better**”.

Teacher: **I think I should leave it all to you.**

Student: **I think I had better leave it all to you.**

1. So perhaps he shouldn’t come too near to me, for I like not the look of his.
2. I thought he should not see me at first.
3. I have many evil memories now, but shouldn’t I end my “Notes” here?
4. What can I do, and whatever I may do, you shouldn’t know.
5. She should send for the doctor; it was best to take things in time.
6. Should you get a paper from the court?
7. When the doctor comes shouldn’t you ask his advice for yourself?
8. I think we shouldn’t go on this road, it’s dark and dangerous.

# “It’s time” ...

You can say “**It’s time** (for someone) to do something”:

- **It’s time** to go home.
- **It’s time** for us to go home.

There is another structure: It’s time someone did something:

- It’s nearly midnight. **It’s time** we went home.

We use the past (went) after “**It’s time** someone ...”, but the meaning is present or future, not past.

- Why are you still in bed? **It’s time** you got up. (Not time you ~~get~~ up)

We use the structure “**It’s time** someone did something” especially when we are complaining or criticizing, or when we think someone should have already done something:

- It’s time the children were in bed. It’s long past their bedtime.
- You’ve been wearing the same clothes for ages. Isn’t it time you bought some new ones?
- I think it’s time the government did something about pollution.

We also say:

“**It’s high time** someone did something.”

“**It’s about time** someone did something.”

This makes the complaint or criticism stronger:

- You’re very selfish. **It’s high time** you realized that you’re not the most important person in the world.
- **It’s about time** Jack did some studying for his exams.

**4**

**Exercise 4:** Write the rest of the sentences with “**it’s time** + proper form of verbs”.

Teacher: **It’s really late. (go/ home)**

Student: **It’s time we went home.**

---

1. Kate is always complaining about everything. (**Stop**)
2. It’s 11 o’clock and the children are still in bed. (**Get up**)
3. It’s late. I am not allowed to come home late. (**Go**)
4. This old car isn’t good enough for you. (**Buy**)
5. When are you going to buy a car? (**Buy**)
6. You must be hungry. (**Eat/Dinner**)
7. These days you should learn foreign languages. What about English? (**Start**)
8. This book is very interesting. It was written by Oscar Wilde and it’s very good. (**Read**)
9. You didn’t realize it was so late. You need to start cooking dinner. (**Cook**)

# “Used to” (do)

- Mary doesn't travel much these days.
- She prefers to stay at home.
- But she **used to** travel a lot.

“She **used to** travel a lot” = “She traveled a lot” regularly in the past, but she doesn't do this anymore.

## Examples:

- Tom used to spend a lot of money on clothes. These days he can't afford it.
- Do you go to the cinema much? “Not now, but I used to.”

We also use “**Used to ...**” for things that were true, but are not true anymore.

- This building is now a furniture shop. It **used to** be a cinema.
- Nicole **used to** have very long hair when she was a child.

The normal question form is “**did (you) use to ...?**”

- **Did you use to** eat a lot of sweets when you were a child?

The negative form is “**didn't use to ...**” (**used not to ...** is possible)

- I **didn't use to** like him. (I used not to like him.)

“I used to do” and “I am used to doing”:

- I used to live alone. (I lived alone in the past, but I no longer live alone.)
- I am used to living alone. (I live alone, and I don't find it strange or difficult because I have been living alone for some time.)

**5****Exercise 5:** Answer the questions using “used to”.

Teacher: **I / live in a flat when I was a child.**

Student: **I used to live in a flat when I was a child.**

---

1. She / love eating chocolate, but now she hates it.
2. I / play tennis when I was at school.
3. She / be able to speak French, but she has forgotten it all.
4. They both / have short hair.
5. Julie / study Portuguese.
6. I / not / hate school.
7. We / go to the beach every summer?
8. He / play golf every weekend?
9. I / not/ listen to music when I was a child.
10. They / live in the country, but now they live in the city.
11. You / have long hair when you were younger?
12. She/ not / is very tall when she was in school.

# “I’d rather” (I would rather)

**I’d rather (I would rather)** is used to say what somebody wants in a specific situation.

## Would rather ('d rather) + do something

- I’d rather stay with you.
- She’d rather not see me.

Would rather can be followed by a past simple clause when its subject differs from the subject of the following verb. We use this pattern when we want to talk about what we want someone else to do in present or future.

## Would rather ('d rather) + someone + did something

- I’d rather you made dinner now.
- We’d rather you didn’t know that.

### Additional examples:

- I’d rather **not go** out tonight.
- We’d rather **drive** to work on Monday.
- I **would rather** they **did** something about it instead of just talking about it.
- I don’t need a ride, thanks. I’d rather **walk**.
- I’d rather they **didn’t tell** anyone.
- We **would rather** you **allowed** us to stay.
- He **would rather save** all his money.
- We **would rather not read** the article now by ourselves.
- They **would rather** she **made** her own mistakes in her test tomorrow.
- I **would rather** she **didn’t seat** in the back than in the front.
- I’d rather you **took** her to the hospital.
- I’d rather **not drink** wine in the morning.
- Her family **would rather** she **didn’t travel** to different countries.



# Homework

1

**Exercise 1:** Answer the following questions using the words given.

- **Why did you leave the coffee for a minute? (Too/Hot)**  
 You say: **I left it because it was too hot to drink.**

- **Why can't he lift the heavy box? (Enough/Strong)**  
 You say: **Because he wasn't strong enough to lift the heavy box.**

1. How many policemen are there in your town? (**Enough**)

Answer: .....

2. Why can't they explain the situation? (**Too/Complicated**)

Answer: .....

3. How much time do you have to prepare dinner? (**Enough**)

Answer: .....

4. Why didn't you buy the car? (**Too/Expensive**)

Answer: .....

5. Why did he fail his exam? (**Enough**)

Answer: .....

6. Why couldn't your mom sleep? (**Too/Coffee**)

Answer: .....

7. Why can't she drive? (**Enough/Old**)

Answer: .....

8. Why can't you understand the teacher? (**Too/Quickly**)

Answer: .....

9. How much information do you have to help me with this problem? (**Enough**)

Answer: .....

10. Why couldn't you climb over the wall? (**Too/High**)

Answer: .....

## 2

**Exercise 2:** Complete the sentences using **enough** + the following words:

- |                                 |                               |                               |                                     |                               |
|---------------------------------|-------------------------------|-------------------------------|-------------------------------------|-------------------------------|
| <input type="checkbox"/> Buses  | <input type="checkbox"/> Cups | <input type="checkbox"/> Room | <input type="checkbox"/> Time       | <input type="checkbox"/> Warm |
| <input type="checkbox"/> Chairs | <input type="checkbox"/> Hard | <input type="checkbox"/> Tall | <input type="checkbox"/> Vegetables | <input type="checkbox"/> Wide |

1. You're lazy. You don't work .....
2. Some of us had to sit on the floor. There weren't .....
3. Public transport isn't good here. There aren't .....
4. I can't park the car here. The space isn't .....
5. I always have to rush. There's never .....
6. You need to change your diet. You don't eat .....
7. I'm not good at basketball. I'm not .....
8. The car is quite small. Do you think there's ..... for five of us?
9. Are you .....? Or shall I switch on the heating?
10. We can't all have coffee at the same time. We don't have .....

## 3

**Exercise 3:** Complete the sentences using **Too** + the following words:

- |                                |                               |                                    |                                |
|--------------------------------|-------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Busy  | <input type="checkbox"/> Sick | <input type="checkbox"/> Dangerous | <input type="checkbox"/> Soft  |
| <input type="checkbox"/> Dirty | <input type="checkbox"/> Cold | <input type="checkbox"/> Easy      | <input type="checkbox"/> Short |

1. John is ..... he can't take a trip to Chicago.
2. The chalk is ..... so, we can't use it.
3. Mary was ..... she can't come to class last week.
4. It will be very cold ..... therefore you can't go swimming.
5. The windows were ..... we can't look through them.
6. It is ..... we can't go skating in this situation.
7. The exercise is ..... so you must do most of them correctly.
8. The bananas are ..... we aren't able to eat them.

# 4

## Exercise 4: Complete the sentences with "Too" or "Enough".

1. I can't carry this suitcase. It's ..... heavy.
2. This bag isn't big ..... I can't put all my possessions in it.
3. Is your meal warm .....? If not, I'll put it in the microwave.
4. Mom was ..... worried to go to sleep, so she stayed up all night.
5. I don't like this fizzy drink. It's much ..... sweet.
6. I'll ring you up later. I haven't got ..... time at the moment.
7. She's ..... young to drink alcohol. She's not even 15 yet.
8. We weren't able to buy tickets for both games because we didn't have ..... money.
9. I couldn't see her anywhere because it was getting ..... foggy.
10. You can't play in our first team. You're not good .....
11. You still make ..... many mistakes. You have to practice harder.
12. If you don't get ..... sleep your overall health will suffer.
13. I can't tell you what the situation is at the moment because I haven't got ..... information.
14. He can't be a good basketball player. He isn't tall .....
15. This is ..... good to be true!
16. I haven't got ..... clothes for such a long trip. I'll have to get some more.
17. I couldn't finish the test because there were ..... many questions and not ..... time left.
18. My sister couldn't concentrate because the workers were making ..... much noise.
19. I didn't have ..... time to visit the museums and it was ..... crowded as well.
20. The sea isn't warm ..... to go swimming. The water is much ..... cold.

5

**Exercise 5:** Complete the sentences using **Had better** + the following words:

- Check
- Disturb
- Go
- Put
- Reserve
- Take

You're going out for a walk with a friend. It looks as if it might rain.  
 You say: **We'd better take an umbrella.**

1. You and Kate plan to go to a restaurant tonight. It will be busy.  
 You say to Kate: We ..... a table
2. Oliver has just cut himself. It's bleeding and he'll need a plaster on it.  
 You say to him: You ..... on it
3. Rebecca doesn't look well this morning – not well enough to go to work.  
 You say to her: ..... this morning
4. You're going to the cinema, but you're not sure what time the film starts.  
 You say: ..... the film starts
5. You need to talk to your boss, but she's very busy right now.  
 You say to a colleague: ..... right now.

6

**Exercise 6:** Use the verbs in the box in the correct form to fill in the gaps.

- Accept
- Change
- Go
- Not lose
- Start
- Call
- Do
- Have
- Not say
- Stop
- Take

It's about time you stopped smoking.

1. It's time he ..... making some changes.
2. It's going to rain. You'd better..... an umbrella.
3. My parents must be worried. I'd better..... them and tell them that I'm OK.
4. It's time for John..... his job.
5. You..... better tell the truth when they ask you.
6. They'd better..... another match if they want to stay in the tournament.
7. It's time ..... you that you made a mistake.

# 7

**Exercise 7:** Complete the sentences with **used to** + a suitable verb.

- You have always lived alone. Do you get lonely sometimes?  
I'm used to living alone.

1. You have always slept on the floor. Wouldn't you prefer to sleep in a bed?  
No, I'm not .....
2. You have to work long hours in your job. You have to work long hours in your job, don't you?  
Yes, but I don't mind that. I'm .....
3. You've just moved from a village to a big city. How do you like living here now?  
It's different from living in a village. I'm .....
4. I'm not lonely. I don't need other people. I'm ..... on my own.
5. I don't feel good. I stayed up until 3 am. I'm not to ..... bed so late.
6. I like this part of town. I've been here a long time, so I'm ..... Here.

# 8

**Exercise 8:** Complete the sentences with **used to** + a suitable verb.

1. Nicola ..... a lot, but she doesn't go away much these days. (**Travel**)
2. Sophie ..... a motorbike, but last year she sold it and bought a car. (**Ride**)
3. Our friends moved to Spain a few years ago. They ..... in Paris. (**Live**)
4. Jackie ..... my best friend, but we aren't friends anymore. (**Be**)
5. I rarely eat ice cream now, but I ..... it when I was a child. (**Eat**)
6. It only takes me about 40 minutes to get to work now that the new road is open.  
It ..... more than an hour. (**Take**)
7. There ..... a hotel near the airport, but it closed a long time ago. (**Be**)
8. I ..... in a factory. It wasn't my favorite job. (**Work**)
9. Lisa ..... very long hair when she was a child. (**Have**)
10. We ..... TV a lot, but we don't have a TV anymore. (**Watch**)
11. Lisa works in a shop now. She ..... a receptionist in a hotel. (**Be**)
12. What games ..... when you were a child? (**You/Play**)
13. I ..... big cities, but now I prefer the countryside. (**Like**)
14. In your last job, how many hours a day..... (**You/Work**)
15. I ..... to run ten kilometers, but I can't run that far now. (**Can**)
16. These days I eat more than before. I ..... as much. (**Not/Eat**)

# 9

**Exercise 9:** Fill the blanks with correct form of verbs.

1. I would rather you ..... (**Come**) on Monday.
2. I'd rather you ..... (**Do**) fight with me in public.
3. I 'd rather you ..... (**Not/Help**) me with the housework.
4. I'd rather ..... (**Stay**) here with the kids.
5. Would you rather ..... (**Finish**) this later?
6. My mother would rather ..... (**Not/Send**) me to study abroad.
7. The students would rather ..... (**Study**) the same thing over and over again than ..... (**Get**) bad marks in their tests.
8. The pilot would rather the terrorists ..... (**Not/Get**) what they demanded
9. The boy would rather his teacher ..... (**Give**) him a bad mark.
10. They would rather I ..... (**Shovel**) the snow on my own.



## Speaking time

### Part 2

**Describe a photo that you took and are proud of.**

You should say:

- When you took this photo
- Where you took it
- What the photo is about

And explain why you feel proud of the photo.

.....  
.....

### Part 3

#### Photographs

- Why do some people like to take photographs?
- What can one learn from photographs taken throughout history?
- Are photographs the best way to remember something?
- Which is better, taking photos or keeping a diary?
- Is it necessary to have a good camera in order to take a good photograph?



IELTS listening multiple choice questions are likely to be the most challenging part of this module of the exam. In order to answer these questions effectively, you need to learn and apply the following tips.

- 1.** Finding the answer that is right for you begins with locating the keyword(s) that will help you.
- 2.** Try to match the ideas, NOT the words, since you are likely to hear all the options.
- 3.** A smart student will be able to distinguish between the options given.
- 4.** You should keep listening even after you have chosen your answer. There are times when speakers add information that could affect the response.
- 5.** Be ready to move on to the next question, but DO NOT hesitate. Look for the idea of the keyword(s) in the following question.
- 6.** Despite the fact that questions are answered in order, some tricks could be employed to divert the examiner.



Listen to the extracts and answer the questions 1-7.

4 - 1

1. Which lecture does the woman attend in the middle of the day?

- A. Library skills
- B. Technical design
- C. History of architecture

2. Circle **TWO** letters **A-G**.

Which **TWO** things should they take on the walk?

- A. Large rucksack
- B. Drink container
- C. Soft drinks
- D. Cold food
- E. Insect repellent
- F. Camera
- G. Sunglasses

3. The speaker says sharks are unlike any other fish because they

- A. cannot float in water.
- B. are unable to swim backwards.
- C. catch their prey in the air.

4. What is the Tjibaou building?

- A. Home for the native people of New Caledonia
- B. A unique example of Italian architecture
- C. A place to learn about Kanak culture

5-7. Which **THREE** things does the woman like?

- A. The appearance of the planes
- B. The idea of working for an airline
- C. Travelling to unusual places
- D. Collecting airline equipment
- E. Watching the planes take off
- F. The noise of the engines
- G. Being a passenger



Choose the correct letter, **A**, **B**, or **C**.

4 - 2

## SPONSORED WALKING HOLIDAY

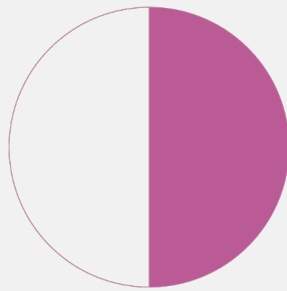
11. On the holiday, you will be walking for

- A. 6 days.
- B. 8 days.
- C. 10 days.

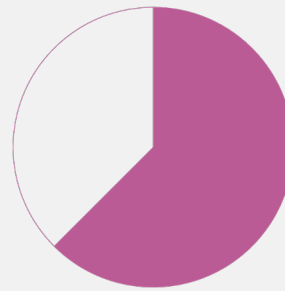
12. What proportion of the sponsorship money goes to charity?




A.



B.



C.

 Money go to charity

13. Each walker's sponsorship money goes to one

- A. student.
- B. teacher.
- C. school.

14. When you start the trek you must be

- A. interested in getting fit.
- B. already quite fit.
- C. already very fit.

15. As you walk you will carry

- A. all of your belongings.
- B. some of your belongings.
- C. none of your belongings.

16. The Semira Region has a long tradition of

- A. making carpets.
- B. weaving blankets.
- C. carving wood.

## Complete the form below.



Write **ONE WORD ONLY** for each answer.

ITINERARY	
Day 1	arrive in Kishba
Day 2	rest day
Day 3	spend all day in a <b>17.</b> .....
Day 4	visit a school
Day 5	rest day
Day 6	see a <b>18.</b> ..... with old carvings
Day 7	rest day
Day 8	swim in a <b>19.</b> .....
Day 9	visit a <b>20.</b> .....
Day 10	depart from Kishba



# Homework

**1** Exercise 1: Choose the correct letter, **A**, **B**, or **C**.

4 - 3

In the library George found

- A. a book.
- B. a brochure.
- C. a newspaper.

1. In the lobby of the library George saw

- A. a group playing music.
- B. a display of instruments.
- C. a video about the festival.

2. George wants to sit at the bank so they can

- A. see well.
- B. hear clearly.
- C. pay less.

**Complete the form below.**



Write **NO MORE TWO WORDS AND/OR A NUMBER** for each answer.

**SUMMER MUSIC FESTIVAL  
BOOKING FORM**

**NAME:** George O'neill  
**ADDRESS:** **3.** ....., Westsea  
**POSTCODE:** **4.** .....  
**TELEPHONE:** **5.** .....

Date	Event	Price per ticket	No. of tickets
5 June	Instrumental group - Guitarrini	7.50	2
17 June	Singer (price includes <b>6.</b> ..... in the garden)	6	2
22 June	<b>7.</b> ..... (Anna Venture)	7.00	1
23 June	Spanish Dance & Guitar Concert	<b>8.</b> .....	<b>9.</b> .....

**NB** Children / Students / Senior Citizens have **10.** ..... discount on all tickets.

Complete the sentence below.



Write **NO MORE TWO WORDS AND/OR A NUMBER** for each answer.

4 - 4

## The Dinosaur Museum

11. The museum closes at ..... p.m. on Mondays.
12. The museum is not open on .....
13. School group are met by tour guides in the .....
14. The whole visit takes 90 minutes, including ..... minutes for the guided tour.
15. There are ..... behind the museum where students can have lunch.

Question 16-18

Choose **THREE** letters, **A-G**.



Which **THREE** things can students have with them in the museum?

- A. food
- B. water
- C. cameras
- D. books
- E. bags
- F. pens
- G. worksheets

Question 19-20

Choose **TWO** letters, **A-G**.



Which **TWO** activities can students do after the tour at present?

- A. build model dinosaurs
- B. watch films
- C. draw dinosaurs
- D. find dinosaurs eggs
- E. play computer games



## Part 2

**Describe an important thing you learned, not at school or college.**

You should say:

- When you learnt it
- How you learnt it
- Why you thought it was important to learn it

And explain how you felt when you learnt it.

.....  
.....

## Part 3

### Learning

- What do children learn from their parents?
- Are some children well-behaved because of their parents?
- Is it necessary for adults to learn new things?
- What are the options for learning new things?
- What is the best way to learn new things?

# UNIT 7

## Perfect Modal Verbs



We can use “**Modal verbs**” with the past participle of the main verb.

### Modal+ Have+ Past Participle

We use modals this way when we are talking about the situation that happened in the past and can't be changed anymore.

#### For examples:

- You could have hurt yourself.
- They should have warned me.
- He must have lost.

### May have, Might have:

We can use “**May have**” and “**Might have**” when we think it's possible that something happened in the past.

- I think I **might have** left the air conditioning on. Please can you check?
- Police think the suspect **may have** left the country using a fake passport.



**Hint:** “**Could have**” is also possible in this context but less common.

### Must have:

We use “**Must have**” to make a conclusion about something in the past. We are almost 100% sure that something took place in the past.

- Where are my gloves? I **must have** left them in the taxi.
- This antique chandelier looks terrific. You **must've** spent a fortune.
- The lake is frozen. It **must have** been very cold last night.

### Should have, Could have, Would have:

These past tense modals are useful for expressing your present feelings about a past decision. “**Should have**”, “**Could have**”, and “**Would have**” are sometimes called: “**Modals of Lost Opportunities**”

“**Should have**” means that something did not happen, but we wish it had happened. We use “**Should have**” to talk about past mistakes.

- I was so worried about you, you **should have** called.

- I'm sorry that I'm late for work. I **should've** woken up earlier.
- He **should have** told me that they cancelled the conference.
- My friend left for the airport at 7 AM yesterday, but he missed the plane. He **should have** left at 6:30.

“**Could have**” means that something was possible in the past, but it did not happen.

- I **could have** gone directly to college, but I decided to travel for a year.
- We **could have** stayed longer but we decided to leave.
- He **could have** been seriously injured. Fortunately, nothing happened.

“**Would have**” shows that you wanted to do something in the past, but you could not.

- I **would have** loaned you money, but I didn't have any.
- I **would have** called, but there was no phone service.



**Hint:** In spoken English you often hear shortened forms like “**Could've**”, “**Should've**”, and “**Would've**”. Also, in normal speech, the word “**Have**” in combinations such as “**Must have**”, “**Might have**”, etc. is pronounced like the word “**Of**”.

To make a negative form, add “**Not**” after the modal verb.

### Modal+ Not+ Have+ Past Participle



**Hint:** It is common to use contracted negative forms like “**Couldn't**”, “**Shouldn't**”.



**Hint:** “**Must not have**”, “**May not have**”, and “**Might not have**” cannot be used in contracted form.

Pay attention to the meaning of the following negative sentence:

- He **must not have** known it = I conclude that he didn't know it.
- They **might not have** heard us = It is possible that they didn't hear us.
- They **shouldn't have** arrived late = It was desirable for them not to arrive late. (However, they did arrive late)
- He **couldn't have** played tennis yesterday = In my opinion, it was not possible for him to play tennis yesterday.

Look at the examples below:

- She **shouldn't have** said that.
- We **couldn't have** foreseen that change of plan.
- He **might not have** noticed the error.
- The books we bought last year were very valuable. Without them we **couldn't have** passed our exams.

# 1

**Exercise 1:** Repeat the sentence with the substitutions given by teacher. Change the verb when necessary to agree with the time expression.

**We should return the books tomorrow.**

Teacher: **Yesterday**  
Teacher: **Could have**  
Teacher: **Tomorrow**  
Teacher: **Play tennis**

Student: **We should have return the books yesterday.**  
Student: **We could have return the books yesterday.**  
Student: **We could return the books tomorrow.**  
Student: **We could play tennis tomorrow.**

- 
- |                  |                    |                     |                      |
|------------------|--------------------|---------------------|----------------------|
| 1. Yesterday     | 6. Go to the bank  | 11. Might have      | 16. Return the books |
| 2. You must have | 7. Should          | 12. Gone to Chicago | 17. Yesterday        |
| 3. They          | 8. Yesterday       | 13. Tomorrow        | 18. We               |
| 4. Might have    | 9. Must have       | 14. Help us         | 19. Should have      |
| 5. Tomorrow      | 10. Heard the news | 15. Might not       |                      |

# 2

**Exercise 2:** Make a sentence with **must**, **might**, **should**, or **could**, according to the situation.

Teacher: **Does she live in a house now? I suppose she does; it's the only reasonable option.**  
Student: **She must live in an apartment now.**

Teacher: **Did she live in the dorm last year? I conclude that she did.**  
Student: **She must have lived in the dorm last year.**

Teacher: **Did she decide to get a job? I think it's possible.**  
Student: **She might have decided to get a job.**

Teacher: **Did she save her money? It was desirable, but she didn't.**  
Student: **She should have saved her money.**

Teacher: **Did she stay with her sister? She had that opportunity but didn't stay.**  
Student: **She could have stayed with her sister.**

- 
1. Did she sell her car? I conclude that she did.
  2. Does she own a bicycle? I conclude that she does.
  3. Did she shop by phone? She had that opportunity but didn't shop by phone.
  4. Did she invite her uncle? It was desirable, but she didn't.
  5. Did she forget to mail the letter? I think it's possible.
  6. Did she hear us come in? I conclude that she did.
  7. Did she find your address in the phone book? I think it is possible.
  8. Did she look in the wrong book? I think it's possible.
  9. Is she a very good dancer? I conclude that she is.
  10. Did she help you clean the typewriter? It was desirable, but she didn't.

### 3

**Exercise 3:** Make sentences with **should have** as shown in the samples given here.

Teacher: **David failed his examination yesterday.**

**-Study harder**

Student: **He should have study harder.**

Teacher: **Helen lost her wallet last week.**

**-Be more careful**

Student: **She should have been more be careful**

- 
- |  |                            |
|--|----------------------------|
| 1. The basketball team lost a game yesterday.                        | -practice more             |
| 2. The students weren't able to find an apartment for this semester. | -look earlier              |
| 3. John fell asleep during his last class.                           | -sleep more last night     |
| 4. Mr. Smith was late for work this morning,                         | -get up earlier            |
| 5. Professor Smith didn't give a lecture today.                      | -notify the students       |
| 6. Mrs. Jones wrecked her car last night.                            | -drive more carefully      |
| 7. William failed all his exams.                                     | -miss so many classes      |
| 8. The thief was sent to prison for two years.                       | -rob the post office       |
| 9. Betty was fined twenty dollars by the judge.                      | -drive without a license   |
| 10. Kermit feels sleepy.   | -drink wine with his lunch |
| 11. You can't get your money back now.                               | -throw away the receipt    |

In the following sentences, use the negative **shouldn't have** as shown in the next example.

Teacher: **Mary caught a cold yesterday**

**-Go outside without a coat**

Student: **She shouldn't have gone outside without a coat.**

- 
- |   |                            |
|---|----------------------------|
| 7. William failed all his exams.                | -miss so many classes      |
| 8. The thief was sent to prison for two years.  | -rob the post office       |
| 9. Betty was fined twenty dollars by the judge. | -drive without a license   |
| 10. Kermit feels sleepy.                        | -drink wine with his lunch |
| 11. You can't get your money back now.          | -throw away the receipt    |



# Homework

①

**Exercise 1:** listen to the situation in past time. Produce comments which explain or elaborate the situation. Use **must, might, could, should + have + past participle**.

1. I worked until 10 yesterday.

Answer: .....

2. When I saw Mary, she was crying.

Answer: .....

3. John waited until yesterday to register.

Answer: .....

4. He didn't come to the musical program last night.

Answer: .....

5. I saw Mr. Miler hurrying to the office.

Answer: .....

6. John felt sick after dinner.

Answer: .....

7. He walked in the rain and got wet.

Answer: .....

8. She didn't know what to do with the book she found.

Answer: .....

9. The teacher didn't give us a quiz today.

Answer: .....

10. I wonder how they found out about my car accident.

Answer: .....

11. Fred was supposed to meet me at the snack bar, but he didn't.

Answer: .....

12. Mary spent 3 months in Europe last year

Answer: .....

13. I looked for a pencil but couldn't find one.

Answer: .....

14. He paid his bill on the third of this month

Answer: .....

15. We didn't see Jane arrive this afternoon.

Answer: .....

## 2

**Exercise 2:** Complete the sentence. Choose from:

- |                                     |                                     |  |  |
|-------------------------------------|-------------------------------------|--|--|
| <input type="checkbox"/> Gone       | <input type="checkbox"/> Could be   | <input type="checkbox"/> Could come      | <input type="checkbox"/> Could sleep     |
| <input type="checkbox"/> Have moved | <input type="checkbox"/> Could have | <input type="checkbox"/> Could have come | <input type="checkbox"/> Could have been |

- Are you tired?  
- Yes, very tired. I feel as if I could sleep ..... for a week.
- I spent a very boring evening at home yesterday.  
- Why did you stay at home? You ..... out with us.
- A: Shall I open this letter?  
- Yes. It ..... important.
- How was your exam? Was it difficult?  
- It wasn't so bad. It ..... worse.
- I got very wet walking home in the rain.  
- Why did you walk? You ..... taken a taxi.
- Where shall we meet tomorrow?  
- Well, I ..... to your office if you like.
- Does Tom still live in the same place?  
- I'm not sure. He could .....
- Did you go to university?  
- No. I could have ..... but I didn't want to.

## 3

**Exercise 3:** Complete the sentences. Use **couldn't** or **couldn't have** + these verbs (in the correct form):

- |                                 |                               |                                 |                                |
|---------------------------------|-------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> Afford | <input type="checkbox"/> Be   | <input type="checkbox"/> Manage | <input type="checkbox"/> Study |
| <input type="checkbox"/> Be     | <input type="checkbox"/> Live | <input type="checkbox"/> Stand  | <input type="checkbox"/> Wear  |

- I ..... in a big city. I'd hate it.
- We had a really good holiday. It ..... better.
- I ..... that hat. People would laugh at me.
- You helped me a lot. I ..... without you.
- The staff at the hotel were really good. They ..... more helpful.
- There's no way we could buy a car now. We ..... it.
- Jack prepared for the exam as well as he could. He ..... harder.
- I wouldn't like to live near the motorway. I ..... the noise the traffic.



## Part 2

### Describe an interesting song.

You should say:

- What the song is
- What story the song tells
- Whether the song is popular or not

And explain why you think it is interesting.

.....  
.....

## Part 3

### Music

- What kinds of music do young people like?
- What kinds of people like traditional music?
- Do teenagers and adults enjoy the same kind of songs?
- What are the factors, which make people like a song?
- How would your grandfather feel if you gave him some hip hop music to listen to?

# UNIT 8

IELTS Reading

Scanning & Skimming

Short Answer Questions



# Scanning for a specific detail and Skimming for general understanding

- What are the skimming and scanning skills?
- How does IELTS test my ability to find specific information and detail?

## Scanning

Scanning means running your eyes over a text to find something that stands out, like a name or date. In IELTS Reading questions, there are often words, names or numbers that you can scan for. This helps you know where to find the answer.

## Skimming

Skimming means reading a text quickly to find the main ideas or information. You need to skim IELTS passage to get a general idea of the content. You also need to skim the questions and passage when you are looking the answers.

## IELTS Reading test practice

### Short answer questions

Short answer questions often begin with wh-words because they are designed to test whether you can find concrete facts/information in the Reading passage. You should read the questions carefully before you start so that you know what are you looking for and whether you need to scan (e.g. to find the word/name/number) or skim for the answer.

# Sifting through the sands of time

*When you're on the beach, you're stepping on ancient mountains, skeletons of marine animals, even tiny diamonds. Sand provides a mineral treasure-trove, a record of geology's earth-changing processes.*

Sand: as children we play on it and as adults we relax on it. It is something we complain about when it gets in our food, and praise when it's moulded into castles. But we don't often look at it. If we did, we would discover an account of a geological past and a history of marine life that goes back thousands and in some cases millions of years.

Sand covers not just sea-shores, but also ocean beds, deserts and mountains. It is one of the most common substances on earth. And it is a major element in man-made items too — concrete is largely sand, while glass is made of little else.

What exactly is sand? Well, it is larger than fine dust and smaller than shingle. In fact, according to the most generally accepted scheme of measurement, devised by the Massachusetts Institute of Technology, grains qualify if their diameter is greater than 0.06 of a millimetre and less than 0.6 of a millimetre.

Depending on its age and origin, a particular sand can consist of tiny pebbles or porous granules. Its grain may have the shape

of stars or spirals, their edges jagged or smooth. They have come from the erosion of rocks, or from the skeletons of marine organisms which accumulate on the bottom of the oceans, or even from volcanic eruptions.

Colour is another clue to sand's origins. If it is a dazzling white, its grains may be derived from nearby coral outcrops, from crystalline quartz rocks or from gypsum, like the white sands of New Mexico. On Pacific islands jet black sands form from volcanic minerals. Other black beaches are magnetic. Some sand is very recent indeed, as is the case on the island of Kamoama in Hawaii, where a beach was created after a volcanic eruption in 1990. Molten lava spilled into the sea and exploded in glassy droplets.

Usually, the older the granules, the finer they are and the smoother the edges. The fine, white beaches of northern Scotland, for instance, are recycled from sandstone several hundred million years old. Perhaps they will be stone once more, in another few hundred million.

Sand is an irreplaceable industrial ingredient whose uses are legion: but it has one vital function you might never even notice. Sand cushions our land from the sea's impact, and geologists say it often does a better job of protecting our shores than the most advanced coastal technology.

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

1. What **TWO** materials made by humans are mentioned in the passage?
2. Which part of a grain of sand have scientist measured?
3. What **TWO** factors determine the size and shape of a piece of sand?
4. Which event produced the beach on Kamoama island?
5. Where, according to the passage, can beaches made of very ancient sand be found?
6. Who claims that sand can have a more efficient function than coastal technology?

# Effects on Salmon Biodiversity

*The number of Pacific salmon has declined dramatically but the loss of genetic diversity may be a bigger problem*

Each year, countless salmon migrate from the rivers and streams along the western coasts of Canada and the US to the Pacific Ocean, while at the same time others leave the ocean and return to freshwater to spawn a new generation. This ritual has been going on for many millennia. But more than a century ago, the number of salmon returning from the sea began to fall dramatically in the Pacific Northwest. The decline accelerated in the 1970s and by the 1990s the US Endangered Species Act listed 26 kinds of salmon as endangered.

In North America, there are five species of Pacific salmon: pink salmon, chum, sockeye, coho and chinook. Most of these fish migrate to the sea and then return to freshwater to reproduce. They are also *semelparous* - they die after spawning once. The life cycle of a typical salmon begins with females depositing eggs in nests, or redds, on the gravel bottoms of rivers and lakes. There must be large quantities of gravel for this process to be successful. The young emerge from here and live in freshwater for periods ranging from a few days to several years. Then the juveniles undergo a physiological metamorphosis, called *smoltification*, and head towards the ocean. Once in the sea, the salmon often undertake extensive migrations of thousands of miles while they mature. After anywhere from a few months to a few years, adult salmon return - with high fidelity - to the river where they were born. There they spawn and the cycle begins again.

Stream-type chinook spend one or more years in freshwater before heading to sea; they also undertake extensive offshore voyages and return to their natal streams during the spring or summer, often holding in freshwater for several months before spawning. In contrast, ocean-type chinook move out very early in life, before they reach one year of age. But once these salmon reach open water, they do not travel far offshore. They usually spend their entire ocean residence on the continental shelf and return to their natal streams immediately before spawning.

Because salmon typically return to reproduce in the river where they were spawned, individual streams are home to local breeding populations that can have a unique genetic signature and the state of the oceans influences this. Also, salmon react in complex ways to human-induced changes to their environment.

The extensive development of hydropower on the major rivers of the western US has clearly disrupted populations of salmon. Other problems come from the very engineering fixes made to protect these fish from harm. Dams on some rivers are equipped with submersible screens designed to divert migrating juveniles away from turbines. Unfortunately, these measures do not benefit all fish. These screens steer as many as 95 percent of the stream-type chinook around the turbines, but because of idiosyncrasies in behaviour these measures redirect as few as 15 percent of ocean-type chinook. One thus expects to see genetic shifts in favour of the stream types.

Fish ladders too have drawbacks. Although these devices have helped to bring survival rates for mature fish closer to historic levels, dams have certainly altered their upstream journey. Rather than swimming against a flowing river, adults now pass through a series of reservoirs punctuated by dams, where discharge from the turbine can disorient the fish and

make it hard for them to find ladders. Such impediments do not kill the fish, but they affect migration rates.

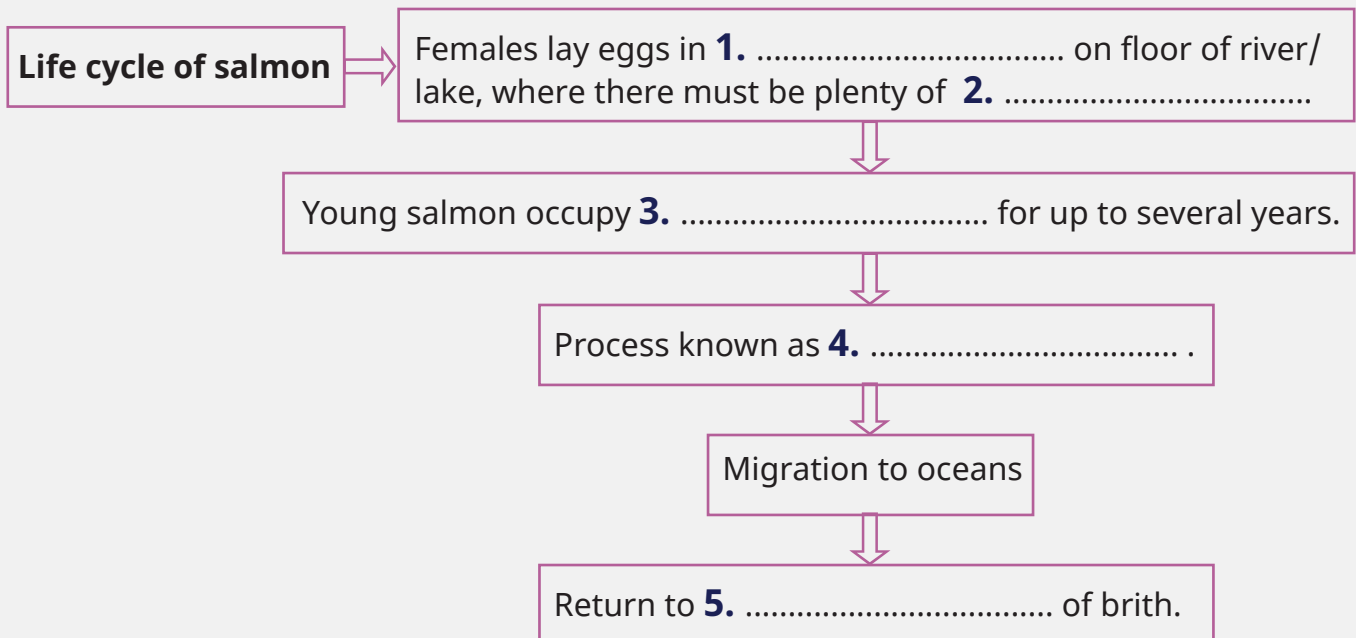
Dams may also modify salmon habitat in more subtle ways. An indirect effect of the 92-metre Brownlee Dam on the Snake River provides a dramatic example. Historically, the upper Snake River produced some 25,000 to 30,000 chinook salmon that spawned during the early fall. The completion of the dam in the late 1950s not only rendered the vast majority of their habitat inaccessible, but also led to more extreme water temperatures downstream from the dam. These changes, in turn, altered the life cycle of the small population of Snake River chinook that remained. Today young chinook emerge from the gravel later than they did before the darn was built, and thus they migrate downstream later, when temperatures are higher and water levels lower.

## Completing a flowchart / table

The information you need to complete a flowchart, or table is usually based on one part of the passage. Use the title of chart to help you find the right part. Use the words provided to help you predict the type of answer you need.

Complete the flowchart below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.



Take ten minutes to answer questions **6-12** and complete the table.

Complete the flowchart below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

### Effects of engineering projects on salmon

Engineering object	Purpose	Impact	Outcome
submersible screens	keep young migration salmon clear of <b>6.</b> .....	mainly protect <b>7.</b> ..... chinook	one species will become more numerous
<b>8.</b> .....	to assist journey	fish can't locate them because of turbine discharge	negative impact on <b>9.</b> .....
Brownlee Dam		fish can't get to normal <b>10.</b> ..... very great changes in <b>11.</b> .....	<b>12.</b> ..... of Snake River chinook changed

# Stepwells

*A millennium ago, stepwells were fundamental to life in the driest parts of India. Although many have been neglected, recent restoration has returned them to their former glory. Richard Cox travelled to north-western India to document these spectacular monuments from a bygone era.*

During the sixth and seventh centuries, the inhabitants of the modern-day states of Gujarat and Rajasthan in North-western India developed a method of gaining access to clean, fresh groundwater during the dry season for drinking, bathing, watering animals and irrigation. However, the significance of this invention – the stepwell – goes beyond its utilitarian application.

Unique to the region, stepwells are often architecturally complex and vary widely in size and shape. During their heyday, they were places of gathering, of leisure, of relaxation and of worship for villagers of all but the lowest castes. Most stepwells are found dotted around the desert areas of Gujarat (where they are called vav) and Rajasthan (where they are known as baori), while a few also survive in Delhi. Some were located in or near villages as public spaces for the community; others were positioned beside roads as resting places for travellers.

As their name suggests, stepwells comprise a series of stone steps descending from ground level to the water source (normally an underground aquifer) as it recedes following the rains. When the water level was high, the user needed only to descend a few steps to reach it; when it was low, several levels would have to be negotiated.

Some wells are vast, open craters with hundreds of steps paving each sloping side, often in tiers. Others are more elaborate, with long stepped passages leading to the water via several storeys built from stone and supported by pillars, they also included pavilions that sheltered visitors from the relentless heat. But perhaps the most impressive features are the intricate decorative sculptures that embellish many stepwells, showing activities from fighting and dancing to everyday acts such as women combing their hair and churning butter.

Down the centuries, thousands of wells were constructed throughout northwestern India, but the majority have now fallen into disuse; many are derelict and dry, as groundwater has been diverted for industrial use and the wells no longer reach the water table. Their condition hasn't been helped by recent dry spells: southern Rajasthan suffered an eight-year drought between 1996 and 2004.

However, some important sites in Gujarat have recently undergone major restoration, and the state government announced in June last year that it plans to restore the stepwells throughout the state.

In Patan, the state's ancient capital, the stepwell of Rani Ki Vav (Queen's Stepwell) is perhaps the finest current example. It was built by Queen Udayamati during the late 11th century, but became silted up following a flood during the 13th century. But the Archaeological Survey of India began restoring it in the 1960s, and today it's in pristine condition. At 65 metres long, 20 metres wide and 27 metres deep, Rani Ki Vav features 500 distinct sculptures carved into niches throughout the monument, depicting gods such as Vishnu and Parvati in various incarnations. Incredibly, in January 2001, this ancient structure survived a devastating earthquake that measured 7.6 on the Richter scale.

Another example is the Surya Kund in Modhera, northern Gujarat, next to the Sun Temple, built by King Bhima I in 1026 to honour the sun god Surya. It's actually a tank (kund means reservoir or pond) rather than a well, but displays the hallmarks of stepwell architecture, including four sides of steps that descend to the bottom in a stunning geometrical formation. The terraces house 108 small, intricately carved shrines between the sets of steps.

Rajasthan also has a wealth of wells. The ancient city of Bundi, 200 kilometres south of Jaipur, is renowned for its architecture, including its stepwells. One of the larger examples is Raniji Ki Baori, which was built by the queen of the region, Nathavatji, in 1699. At 46 metres deep, 20 metres wide and 40 metres long, the intricately carved monument is one of 21 baoris commissioned in the Bundi area by Nathavatji.

In the old ruined town of Abhaneri, about 95 kilometres east of Jaipur, is Chand Baori, one of India's oldest and deepest wells; aesthetically, it's perhaps one of the most dramatic. Built in around 850 AD next to the temple of Harshat Mata, the baori comprises hundreds of zig-zagging steps that run along three of its sides, steeply descending 11 storeys, resulting in a striking geometric pattern when seen from afar. On the fourth side, covered verandas supported by ornate pillars overlook the steps.

Still in public use is Neemrana Ki Baori, located just off the Jaipur–Dehli highway. Constructed in around 1700, it's nine storeys deep, with the last two levels underwater. At ground level, there are 86 colonnaded openings from where the visitor descends 170 steps to the deepest water source.

Today, following years of neglect, many of these monuments to medieval engineering have been saved by the Archaeological Survey of India, which has recognised the importance of preserving them as part of the country's rich history. Tourists flock to wells in far-flung corners of northwestern India to gaze in wonder at these architectural marvels from 1,000 years ago, which serve as a reminder of both the ingenuity and artistry of ancient civilisations and of the value of water to human existence.

Answer the questions below.

Using **ONE WORD ONLY** from the passage for each answer.

1. Which part of some stepwells provided shade for people?

Answer: .....

2. What type of serious climatic event, which took place in southern Rajasthan, is mentioned in the article?

Answer: .....

3. Who are frequent visitors to stepwells nowadays?

Answer: .....

Complete the table below.

Choose **ONE WORD AND OR A NUMBER** from the passage for each answer.

Stepwell	Date	Features	Other notes
<b>Rani Ki Vav</b>	Late 11th century	As many as 500 sculptures decorate the monument	Restored in the 1990s Excellent condition, despite the <b>4.</b> ..... of 2001.
<b>Surya Kund</b>	1026	Steps on the <b>5.</b> ..... produce a geometric pattern  Carved shrines	looks more like a <b>6.</b> ..... then a well
<b>Raniji Ki Baori</b>	1699	Intricately carved monument	One of 21 baoris in the area commissioned by Queen Nathavatji
<b>Chand Baori</b>	850 AD	Steps take you down 11 storeys to the bottom	Old, deep and very dramatic  Has <b>7.</b> ..... which provide a view to the steps.
<b>Neemrana Ki Baori</b>	1700	Has two <b>8.</b> ..... levels.	Used by public today

# The history of the tortoise

If you go back far enough, everything lived in the sea. At various points in evolutionary history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most parched deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of thoroughgoing land animals later turned around, abandoned their hard-earned terrestrial re-tooling, and returned to the water again. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of

their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modern turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modern turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises. The next step was to determine where the fossils fell. The bones of *P. quenstedti* and *JR talampayensis* leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modern land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently not. If you draw out the family tree of all modern turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modern land tortoises have not stayed on land continuously since the time of *P. quenstedti* and *P. talampayensis*. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

Complete the flowchart below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

## Method of determining where the ancestors of turtles and tortoises come from

### Step 1

71 species of living turtles and tortoises were examined and a total of **1.** ..... were taken from the bones of their forelimbs.



### Step 2

The data was recorded on a **2.** ..... (necessary for comparing the information).

Outcome: Land tortoises were represented by a dense **3.** ..... of points towards the top.

Sea turtles were grouped together in the bottom part.



### Step 3

The same data was collected from some living **4.** ..... species and added to the other results.

Outcome: The points for these species turned out to be positioned about

**5.** ..... up the triangle between the land tortoises and the sea turtles.



### Step 4

Bones of *P. quenstedti* and *P. talampayensis* were examined in a similar way and the results added.

Outcome: The position of the points indicated that both these ancient creatures were **6.** .....







## Part 2

**Describe an enjoyable experience you had in the countryside.**

You should say:

- When and where you went
- Who you went with
- What you did there

And explain why you think it was enjoyable.

.....  
.....

## Part 3

### **Countryside**

- Do old people prefer to live in the countryside or in the city?
- Why do many people move from small towns to big cities?
- How has life changed in the countryside in your country?
- What are the advantages of living in the countryside?
- How often do you visit the countryside?

# UNIT 9

## Future Perfect & Future continuous



# Future Perfect

The structure is:

**Will have + past participle**

We can use the “**future perfect**” to say that something will be finished or complete by a certain time in the future. Look at the following examples:

- Sally always leaves for work at 8.30 in the morning. She won't be at home at 9 o'clock – she'll **have gone** to work.
- We're late. The film **will** already **have started** by the time we get to the cinema.
- The builders say they **will have finished** the roof by Tuesday.
- I'll **have spent** all my savings by the end of the year.



## Compare

- |   |                 |
|---|-----------------|
| • When their son was born, they had been married for three years. | Past Perfect    |
| • Ted and Amy have been married for 24 years.                     | Present Perfect |
| • Next year they will have been married for 25 years.             | Future Perfect  |

### 1 Exercise 1: Answer the questions using the words given.

Teacher: **Leave / by 6**

Student: **We will have left the office by 6.**

- |                                      |   |
|--------------------------------------|---|
| 1. Finish / by the deadline          | 9. Start / by the time she arrives home |
| 2. Answer / by then                  | 10. Go / by the time you retire         |
| 3. Complete / by tomorrow /?         | 11. Have / by 10 pm tonight             |
| 4. Be / for three years next week    | 12. Leave / by the time it rains        |
| 5. Get / by lunchtime                | 13. Meet / by 8:30 tomorrow             |
| 6. Do / by seven                     | 14. Stop / by the time we arrive home   |
| 7. Arrive / by the time it gets dark | 15. Read / by 11 tonight                |
| 8. Not / Complete / by July          |   |

## 2

### Exercise 2: Answer the questions with **future perfect form**.

Teacher: **We will do the washing at 8 o'clock.**

Student: **We will have done the washing by 8 o'clock.**

---

1. She will visit Paris at the end of next year.
2. I will finish this at 6 o'clock.
3. Sam will leave his hometown next week.
4. They will write their essay in 2026.
5. We will finish our work tomorrow.
6. The famous coach will manage the team in 2025.
7. The boy will fulfill his mission next month.
8. Our effort will be in vain next week.
9. John will clean the office tomorrow afternoon.
10. They will order new stock next year.
11. These students will write the article in 2 days.
12. His manager will organize the meeting the day after tomorrow.
13. You will receive the prices which I paid before tonight.
14. It will stop raining tomorrow morning.
15. Majority of people will leave the country on Tuesday.
16. Firefighters will put out of fire in 3 days.
17. You will retire when you are 60.

# Future Continuous

The structure is:

**Will be + (verb+ing)**

We can use the “**future continuous**” to say that something will be in progress (happening) at a particular moment in the future. In other words, we will be in the middle of doing something in the future. For example:

## For example:

- This time tomorrow I’ll **be lying** on the beach.
- Good luck with the exam. We’ll **be thinking** of you.



## Compare

Compare **will be (do)ing** and **will (do)**:

- Don’t phone between 7 and 8. We’ll **be eating**.
- Let’s wait for Liz to arrive and then we’ll **eat**.



## Compare

- |  |                    |
|--|--------------------|
| • At 10 o’clock yesterday, Tina <b>was</b> in her office. She <b>was working</b> .       | Past Continuous    |
| • It’s 10 o’clock now. She <b>is</b> in her office. She <b>is working</b> .              | Present Continuous |
| • At 10 o’clock tomorrow, she <b>will be</b> in her office. She <b>will be working</b> . | Future Continuous  |

We can also use “**future continuous**” to talk about future events that are fixed or decided and will be complete in the future anyway.

## Examples:

- The government **will be making** a statement about the crisis later today.
- Later in the program, I’ll **be talking** to the Minister of Education.
- The team’s star player is injured and **won’t be playing** in the game on Saturday.



**Hint:** When we use it in this way, **will be (doing)** is similar to **will (do)** and **going to (do)**.

**3**

**Exercise 3:** Answer the questions with **future continues form**.

Teacher: **At three o'clock tomorrow, I will work in my office.**

Student: **At three o'clock tomorrow I will be working in my office.**

---

1. At two o'clock tomorrow, you will lie on the beach.
2. When his friends come, he will wait for the train.
3. At 8 pm, where will that old professor eat?
4. This time on Monday, we will fly to Rome.
5. The dancers will practice from 6 pm to 8 pm tonight.
6. Our teacher will check our tests at that moment.
7. My father will repair my bike at this time next Saturday.
8. Martha will sunbathe at this time next week.
9. From now on, I won't help you with your homework.
10. Liam won't pack his suitcase at 6 pm tomorrow.
11. Emily won't do her homework when I call.
12. What will the band sing at the concert at this time tomorrow?
13. Where will the football fans go, when the match finishes?
14. Will they help their teacher at this time on Saturday?
15. Will he have a meeting at 6 o'clock tomorrow?

**4**

**Exercise 4:** Answer the questions using the words given.

Teacher: **I am using your dictionary now. (Next time)**

Student: **I will be using your dictionary next time.**

---

1. They aren't doing their homework today. (**This afternoon**)
2. The baby is playing the whole night. (**Tomorrow night**)
3. Penny is running a marathon right now. (**Tomorrow**)
4. She is taking her dog for a walk today. (**At 10 next Monday**)
5. I am joining the new office this week. (**Next week**)
6. My friends are coming over for lunch now. (**The day after tomorrow**)
7. My parents are flying to Delhi today. (**At this time next month**)
8. My mother isn't working right now. (**Later**)
9. I am having a big party because today is birthday. (**Next Tuesday**)
10. We aren't going to school today because of holiday. (**Tomorrow**)
11. The kids are getting hungry. It's their dinner time. (**Tonight**)

**1****Exercise 1:** Change the verb into the **future perfect** form:

1. By this time tomorrow, I ..... (**Finish**) the project.
2. You ..... this work by the end of the work day. (**Not/Finish**)
3. By tomorrow morning, he ..... (**Sleep**) wonderfully.
4. By next year, she ..... (**Receive**) her promotion.
5. He ..... to lock the door. (**Not/Forget**)
6. Morgan ..... (**Clean**) the entire house by lunch.
7. .... all their exams by July? (**Finish/?**)
8. At this time tomorrow morning, they ..... (**Begin**) working.
9. .... at the right station? (**Change/?**)
10. By 2013, I ..... (**Live**) in Madrid for 5 years.
11. By 8 o'clock, the kids ..... (**Fall**) asleep.
12. Don't come round before 9 o'clock. I ..... by then. (**Not /Get up**)
13. .... his apology? (**Accept/?**)
14. Robin ..... (**Sell**) his car by next Sunday.
15. We ..... the TV. (**Not/Switch off**)
16. At this time next week, we ..... (**Catch**) the thief.
17. .... the letter by tomorrow? (**Write/?**)
18. They ..... yet. (**Not/Arrived**)
19. We ..... (**Dance**) a few dances before midnight.
20. How far ..... by then? (**Run/?**)

## 2

**Exercise 2:** Change the verb into the correct form. Choose between **future perfect** and **present simple**.

1. By the time you ..... (**Return**) home, you ..... (**Spend**) much time in Africa.
2. She ..... (**Eat**) a lot before the dessert ..... (**Arrive**).
3. He ..... (**Talk**) on the phone before his wife ..... (**Arrive**).
4. We ..... (**Chose**) a date before they ..... (**Call**).
5. Natalie ..... (**Feed**) the baby by the time she ..... (**Leave**) the house.
6. You ..... (**Finish**) your work before you ..... (**Leave**) the office.
7. By the time they ..... (**Finish**) drinking they ..... (**Drink**) too much.
8. I ..... (**Be**) 2 years in Scotland by the time she ..... (**Arrive**).
9. They ..... (**Study**) in the University for 5 years by the time they ..... (**Get**) a degree.
10. I ..... (**Finish**) all the dishes by 7 o'clock.
11. You ..... (**Forget**) about me by then.
12. When you ..... (**Arrive**), the bus ..... (**Leave**).
13. When she ..... (**Wake**) up, he ..... (**Go**) to work.
14. We ..... (**Speak**) with him when we ..... (**Leave**).
15. I ..... (**Pack**) everything when they ..... (**Come**) to pick me up.

### 3

**Exercise 3:** Change the verb into the correct form of **future continues**.

1. .... (Work) until midnight?
2. I'm sure ..... (Rain) when we arrive.
3. A: I've lost my mum!  
B: Don't worry. She ..... (Look) for bargains.
4. .... (Show off) you it off to all your friends?
5. For the next time I come up here you ..... (Not/Speak) to me.
6. They know their boat ..... (Await) them at the appointed place.
7. We ..... (Take) our feet off this pretty carpet.
8. But you'd better come and see her so that folks ..... (Not/Talk) of my having spoken to you.
9. But he ..... (Not/Send) good money after bad this time, like he's done too many times.
10. My family ..... (Not/Wait) for me at the station.
11. They ..... (Expect) an enemy from that side.
12. .... (Talk) to us at the hotel, the girl and the rest?
13. Indeed, I ..... (Not/Go), and I think you should just stay at home yourself.
14. .... (Want) you to look up your astronomy?
15. .... (Look for) dog when you get there?

### 4

**Exercise 4:** Choose the correct forms of the **future continuous** and **future perfect** to complete the sentences.

1. When we arrive in Los Angeles we'll need to rest because we ..... about 800 miles. (Drive)
2. When you get off the train, we ..... for you on the platform. (Wait)
3. When I travel to England next year I ..... English for over four years, so I think I'll be ready. (Study)
4. I'm sure when you call him, he ..... TV. He's always in front of the TV! (Watch)
5. In less than 2 years, my grandparents ..... for 50 years. We are going to celebrate it. (Be married)
6. Don't phone between 7 and 8. We ..... dinner then. (Have)
7. Phone me after 8 o'clock. We ..... dinner by then. (Finished)
8. If you need to contact me, I ..... at the Lion Hotel until Friday. (Stay)
9. Do you think that Les ..... the car by tomorrow? (Fix)

5

**Exercise 5:** Complete the text with the **future continuous** or the **future perfect** of the verbs in brackets. **Do NOT use contracted forms.**

Technology is advancing so fast that by the year 2050 no one knows what new technologies we ..... (**Invent**). It is quite likely that by 2050 we ..... (**Use up**) most of the earth's natural resources and so we ..... (**Rely**) on wind and solar power. As there will be a shortage of energy, it is quite likely that at that time scientists ..... (**Try**) to find a way for us to live outside the earth. Before the end of the next century, it's possible that people ..... (**Live**) in cities on the Moon or perhaps in cities on the seabed.

By 2050 it's possible that scientists ..... (**Already/Discover**) how to cure diseases such as cancer and, due to the advancement of genetic engineering, maybe hereditary diseases passed down from generation to generation ..... (**Disappear**) forever. It is quite possible that by 2050 life expectancy ..... (**Increase**) to 100 and that we ..... (**Enjoy**) a healthier existence.

Another area likely to have been affected by technology in the year 2050 is education. Many students ..... (**Study**) Online from their homes.



## Part 2

**Describe an object/artwork you find particularly beautiful.**

You should say:

- What the artwork/object is
- Where you saw it
- What it looks like

And explain why you find it particularly beautiful.

.....  
.....

## Part 3

### Beauty

- Do you think there are more beautiful things now than the past?
- Do you think there are more scenic spots in your country rather than other countries?
- Why do you think people create beautiful things?
- Will you pay more to buy a more beautiful thing?
- Have you ever bought something only because of its beauty?

# UNIT 10

## Writing 2



## Descriptive and process paragraphs:

A “descriptive paragraph” explains how someone or something looks or feels. A “process paragraph” explains how something is done.

### ● Descriptive paragraphs:

- Using adjectives

“Adjectives” are words that tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. Here are a few common adjectives:

#### Shape and size:

- Large/ small
- Wide / narrow
- Round
- Rectangular

#### Atmosphere:

- Cozy
- Comfortable
- Warm / cool
- Cold / hot

#### How you feel:

- Amazed
- Surprised
- Happy
- Nostalgic

#### Appearance:

- Colourful
- Unforgettable
- Beautiful
- Unattractive

A description of a place may answer some of these questions:

- What colours do you see?
- What things can you see in this place?
- How does the place make you feel? Why?
- How warm or cold is the place?
- How big is it?
- Where is the place?

## Sample:

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of the falls and crashing to the bottom in a loud roar. If you want to experience the falls close-up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!

## ● Describing the place around you

- Using prepositions:

“Prepositions” tell us how space is organized.

These are some common and useful prepositions:

- In front of / Behind
- On top of / On the bottom of
- Next to
- Above / Below, Underneath
- To the right of / To the left of
- In the middle of
- Around
- Between

## Sample:



My favourite place to relax is a small cafe down the street from where I live. This cafe is on a small side street and as soon as you see it, you feel like going in.



There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the cafe, and as you go in, you can see a dozen small tables all around the room. Even though it isn't a big place, its size makes it very cozy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and the pretty green plants hanging from the ceiling. I feel very happy and relaxed in my favourite cafe with a strong cup of coffee and a good book.



## ● Describing a character:

- Describing people

Here are some common adjectives for describing people:

### Personality:

- Happy, Satisfied
- Relaxed
- Exciting
- Nervous
- Angry
- Serious
- Sad, Depressed
- Outgoing

### Physical characteristics:

- Big, Large, Tall
- Small, Tiny, Short
- Thin
- Heavy
- Strong
- Weak
- (Brown, Black, Blond, Red) haired
- (Light, Dark) skinned

1

**Exercise 1:** Write **descriptive sentences** (three to five sentence) about these below topics.

1. Your high school
2. Your closest family member
3. A cafe you like
4. Your best friend

### Opinion paragraphs:

#### ● Facts and opinions:

- A fact is a piece of information that is true:

- That film was three hours long.

- An opinion is an idea or belief about a particular subject:

- That film was boring.

Writers use facts to support their opinions and to show why they hold their beliefs.

2

**Exercise 2:** Read these sentences. Write **F** if the sentence is a fact, and **O** if the sentence is an opinion.

1. .... Airfares have become too expensive.
2. .... English is an easier language to learn than Arabic.
3. .... Owls are birds that hunt at night.
4. .... I was born in New York City.
5. .... Exercise is the best way to stay healthy.
6. .... Internet use has increased every year since its beginning.
7. .... Engineering is the best career choice.
8. .... Big cities are dangerous at night.

## Sample:

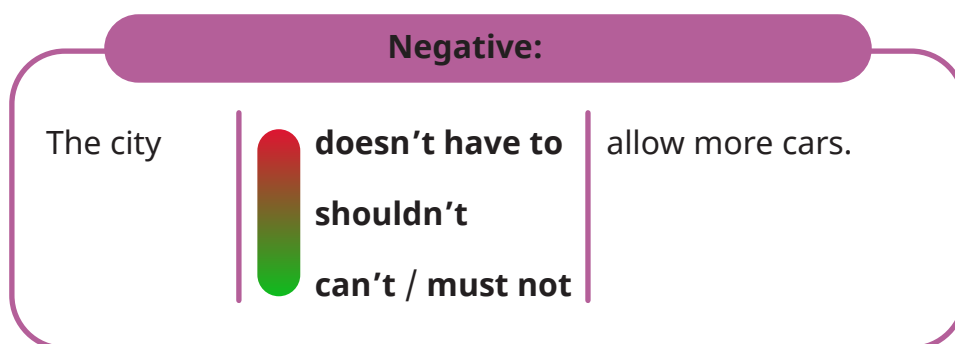
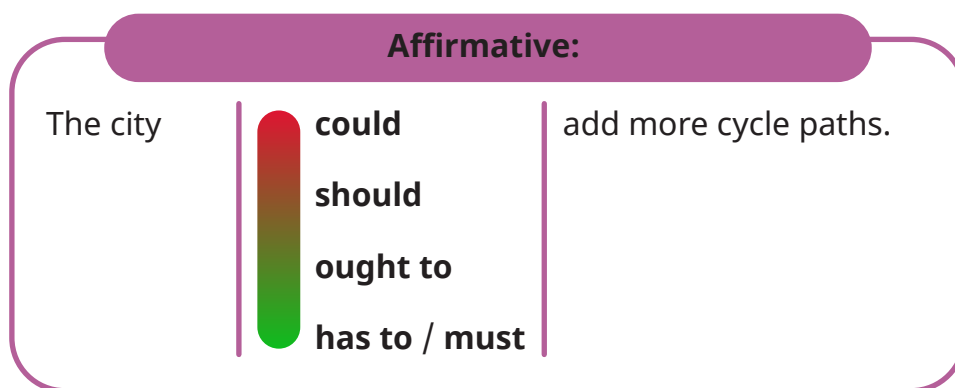
Dear Editor,

More people should ride bicycles into town. Last year, seventy-three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a real problem. Citizens who want a cleaner, nicer place to live ought to try this non-polluting form of transport. Cycling is good exercise, too! The city must not allow this problem to get worse. Instead, people should ride bicycles to work and school—and enjoy the health benefits of daily exercise.

## ● Modal auxiliaries:

### - Using modal auxiliaries

When you speak, you introduce opinions with phrases like “I think”, “in my opinion”, and “I believe”. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. Modal auxiliary verbs show the strength of a writer’s opinion or argument.



## ● Connectors of cause and effect:

### - How to use connectors of cause and effect for expressing opinions?

“**Because**”, “**since**”, and “**so**” are connectors of cause and effect. They join two ideas when one idea causes or explains the other. “**Because**” and “**since**” introducing the cause or reason, and “**so**” and “**therefore**” introduce the effect or result:

#### Cause / Reason

- Petrol is becoming scarce and expensive.

#### Effect / Result

- We should develop electric cars.

#### For example:

**Because** petrol is becoming scarce and expensive, we should develop electric cars, **since** petrol is becoming scarce and expensive.

Petrol is becoming scarce and expensive, **so** we should develop electric cars.

**Therefore**, is slightly different. It joins the ideas in two sentences:

Petrol is becoming scarce and expensive. **Therefore**, we should develop electric cars.

3

**Exercise 3:** Write an opinion paragraph. Try to use modals and connectors of **cause** and **effect**.

1. Internet Influence on kids.
2. Effects of pollution
3. Growing up in poverty



## Homework

1

**Exercise 1:** Think of a person or place you know well and try to write a descriptive paragraph.

2

**Exercise 2:** Write opinion paragraph about one of these below topics.

1. Should Internet be censored?
2. Distance learning benefits
3. Age difference in family
3. Can zoos be ethical



## Part 2

### Describe a class/lesson that you enjoyed.

You should say:

- What was taught in the class
- When you took the class/course
- When you took the class/course

and explain what did the teacher do that made you enjoy it.

.....  
.....

## Part 3

### Foreign Languages

- What are the benefits of learning a foreign language?
- Will computers replace foreign language teachers in the future?
- What is the most difficult part about learning a foreign language?
- Do you think grammar is important in language learning?
- What makes a good foreign language teacher?

# UNIT 11

## Wish/Listening Map



Notice the use of “**Had**” in wishes referring to the past.

### Previous Pattern

#### Present Situation or Event

- I do not live in a big city now.
- The boys are fighting now.

#### Wish

- I wish I lived in a big city.
- I wish they weren't fighting.

### New pattern

#### Present Situation or Event

- I did not live there then.
- I broke my window.

#### Wish

- I wish I had lived there then.
- I wish I hadn't broken it.

After the verb “**Wish**”, a situation or event contrary to the real facts of the past is expressed with “**Had**” and the “**past participle**” of the following verb expression.



**Hint (1):** If you believe that it might be possible for the desire to be realized, use **hope** rather than **wish**:

- I'm sorry you dropped your glasses; I **hope** they didn't break.



**Hint (2):** The verb expression after **had (been)** or **hadn't (been)** is usually omitted if it is identical to what has already been said:

- We didn't go to Moscow. I wish we had.

### Additional examples:

**1•** I'm sorry you fell in the mud yesterday, but I **wish** you **hadn't been wearing** my sweater at the time.

**2•** Alice went shopping after lunch and tonight she has to go to a meeting. Now she **wishes** that she had taken a nap when she had the chance.

**3•** I borrowed ten dollars from you yesterday and now I **wish** I **hadn't**. I **wish** I **didn't** owe anybody any money.

**4•** Carol said, “Did you answer all the questions on the test yesterday? I hope you did.” And Michael answered, “No, I didn't. I **wish** I **had**.”

# 1

**Exercise 1:** Change each negative statement to a **wish**.

Teacher: **The doctor wasn't in his office yesterday.**

Student: **I wish the doctor had been in his office yesterday.**

Teacher: **Helen didn't speak English at that time.**

Student: **I wish Helen had spoken English at that time.**

1. Paul didn't know how to swim last year.
2. Professor Jones's lecture wasn't as interesting as yours.
3. Mr. Smith didn't work in his garden last week.
4. John didn't come to class yesterday.
5. Mr. Peters didn't sell his old car.
6. John didn't speak French last year.
7. He wasn't smiling when I saw him.

For the following statements, make a negative wish, as shown in the next example.

Teacher: **Mr. and Mrs. Miller came in at the same time.**

Student: **I wish Mr. and Mrs. Miller hadn't come in at the same time.**

8. Mrs. Smith was sick.
9. Alice broke her leg.
10. The children felt sad.
11. Mr. Miller had to work downtown yesterday.
12. Mary failed all her examinations.
13. Dr. Green lost his notebook.
14. I played tennis all day yesterday.
15. The governor refused to have dinner with us last night.

# 2

**Exercise 2:** Form **wish** sentences using an adjective or adverb with the opposite meaning.

Teacher: **I'm afraid Mary felt sad.**

Student: **I wish she had felt happy.**

Teacher: **It's too bad Mrs. Jones was sick.**

Student: **I wish she had been well.**

1. I knew that all the classes began early.
2. I found out that the library was closed.
3. I thought the tea was weak.
4. I discovered that the mayor was old.
5. It's too bad the announcer spoke fast.
6. I'm sorry the tickets were expensive.
7. It's too bad they made the streets narrow.
8. I'm sorry they made the exam easy.
9. I learned that the shops were open.
10. I'm afraid John put down the wrong answer.

### 3

**Exercise 3:** This exercise is a review of wishes for the present and future as well as for the past. Make an **affirmative wish** based on the sentences given. Use the shortened form of the predicate.

Teacher: **Jack doesn't live in the country.**

Student: **I wish he did.**

Teacher: **He won't tell us the truth.**

Student: **I wish he would.**

Teacher: **He didn't bring any food.**

Student: **I wish he had.**

Teacher: **He wasn't carrying his umbrella.**

Student: **I wish he had been.**

1. He doesn't know the answer.
2. He won't play tennis with us.
3. He can't ride a horse.
4. He isn't listening to the radio.
5. He wasn't listening last night at this hour either.
6. He didn't remind me to get up early.
7. He doesn't like the music they play here.
8. He won't let me use his bicycle.
9. He can't find out what the trouble is.
10. He didn't get off the plane when it landed in Detroit.
11. He wasn't arrested by the State Police.
12. He isn't receiving money from his family.
13. He didn't introduce me to his cousin.
14. He doesn't know how to play the guitar.
15. He can't play any musical instrument at all.



**Hint :** In addition to **wish** sentences beginning with "**I wish**", we can also use

I wished:

- 1• All last summer, I wished I owned a car.
- 2• During the exam, I wished I had studied harder.

In the first sentence, "**wishing**" and "**not owning a car**" were at the same time. In such sentences use the forms of Past Simple (owned, lived, were, etc.)

In the second sentence, "**wishing**" and "**not studying harder**" were not at the same time. The "**wishing**" took place later. In such sentences, Use, had + past participle.

# Following a description: Diagrams, Maps and plans

## ● What information are we listening for?

If we need to understand a diagram or follow a map, we are usually trying to find out where things are, what something is made of or how it works. We may be listening for places, buildings, names of parts or stages in process.

## ● What information are we listening for?

Certain words are included to guide you. These may be things like the compass points, left and right, expression of position and place, verbs, and adjective of size, shape, quality, etc.

### **Giving directions**

- You go along ...
- Go to the end of the street / road ...
- Go round the corner / bend / up the hill / steps
- Walk past the ...
- Turn left / Turn right / Go straight ahead ...
- The place is opposite / next to / behind ...

# Location Vocabulary



In front of



On the left/right of



Beside



Opposite



Go straight . Turn left/right



Go past



Head northwest

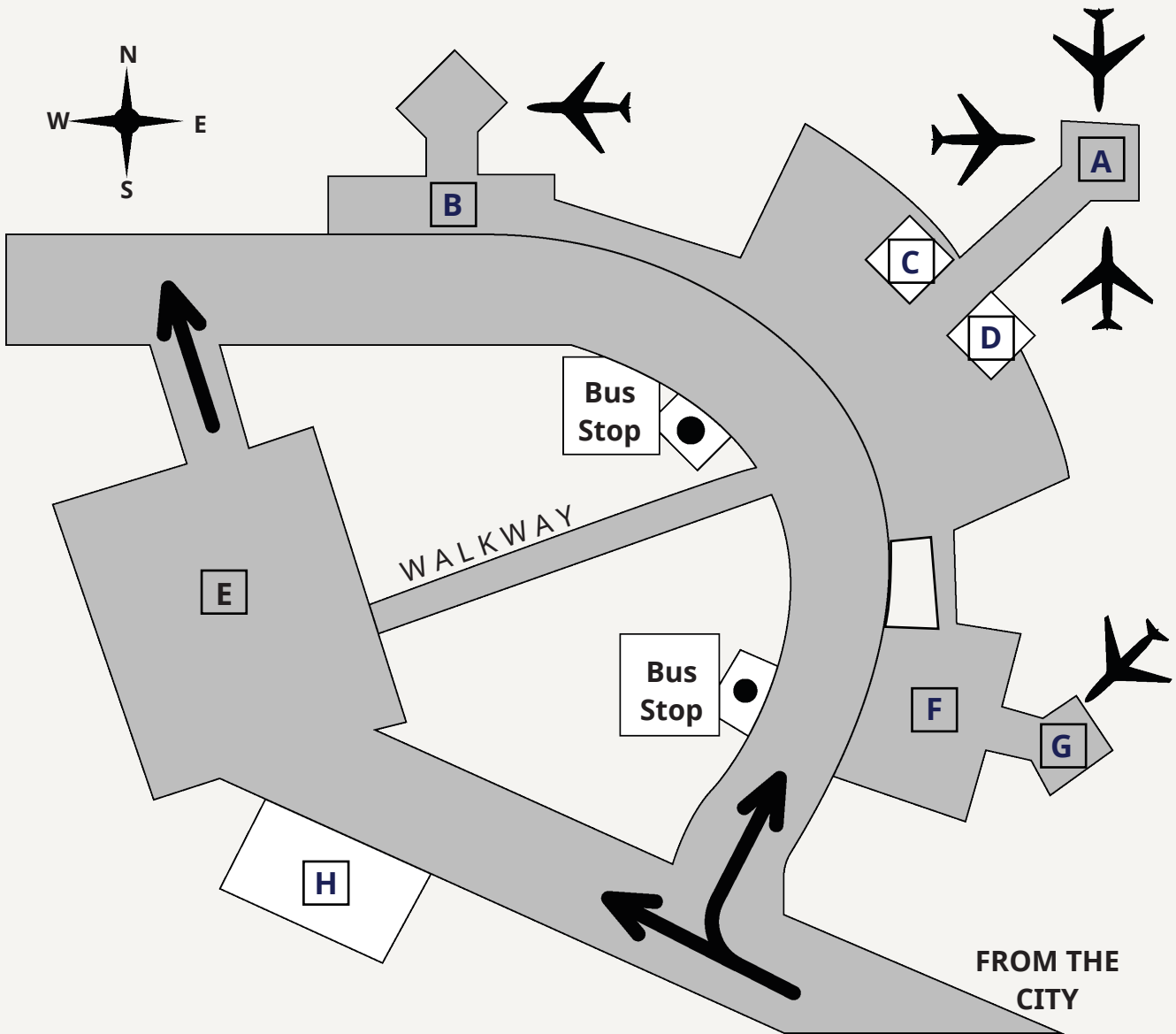


Look carefully at the plan of an Australian airport, then listen and answer questions 1-4.

4-5

### Label the plan.

Write the correct letter, **A - H**, next to Questions 1-4.



- 1. Car park .....
- 2. Domestic Terminal .....
- 3. Lifts .....
- 4. Regional Terminal .....



Listen and complete the gaps (1-5) in the summary below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

4 - 6

## How to get to the Peace Hotel

You need to travel by **1**..... . Get off after **2**..... at the people's Squer and walk along Nan Jing Road East. There is no **3**..... on this road.

Eventually you will get to the Bund and the Peace Hotel is on the **4**..... . The entrance to the Tourist Tunnel is **5**..... the hotel and you can go through this the if you want to visit the Oriental Pearl radio and TV tower.



Listen and answer questions 11 - 13.

Choose the correct letter, **A**, **B** or **C**.

4 - 7

## Traffic Changes in Granford

**21.** Why are changes needed to traffic systems in Granford?

- A.** The number of traffic accidents has risen.
- B.** The amount of traffic on the roads has increased.
- C.** The types of vehicles on the roads have changed.

**22.** In a survey, local residents particularly complained about

- A.** dangerous driving by parents.
- B.** pollution from trucks and lorries.
- C.** inconvenience from parked cars.

**23.** According to the speaker, one problem with the new regulations will be

- A.** raising money to pay for them.
- B.** finding a way to make people follow them.
- C.** getting the support of the police.



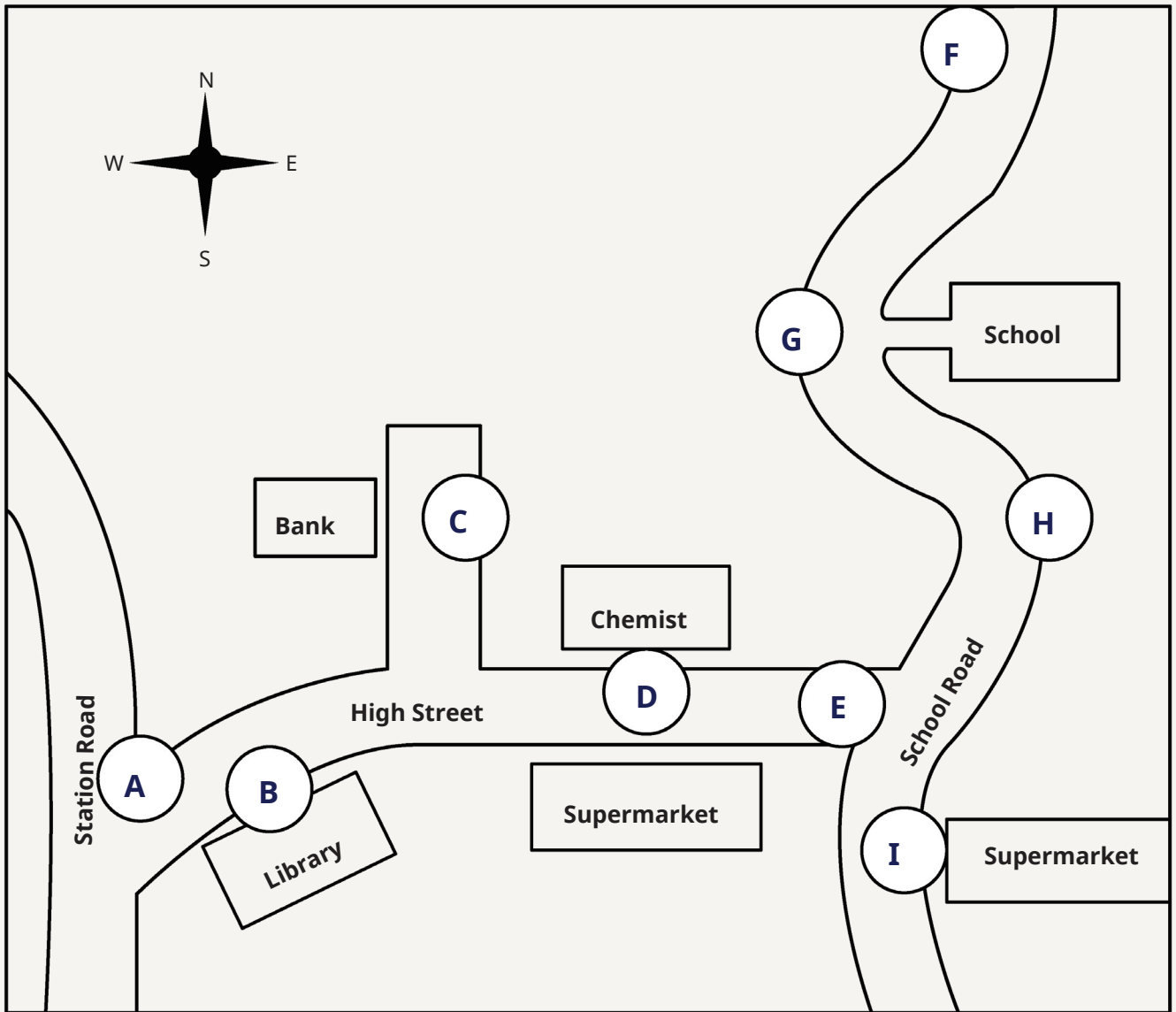
Listen and answer questions 1-10.

4 - 8

### Label the map below.

Write the correct letter, **A - I**, next to Questions 14-20.

## Proposed traffic changes in Granford



- 14. New traffic lights .....
- 15. Pedestrian crossing .....
- 16. Parking allowed .....
- 17. New 'No Parking' sign .....
- 18. New disabled parking spaces .....
- 19. Widened pavement .....
- 20. Lorry loading/unloading restrictions .....

**1** **Exercise 1:** Choose the correct letter, **A**, **B**, or **C**.

4 - 6

## Visiting the sheepmarket area

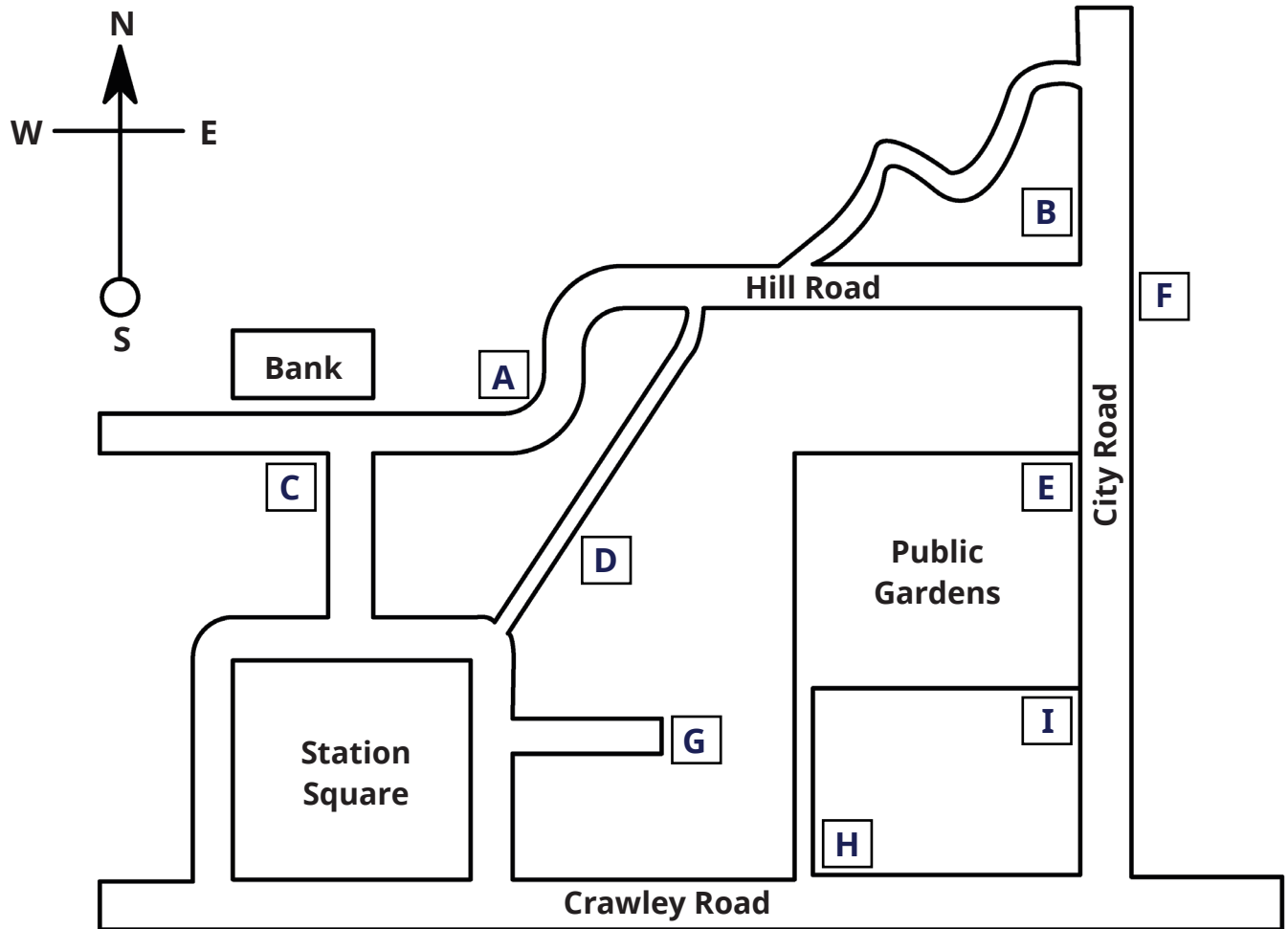
- 11.** Which is the most rapidly-growing group of residents in the Sheepmarket area?
- A.** young professional people
  - B.** students from the university.
  - C.** employees in the local market
- 12.** The speaker recommends the side streets in the Sheepmarket for their
- A.** international restaurants.
  - B.** historical buildings.
  - C.** arts and crafts.
- 13.** Clothes designed by entrants for the Young Fashion competition must
- A.** be modelled by the designers themselves.
  - B.** be inspired by aspects of contemporary culture.
  - C.** be made from locally produced materials.
- 14.** Car parking is free in some car parks if you
- A.** stay for less than an hour.
  - B.** buy something in the shops.
  - C.** park in the evenings or at weekends.

Label the map below.



Write the correct letter, **A - I**, next to Questions 15-20.

## Art and History in the Sheepmarket



- 15. The Reynolds House .....
- 16. The Thumb .....
- 17. The Museum .....
- 18. The Contemporary Art Gallery .....
- 19. The Warner Gallery .....
- 20. Nucleus .....



## Part 2

### Describe a rule that you don't like.

You should say:

- What it is
- Why you don't like it
- How others feel about the rule

And explain whether you've followed the rule or not.

.....

.....

## Part 3

### Rules

- What's the importance of obeying law?
- What can parents and teachers do to help children follow rules?
- Is it a good thing to break rules sometimes?
- Why do some people say that rules are made to be broken?
- Are the rules at school good or bad? Why?

# UNIT 12

## Reading



# The First Cyber Criminals

“Cyber Crime” sounds like a very new type of crime. In fact, it has been around since the 1970s –before the personal computer was invented, when computer far less powerful than today’s game consoles filled entire rooms and were monitored by technicians.

The first cyber crimes were carried out across telephone lines, by a group of electronic enthusiasts known as “phone phreakers”. Having studied the US telephone system, they realised that it used a series of musical tones to connect calls. They found they could imitate those tones, and steal free phone calls by creating small musical devices called “blue boxes”.

One famous ‘phreaker’, John Draper, even discovered that using a whistle given away inside a cereal box could do the same job as a blue box. Cyber crime centered on the telephone for many years, until the first computer-to-computer cyber crime took place in the 1980s. “Hacking”, as it has since been referred to, gained new public visibility after the popular 1984 film *Wargames*, in which a hackers latar said this was the world. Many hackers later said this was their inspiration.

It was the arrival of the Internet that was eventually to make cyber crime a big issue. When millions of home and business computer users began to visit the Internet in the early to mid 1990s, few were thinking about the dangers of cyber crime or about security and so it seemed only a matter of time before banks became the target for hackers.

In 1994 a group of hackers broke into US bank Citibank’s computers and stole \$10 million. This was later nearly all recovered. With the rise of the Internet, credit cards became the tools of cyber criminals: Kevin Mitnick was arrested for stealing 20.000 credit card numbers over the net in 1995. This and other credit card crime prompted credit card companies to consider ways they could make cards more secure.

Take five minutes to answer questions 1-7.

## Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

### Cyber Crime

- **First cyber criminals:** called **1.** ..... (1970s)
- **Nature of crime:** made free calls by copying **2.** .....
- **Computer crime:** began in **3.** .....
- **Crime known as:** **4.** .....
- **Promoted by hit movie:** **5.** ..... (1984)
- **Internet crime:** initially unexpected, but quickly focused on **6.** .....
- **Current concern:** **7.** ..... fraud

# Australia's first commercial wind farm

## A.

HARVEST time in Esperance is constant. As long as the wind blows - which is pretty much all the time - nine identical synchronized wind turbines reap the benefits of the dependable winds that gust up around the southern coastline of Western Australia. These sleek, white, robot-like wind turbines loom up on the horizon forming part of Australia's first commercial wind farm. They're not only functional machines that help provide electricity for this secluded coastal town, but increasingly, they're also draw cards for curious tourists and scientists alike.

## B.

Because of its isolation, Esperance is not linked to Western Power's grid which supplies electricity from gas-, coal- and oil-fired power stations to the widespread population of Western Australia. Before the wind turbines went in, Esperance's entire electricity needs were met by the diesel power station in town.

## C.

The \$5.8 million Ten Mile Lagoon project is not Esperance's first wind farm. The success of a smaller, experimental wind farm, at a spot called Salmon Beach, encouraged the State's power utility to take Esperance wind seriously. Today the wind turbines at Ten Mile Lagoon work in conjunction with the diesel power station, significantly reducing the amount of the town's electricity generated by expensive diesel power.

## D.

The wind farm is connected to the power station by a 33-kilovolt power line, and a radio link between the two allows operators to monitor and control each wind turbine. The nine 225-kilowatt Vestas wind turbines produce a total generating capacity of two megawatts and provide around 12 percent of the energy requirements of Esperance and its surrounding districts.

## E.

The power produced by a wind turbine depends on the size and efficiency of the machine and, of course, on the energy in the wind. The energy in the wind available to the wind turbines is proportional to wind speed cubed. Thus, the greater the wind speed, the greater the output of the turbine. In order to achieve optimum wind speeds, the right location is imperative." You have to accept the nature of the beast," Mr. Rosser, Western Power's physicist said." As surface dwellers our perceptions of wind speeds are bad. As you go higher, wind speed increases significantly."

## F.

The most favorable wind sites are on gently sloping hills, away from obstructions like trees and buildings and where the prevailing winds are not blocked. Computer modeling was used to select the best site for Esperance's wind farm. Scientists were concerned not only with efficiency, but also with protecting the coastal health environment which is rich in plant life and home to tiny pygmy and honey possums, and a host of bird species. In addition, the wind farm is adjacent to Esperance's popular scenic tourist drive.

## G.

Strict erosion controls have been implemented and access to the wind farm is limited to selected viewing areas. The wind turbine towers are painted white and devoid of corporate logos or signage. According to Mr. Rosser there is something of a worldwide backlash against wind farms with regard to their visual impact," But because wind turbines perform best in the most exposed positions, they will always be visible. There is a very real need to balance environmental and technical requirements. I think the Ten Mile Lagoon Wind Farm sets the standards for environmentally friendly developments."

## H.

In fact, the project has become something of a tourist attraction in itself, Esperance shire president Ian Mickel said the wind turbines had been well accepted by locals." We have watched the wind farm develop with great interest, and now we find visitors to Esperance are equally enthusiastic about it," he said. The aim now is to identify other remote locations where wind turbines will be a feasible means of supplementing existing power stations.

Take six minutes to answer questions **1-6** about "Australia's first commercial wind farm".

### Complete the sentence below.

Choose **NO MORE THAN WORDS AND/OR A NUMBER** from the passage for each answer.

1. Esperance used to rely totally on ..... for energy.
2. About ..... of Esperance's energy needs are met by the wind farm.
3. Both the ..... of a wind turbine affect its energy output.
- 4-5. Wind farms should not be built near barriers to the wind, such as .....  
or .....
6. Scientists chose the best location for the wind farm at Esperance with the aid of .....  
..... in the 21st century

**1**

**Exercise 1:** You should spend about 20 minutes on **Questions 1-8**, which are based on Reading Passage below.

## The History Of Glass

From our earliest origins, man has been making use of glass. Historians have discovered that a type of natural glass - obsidian - formed in places such as the mouth of a volcano as a result of the intense heat of an eruption melting sand - was first used as tips for spears. Archaeologists have even found evidence of man-made glass which dates back to 4000 BC; this took the form of glazes used for coating stone beads. It was not until 1500 BC, however, that the first hollow glass container was made by covering a sand core with a layer of molten glass.

Glass blowing became the most common way to make glass containers from the first century BC. The glass made during this time was highly coloured due to the impurities of the raw material. In the first century AD, methods of creating colourless glass were developed, which was then tinted by the addition of colouring materials. The secret of glass making was taken across Europe by the Romans during this century. However, they guarded the skills and technology required to make glass very closely, and it was not until their empire collapsed in 476 AD that glass-making knowledge became widespread throughout Europe and the Middle East. From the 10th century onwards, the Venetians gained a reputation for technical skill and artistic ability in the making of glass bottles, and many of the city's craftsmen left Italy to set up glassworks throughout Europe.

A major milestone in the history of glass occurred with the invention of lead crystal glass by the English glass manufacturer George Ravenscroft (1632 - 1683). He attempted to counter the effect of clouding that sometimes occurred in blown glass by introducing lead to the raw materials used in the process. The new glass he created was softer and easier to decorate, and had a higher refractive index, adding to its brilliance and beauty, and it proved invaluable to the optical industry. It is thanks to Ravenscroft's invention that optical lenses, astronomical telescopes, microscopes and the like became possible.

In Britain, the modern glass industry only really started to develop after the repeal of the Excise Act in 1845. Before that time, heavy taxes had been placed on the amount of glass melted in a glasshouse, and were levied continuously from 1745 to 1845. Joseph Paxton's Crystal Palace at London's Great Exhibition of 1851 marked the beginning of glass as a material used in the building industry. This revolutionary new building encouraged the use of glass in public, domestic and horticultural architecture. Glass manufacturing techniques also improved with the advancement of science and the development of better technology.

From 1887 onwards, glass making developed from traditional mouth-blowing to a semi-automatic process, after factory-owner HM Ashley introduced a machine capable of producing 200 bottles per hour in Castleford, Yorkshire, England - more than three times quicker than any previous production method. Then in 1907, the first fully automated machine was developed in the USA by Michael Owens - founder of the Owens Bottle Machine Company (later the major manufacturers Owens-Illinois) - and installed in its factory. Owens' invention could produce an impressive 2,500 bottles per hour. Other developments followed rapidly,

but it was not until the First World War when Britain became cut off from essential glass suppliers, that glass became part of the scientific sector. Previous to this, glass had been seen as a craft rather than a precise science.

Today, glass making is big business. It has become a modern, hi-tech industry operating in a fiercely competitive global market where quality, design and service levels are critical to maintaining market share. Modern glass plants are capable of making millions of glass containers a day in many different colours, with green, brown and clear remaining the most popular. Few of us can imagine modern life without glass. It features in almost every aspect of our lives - in our homes, our cars and whenever we sit down to eat or drink. Glass packaging is used for many products, many beverages are sold in glass, as are numerous food-stuffs, as well as medicines and cosmetics.

Glass is an ideal material for recycling, and with growing consumer concern for green issues, glass bottles and jars are becoming ever more popular. Glass recycling is good news for the environment. It saves used glass containers being sent to landfill. As less energy is needed to melt recycled glass than to melt down raw materials, this also saves fuel and production costs. Recycling also reduces the need for raw materials to be quarried, thus saving precious resources.

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

## The History of Glass

- Early humans used a material called **1.** ..... to make the sharp points of their **2.** .....
- 4000 BC: **3.** ..... made of stone were covered in a coating of man-made glass.
- First century BC: glass was coloured because of the **4.** ..... in the material.
- Until 476 AD: Only the **5.** ..... knew how to make glass.
- From 10th century: Venetians became famous for making bottles out of glass.
- 17th century: George Ravenscroft developed a process using **6.** ..... to avoid the occurrence of **7.** ..... in blown glass.
- Mid-19th century: British glass production developed after changes to laws concerning **8.** .....

## 2

**Exercise 2:** You should spend about 20 minutes on **Questions 9-13**, which are based on Reading Passage below.

# Cutty Sark: the fastest sailing ship of all time

The nineteenth century was a period of great technological development in Britain, and for shipping the major changes were from wind to steam power, and from wood to iron and steel.

The fastest commercial sailing vessels of all time were clippers, three-masted ships built to transport goods around the world, although some also took passengers. From the 1840s until 1869, when the Suez Canal opened and steam propulsion was replacing sail, clippers dominated world trade. Although many were built, only one has survived more or less intact: Cutty Sark, now on display in Greenwich, southeast London.

Cutty Sark's unusual name comes from the poem Tam O'Shanter by the Scottish poet Robert Burns. Tam, a farmer, is chased by a witch called Nannie, who is wearing a 'cutty sark' – an old Scottish name for a short nightdress. The witch is depicted in Cutty Sark's figurehead – the carving of a woman typically at the front of old sailing ships. In legend, and in Burns's poem, witches cannot cross water, so this was a rather strange choice of name for a ship.

Cutty Sark was built in Dumbarton, Scotland, in 1869, for a shipping company owned by John Willis. To carry out construction, Willis chose a new shipbuilding firm, Scott & Linton, and ensured that the contrast with them put him in a very strong position. In the end, the firm was forced out of business, and the ship was finished by a competitor.

Willis's company was active in the tea trade between China and Britain, where speed could bring shipowners both profits and prestige, so Cutty Sark was designed to make the journey more quickly than any other ship. On her maiden voyage, in 1870 she set sail from London, carrying large amounts of goods to China. She returned laden with tea, making the journey back to London in four months. However, Cutty Sark never lived up to the high expectations of her owner, as a result of bad winds and various misfortunes. On one occasion, in 1872, the ship and a rival clipper, Thermopylae, left port in China on the same day. Crossing the Indian Ocean, Cutty Sark gained a lead of over 400 miles, but then her rudder was severely damaged in stormy seas, making her impossible to steer. The ship's crew had the daunting task of repairing the rudder at sea, and only succeeded at the second attempt. Cutty Sark reached London a week after Thermopylae.

Steam ships posed a growing threat to clippers, as their speed and cargo capacity increased. In addition, the opening of the Suez Canal in 1869, the same year that Cutty Sark was launched, had a serious impact. While steam ships could make use of the quick, direct route between the Mediterranean and the Red Sea, the canal was of no use to sailing ships, which needed the much stronger winds of the oceans, and so had to sail a far greater distance. Steam ships reduced the journey time between Britain and China by approximately two months. By 1878, tea traders weren't interested in Cutty Sark, and instead, she took on the much less prestigious work of carrying any cargo between any two ports in the world. In 1880, violence aboard the ship led ultimately to the replacement of the captain with an

incompetent drunkard who stole the crew's wages. He was suspended from service, and a new captain appointed. This marked a turnaround and the beginning of the most successful period in Cutty Sark's working life, transporting wool from Australia to Britain. One such journey took just under 12 weeks, beating every other ship sailing that year by around a month.

The ship's next captain, Richard Woodget, was an excellent navigator, who got the best out of both his ship and his crew. As a sailing ship, Cutty Sark depended on the strong trade winds of the southern hemisphere, and Woodget took her further south than any previous captain, bringing her dangerously close to icebergs off the southern tip of South America. His gamble paid off, though, and the ship was the fastest vessel in the wool trade for ten years.

As competition from steam ships increased in the 1890s, and Cutty Sark approached the end of her life expectancy, she became less profitable. She was sold to a Portuguese firm, which renamed her Ferreira. For the next 25 years, she again carried miscellaneous cargoes around the world.

Badly damaged in a gale in 1922, she was put into Falmouth harbor in southwest England, for repairs. Wilfred Dowman, a retired sea captain who owned a training vessel, recognised her and tried to buy her, but without success. She returned to Portugal and was sold to another Portuguese company. Dowman was determined, however, and offered a high price: this was accepted, and the ship returned to Falmouth the following year and had her original name restored.

Dowman used Cutty Sark as a training ship, and she continued in this role after his death. When she was no longer required, in 1954, she was transferred to dry dock at Greenwich to go on public display. The ship suffered from fire in 2007, and again, less seriously, in 2014, but now Cutty Sark attracts a quarter of a million visitors a year.

Complete the sentence below.

Choose **ONE WORD ONLY** from the passage for each answer.

9. After 1880, Cutty Sark carried ..... as its main cargo during its most successful time.
10. As a captain and ..... Woodget was very skilled.
11. Ferreira went to Falmouth to repair damage that a ..... had caused.
12. Between 1923 and 1954, Cutty Sark was used for .....
13. Cutty Sark has twice been damaged by ..... in the 21st century



## Part 2

**Describe a person who contributes to the society and you know.**

You should say:

- Who this person is
- How you know him/her
- What type of work he/she does

And explain why you think he/she contributes to the society.

.....  
.....

## Part 3

### Helping

- Do people nowadays help others more than in the past?
- Who should teach children to help others? Parents or teachers?
- In what kind of professions do people help others more?
- Why are some people willing to help others?
- What do you do if you need help?

# UNIT 13

## Conditional



Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. Complete conditional sentences contain an if-clause and a result clause.

Consider the following sentences:

• If you rest, you will feel better.

If-Clause

+

Result Clause



**Hint:** An if-clause can come at the beginning or end of a sentence. When an if-clause comes first, it is often followed by a comma.



## Compare

• If you eat too much, you get fat.

• You get fat **if you eat too much**.

There are four types of conditional sentences:

## The Zero Conditional

We use the zero conditional to talk about **permanent truths**, such as **scientific facts**, and **general habits**.

Look at the structure:

If you heat water at 100°, it boils.

If+ Present Simple

+

Present Simple

### Additional examples

- If you **eat** a lot, you **put on** weight.
- If it **doesn't rain** for a long time, the earth **gets** very dry.
- If we **go** out with friends, we normally **go** to a restaurant.
- If **I'm** tired, I **go** to bed early.



**Hint:** The words **if** and **when** can be used interchangeably in these zero conditional sentences. This is because the outcome will always be the same, so it doesn't matter "**if**" or "**when**" it happens.

• **When** people smoke cigarettes, their health suffers.

## The First Conditional

We use the first conditional to talk about a **realistic situation** in the **present** or **future**.

If you are hungry, I'll make some sandwiches.

If+ Present Simple

Will+ verb  
Can+ verb  
Must+ verb  
Imperative form

### Additional examples

- If you're free later, we **can go** for a walk.
- If you're **not** back by 5pm, **give** me a ring.
- If he **studies** hard, he'll **do** well in the exam.
- If we **arrive** late, we **must get** a taxi.
- He'll **call** if he **needs** help.
- **Take** a break if you're tired.

## The Second Conditional

We use the second conditional to talk about **improbable** or **impossible** situations in the **present** or **future**.

If I had more time, + I would exercise more.

If+ Past Simple

Would+ verb  
Could+ verb

### Additional examples

- **If I were** rich, I'd **spend** all my time travelling. (*But I'm not rich so I can't.*)
- **If she saw** a snake, she'd **be** terrified.
- **If he didn't have** to work late, he **could go** out with his girlfriend.
- What **would** you **do** if you **were offered** a job in Canada?
- You **wouldn't have** to walk everywhere if you **bought** a bike.



**Hint:** After **if** and **wish**, you can use **were** instead of **was**.

If I **were** you, I wouldn't buy that coat.

I wish she **were** here.

# The Third Conditional

We use the third conditional to talk about **impossible situations** in the **past**. We often use the third conditional to describe **regrets**.

If we had left earlier, we would have arrived on time.

If+ Past Perfect

+

Would have + past participle  
Could have + past participle

## Additional examples

- If you **hadn't forgotten** her birthday, she **wouldn't have been** upset.
- If they **had booked** earlier, they **could have found** better seats.
- If I **hadn't learnt** English, I **wouldn't have got** this job.
- What **would** you **have studied** if you **hadn't done** engineering?
- They **wouldn't have hired** you if you **hadn't had** some experience abroad.
- You **could have helped** me if you'd **stayed** later.

**1** **Exercise 1:** Answer the following questions using zero conditional structure and the words in the bracket.

Teacher: **What happens if it doesn't rain? (The flowers die)**

Student: **If it doesn't rain, the flowers die.**

1. What happens if you wake up late? (Arrive late at work)
2. What happens if your father cook? (Burn the food)
3. What happens if Mary doesn't wear a raincoat? (Get sick)
4. What happens if children don't eat well? (Not be healthy)
5. What happens if people eat too many sweets? (Get fat)
6. What happens if you smoke? (Endanger health)
7. What happens if we heat ice? (Melt)
8. What happens if it is very cold? (The lake freezes)
9. What happens if you mix water with electricity? (Be shocked)
10. What happens if Mary goes shopping? (Buy expensive clothes)

**2**

**Exercise 2:** Answer the following questions using first conditional structure.

Teacher: **What will you do if you go out tonight?**

Student: **If I go out tonight, I will go to the cinema.**

---

1. What will you do if you arrive home late tonight?
2. What will you do if you go on holiday this summer?
3. What will you do if you fail the term?
4. What will you do if you arrive late at the class?
5. What will you do if the teacher gets angry with you?
6. What will you do if you need a taxi?
7. What will you do if you have guests on the weekend?
8. What will you do if you need some clothes?
9. What will you do if your friends surprise you?
10. What will you do if you are hungry?

**3**

**Exercise 3:** Change first conditional sentences to second conditional ones.

Teacher: **I will go by plane if I go to Europe.**

Student: **I would go by plane if I went to Europe.**

---

1. I will go to London first if I go to England.
2. I will visit Buckingham Palace if I am in England.
3. I will take the train if I decide to go to France.
4. I will spend at least a week in Paris if I go to France.
5. I will see the Eiffel Tower if I am in Paris.
6. I will visit Amsterdam next if my friends invite me.
7. I will rent a car if I decide to go to Sweden.
8. I will see Stockholm if I visit Sweden.
9. I will stop in Germany if I travel to Italy.
10. I will learn a little German if I stay in Germany.
11. I will fly to Berlin if I have time.
12. I will cross the Alps if I go to Italy.
13. I will see many famous museums if I stop in Florence.
14. I will write many postcards if I don't write letters.
15. I will spend a lot of money if I stay in Europe long.

**4**

**Exercise 4:** Give complete answers to the following questions.

Teacher: **What would you do if you were sick?**

Student: **If I were sick, I would go to a doctor.**

Teacher: **What would you do if you were rich?**

Student: **If I were rich, I would travel around the world.**

- 
1. What would you do if you were a millionaire?
  2. What would you do if you had a car?
  3. What would you do if you were president?
  4. What would you do if you were ten years younger?
  5. What would you do if you had all the money you wanted?
  6. What would you do if you discovered a gold mine?
  7. What would you do if you found \$50 on the street?
  8. What would you do if you needed a pencil?
  9. What would you do if you were sick?
  10. What would you do if you tore your coat?
  11. What would you do if you had a vacation next week?
  12. What would you do if you were a king?
  13. What would you do if you didn't have a class today?
  14. What would you do if you had an exam today?
  15. What would you do if you were in Paris now?

**5**

**Exercise 5:** Change the following sentences to past-time statements describing events which did not occur.

Teacher: **I would go to Chicago if I had a car.**

Student: **I would have gone to Chicago if I had had a car.**

- 
1. I would study if I had to.
  2. I would visit John if he were home.
  3. I would watch television if I didn't have so much homework.
  4. Mary would go to the party if you sent her a special invitation
  5. George would bring his friends if you asked him to.
  6. I would buy a new car if you lent me the money.
  7. Mr. Miller would work in the garden if he needed exercise.
  8. I would take an aspirin if I had a headache.
  9. I would study the irregular verbs if I didn't know them.
  10. I would buy a toothbrush if I needed one.

**6**

**Exercise 6:** Give complete answers to the following questions.

Teacher: **What would you have done if you had been sick yesterday?**

Student: **If I had been sick, I would have gone to a doctor.**

Teacher: **What would you have done if someone had stolen your car yesterday?**

Student: **If someone had stolen my car, I would have told the police.**

1. What would you have done if you had stayed in your country?
2. What would you have done if you had gone to France last year?
3. What would you have done if you had found a \$50 bill on the street yesterday?
4. What would you have done if you had been Napoleon?
5. What would you have done if you had been born in 1400?
6. What could you have done if you had needed money last week?
7. What could you have done if you had torn your coat yesterday?
8. What could you have done if you had lost all your money last week?
9. What might you have done if you had had a vacation last week?
10. What might you have done if you had been Adam?
11. What might you have done if you had lived 100 years ago?
12. What would you have done if you had been Columbus?



# Homework

## 1 Exercise 1: Complete the sentences.

1. I'd be very scared if ..... (somebody / point) a gun at me.
2. I can't afford to buy a car. If ..... (I / buy) a car, I'd have to borrow the money.
3. If you had a party, who ..... (you / invite)?
4. Don't lend James your car. If ..... (he / ask) me, I wouldn't lend him mine.
5. I don't think Gary and Emma will get married. .... (I / be) amazed if they did.
6. If ..... (somebody / give) me \$20,000, ..... (I / have) a long holiday.
7. .... (you / be) nervous if .....(you / meet) a famous person?
8. What ..... (you / do) if ..... (you / be) in a lift and ..... (it / stop) between floors?

## 2 Exercise 2: Write sentences beginning **If ...** .

1. We're not going to take the 10.30 train. (we / arrive too early)  
.....
2. We're not going to stay at a hotel. (it / cost too much)  
.....
3. There's no point in telling you what happened. (you / not / believe)  
.....
4. Sally has no plans to leave her job. (it / hard to find another one)  
.....
5. Kevin is not going to apply for the job. (he / not / get it).  
.....

### 3

#### Exercise 3: Put the verb into the correct form.

1. .... (I / know) his number, I would phone him.
2. .... (I / not / buy) that coat if I were you.
3. .... (I / help) you if I could, but I'm afraid I can't.
4. This soup isn't very nice. .... (it / taste) better if it wasn't so salty.
5. We live in a city and don't need a car, but we would need one if .....  
. (we / live) in the country.
6. If we had the choice, ..... (we / live) in the country.
7. I'd make a lot of changes if ..... (I / be) the manager of the company.
8. I wouldn't call someone in the middle of the night if ..... (it / not / be) important.
9. If I were you, ..... (I / not / wait). ..... (I / go) now.
10. You're always tired because you go to bed so late. If ..... (you / not / go) to bed so late every night, ..... (you / not / be) tired all the time.
11. I think there are too many cars. If ..... (there / not / be) so many cars, ..... (there / not / be) so much pollution.

### 4

#### Exercise 4: Put the verb into the correct form.

1. I didn't see you. If ..... (I / see) you, ..... (I / say) hello.
2. Sarah got to the station just in time to catch her train to the airport. If .....  
..... (she / miss) the train, ..... (she / miss) her flight too.
3. Thanks for reminding me about Lisa's birthday. .... (I / forget) if .....  
..... (you / not / remind) me.
4. I didn't have your email address, so I couldn't contact you. If (I / have) .....  
..... your email address, ..... (I / send) you an email.
5. Their trip was OK, but ..... (they / enjoy) it more if the weather  
..... (be) better.
6. Sorry we're late. Our taxi got stuck in the traffic. .... (it / be) quicker  
if ..... (we / walk).
7. Why didn't you tell me about your problem? If ..... (you / tell) me,  
..... (I / try) to help you.
8. I'm not tired. If ..... (I / be) tired, I'd go home now.
9. I wasn't tired last night. If ..... (I / be) tired, I would have gone home  
earlier.



## Part 2

### Describe a story someone told you and you remember.

You should say:

- What the story was about
- Who told you this story
- Why you remember it

And explain how you feel about it.

.....

.....

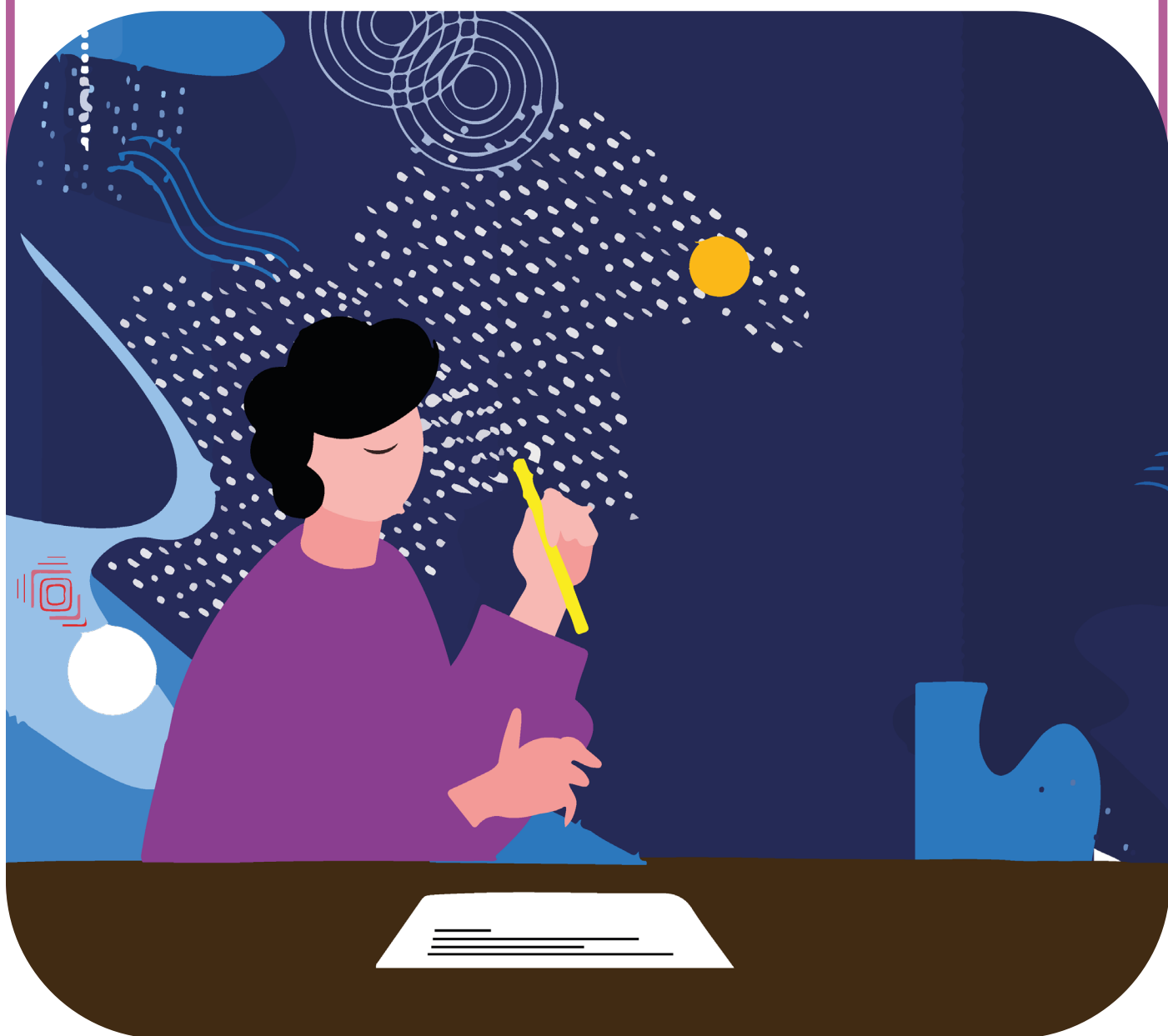
## Part 3

### Storytelling

- Has storytelling changed over a period of time?
- Which way is better, traditional storytelling or the use of technology in storytelling?
- Do you think that generally most of the people are good at storytelling?
- What makes storytelling effective?
- Why do children like stories?

# UNIT 14

## Writing 3



## Paragraphs that compare and contrast:

To compare means to discuss how two people, places, or things are similar:

- Both teachers and students need to spend a lot of time preparing for classes.

To contrast means to discuss how two people, places, or things are different:

- One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.

### ● Comparative and contrastive structures:

- Using comparative structures

These words and phrases are used for writing comparisons:

- **and** - The man **and** the woman are tall.
- **both** - **Both** of the tables have broken legs.
- **both ... and** - **Both** my neighbour **and** I are selling our cars.
- **also** - The shops are closing for the bank holiday. The post office is **also** closing.

- **too** - Kathy is planning to go to the party, and I am, **too**.
- **neither ... nor** - **Neither** Joe **nor** Steve went to the meeting last night.
- **similar to** - Their new computer is **similar to** the one my brother bought.
- **the same as** - Is the restaurant where you had dinner **the same as** the place where I ate last month?

- **(just) as + adjective + as** - His coat is just **as warm as** the more expensive one.
- **Likewise** - My parents were born in a small village. **Likewise**, my brothers and I also grew up in a small town.
- **Similarly** - There are many parks to visit in that city. **Similarly**, there are several parks in my hometown, too.

- Using contrastive structures

These words and phrases are used for writing contrasts:

- **more / less + adjective/adverb + than** | - Eating out is usually **more expensive than** cooking at home.
- **adjective + er + than** | - My bedroom is **bigger than** my sister's room.
- **but, while, though** | - I enjoy eating fruit for dessert, **but / while / though** my friend likes chocolate.
- **not the same as** | - This book is **not the same as** the one you bought.
- **not as ... as** | - Some people feel that doing exercise is **not as fun as** watching TV.
- **different from** | - That style of shirt is **different from** the styles most people wear.
- **in contrast** | - The lakes we swam in were very clean and beautiful. **In contrast**, the lakes in my country are polluted.
- **however** | - The new shop sells its clothing at low prices. **However**, other shops have better quality clothing.
- **on the other hand** | - My friend likes doing sport. **On the other hand**, I prefer doing yoga.

● Comparison/contrast organization:

- Two methods for organizing a comparison/contrast paragraph

These words and phrases are used for writing comparisons:

**Method 1: Block organization**

First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organization could be outlined like this:



## Method 2: Point-by-point organization

Compare or contrast one point about the two topics, then a second point, then a third point, and so on. This type of organization could be outlined like this:

Topic sentence comparing or contrasting two topics (A and B)

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities.

First point of comparison/contrast (A1, B1)

First of all, both women had a difficult childhood. Monroe spent many years without parents in an orphanage, and Diana's mother left the family when she was only six.

The second point of comparison/contrast (A2, B2)

Later in their lives, both women married famous men. Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands.

The third point of comparison/contrast (A3, B3)

Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular. Diana was called 'The people's princess' because she was so friendly. Although Monroe was famously out standing, she was well-liked because she seemed very innocent.

First point of comparison/contrast (A1, B1)

However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Monroe went through serious depression and had to go to a hospital for treatment. Likewise, Diana suffered from an eating problem and was depressed during parts of her marriage.

The second point of comparison/contrast (A2, B2)

A last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. In fact, they were both thirty-six years old when they died, Monroe in 1962 and Diana in 1997.

The third point of comparison/contrast (A3, B3)

Maybe their similar life circumstances and lifestyles explain why Princess Diana and Marilyn Monroe also had similar personalities.

## ● Advantages and disadvantages:

- Writing about advantages and disadvantages

Another way to compare or contrast is to talk about the advantages (positive points) or disadvantages (negative points) of a topic. If you are writing about one topic, it is usually best to discuss the advantages and disadvantages in two separate paragraphs. If you are comparing or contrasting two topics, you could organize the paragraph in either point-by-point or block style.

**1** **Exercise 1:** Write a comparison or contrast paragraph. Use either point-by-point organization or block organization.

1. Study abroad Vs. Studying in your country.
2. Parental control vs. complete freedom
3. Early morning workout vs. late night workout
4. Photos posted online vs. photos kept private

## Problem | Solution Paragraphs

### ● Problems and solutions:

Problem/solution writing first explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than one paragraph.

### ● Writing about problems:

- How to write a problem paragraph

A problem paragraph describes and discusses a problem issue. The topic sentence names the issue you will discuss. The supporting sentences show why this issue is a problem.

### ● Using conditional structures:

- The first conditional is a useful way to talk about both problems and solutions

• Fish **will** get ill if factories **dump** their waste into streams.

**Modal + main verb**

**Present**

• If you **eat** fish from polluted waters, you **could** get sick too.

**Present**

**Modal + main verb**

Overpopulation can lead to overcrowding and poor-quality housing in many large cities. Poorly heated or damp housing could cause significant health problems, resulting in illness, such as bronchitis or pneumonia. Another serious consequence of overcrowding is a rising crime rate as poor living conditions may lead young people in particular to take desperate measures and turn to crime or drugs.

## ● Linking problems with solutions

### - How to link a solution paragraph to a problem paragraph

The first paragraph—the problem paragraph—explains the problem. The topic sentence of the second paragraph—the solution paragraph—introduces your solution or solutions. The supporting sentences show how your solution(s) will solve the problem. Use these phrases:

- In order to solve these problems, ...
- In order to overcome these problems, ...
- To meet this need, ...
- One answer is ...
- One solution is ...
- One thing we can do is ...
- A second/third / final answer is ...

## ● Writing solutions

### - Finding the best solution

After you come up with your solutions to your problem, you need to select the best one or ones to write about in your solution paragraph. A strong solution clearly and reasonably solves the problem. A weak solution doesn't really solve the problem or is not practical or not logical.

## Sample:

In terms of solutions, I believe the government should be largely responsible. Firstly, it is vital that the state provides essential housing and healthcare for all its citizens. Secondly, setting up community projects to help foster more community spirit and help keep young people off the street is a good idea. For example, youth clubs or evening classes for teenagers would keep them occupied. Finally, more effective policing of inner city areas would also be beneficial.

Naturally, individuals should also try to address these problems. One way is to put pressure on the government to ensure they tackle the problems by, for instance, forming action groups to lobby the government and request intervention and adequate funding. They could also form Neighbourhood Watch areas to try and help reduce the high levels of crime.



# Homework

1

**Exercise 1:** For each of these topic sentences, write a problem/solution paragraph.

1. Teenagers spend so much time using their mobile phones that they are no longer skilled at face-to-face interaction.
2. Nowadays more and more older people who are looking for work have to compete with younger people for the same jobs.
3. An increasing number of professionals, such as doctors and teachers, are leaving their own poorer countries to work in developed countries.



## Speaking time

### Part 2

**Describe a person who impressed you the most in childhood.**

You should say:

- Who he/she is
- How you know him/her
- Why he/she impressed you the most

And explain how you feel about him/her

.....  
.....

### Part 3

#### Childhood

- Why do people always miss their childhood?
- Are kids happier than adults? Why?
- Why do people still remember many of their friends from primary school?
- What kinds of primary school teachers impress students?
- Is it important to maintain friendships from childhood?

# UNIT 15

## Useful Word 2



# Unless

Notice the use of the subordinators **if** and **unless**.

- John will stay home **if** the weather isn't nice.
- John will stay home **unless** the weather is nice.



**Hint:** "If" and "Unless" are used to introduce subordinate clauses, that is, embedded statements. These clauses have a subject, e.g. the weather, and a verb phrase.



**Hint:** The essential meaning of unless is "If ... not."



**Exercise 1:** Change the statements with "If" to corresponding statements with "Unless." Change those with "Unless" to statements with "If."

Teacher: **John will buy a new bicycle unless he can fix his old one today.**

Student: **John will buy a new bicycle if he can't fix his old one today.**

Teacher: **John usually goes to the movies on Friday if he doesn't have to study.**

Student: **John usually goes to the movies on Friday unless he has to study.**

1. John might go to New York unless it costs too much.
2. Paul will never know where you live if you don't tell him.
3. I am going to Florida unless I get a good job here.
4. I can't buy any new shoes if you don't give me any money.
5. Joe will take the bus unless he has a date.
6. I can't work these algebra problems if you don't help me.

Now, Instead of changing the second clause, change the first clause.

7. John will go swimming if the sun comes out.
8. John will call Mary if he has time.
9. He won't study unless he has to.
10. I like to go swimming if the water is warm enough.
11. I can't work these algebra problems unless you help me.
12. I'll go to the movies if I finish my homework.

# Whether or not

Notice the use of the subordinator **whether or not**.

## Situation:

- I wear a raincoat if it is raining.
- I wear a raincoat if it isn't raining.

• I wear a raincoat **whether or not** it is raining.



**Hint:** "Whether" is similar in meaning to "If." Both words introduce conditions.



**Hint:** "Whether or not" introduces a condition and its opposite.



**Hint:** "Whether or not" can be separated.

• I wear a raincoat **whether** it is raining **or not**.

## 2

**Exercise 2:** Answer the questions, using "Whether or not".

Teacher: **Do you study if you are tired?**

Student: **I study whether or not I am tired.**

Teacher: **Are you going to go to Chicago if John goes?**

Student: **I am going to go to Chicago whether or not John goes.**

1. Can John understand Americans when they speak fast?
2. Can you finish your homework before the movies if I help you?
3. Do you like to study before dinner if you are tired?
4. Can you study when your friends are talking?
5. Do you like your friends to visit you when you are studying?
6. Do you continue to study if there is a good television program?
7. Do you want to go to the movies if there is a good television program?
8. Do you want to get something to eat after the movie if it isn't too late?

## In case

Study this example situation:

### Situation:

- Your car should have a spare wheel because it is possible you will have a puncture.
- Your car should have a spare wheel **in case** you have a puncture.

### Additional examples

- I'll leave my mobile phone switched on **in case** Jane calls.  
(Because it is possible she will call)
- I'll draw a map for you **in case** you have problems finding our house.  
(Because it is possible you will have problems)
- I'll remind them about the meeting **in case** they've forgotten.  
(Because it is possible they have forgotten)
- You should bring your umbrella **in case** it rains.
- I asked Bill for his e-mail address **in case** I needed to contact him.
- I took four books with me when I went traveling **in case** I got bored, but I never read a page!
- **In case** you run out of money on your travels, bring a credit card.



**Hint:** We use just **in case** for a smaller possibility.

I don't think it will rain, but I'll take an umbrella just **in case**. (= *just in case it rains*)



**Hint:** Do not use will after **in case**. Use a present tense for the future.

**In case** is not the same as **if**. We use **in case** to say why somebody does (or doesn't do) something. You do something now in case something happens later.



I'll leave my phone switched on **in case** Jane calls. (*Not in case Jane will call*)

We'll buy some more food **in case** Tom comes.  
(*Maybe Tom will come. We'll buy some more food now, whether he comes or not; then we'll already have the food if he comes.*)

We'll buy some more food **if** Tom comes.  
(*Maybe Tom will come. If he comes, we'll buy some more food; if he doesn't come, we won't buy any more food.*)

I'll give you my phone number **in case** you need to contact me.

You can call me on this number **if** you need to contact me.

You should insure your bike **in case** it is stolen.

You should inform the police **if** your bike is stolen.



**Hint:** You can use **in case + past** to say why somebody did something:

- I drew a map for Sarah **in case** she had problems finding the
- We rang the doorbell again **in case** they hadn't heard it the first time.



**Hint:** "In case of" is not the same as in case.

**In case of... = if there is...**  
(especially on notices etc.)

- **In case of** fire, please leave the building as quickly as possible. (If there is a fire)
- **In case of** emergency, call this number. (If there is an emergency)

## As long as / provided / providing

**as long as or so long as  
provided (that) or providing (that)**

All these expressions mean 'if' or 'on condition that'.

### Additional examples

- You can borrow my car **as long as / so long as** you promise not to drive too fast.
- Travelling by car is convenient **provided / providing (that)** you have somewhere to park.
- **Providing (that)** the room is clean, I don't mind which hotel we stay at.
- I don't mind how you spend the money **as long as** you stick to the budget.
- You're free to do whatever you want **provided** you respect the rules.
- We'll get there on time **providing** we get a move on.
- I'm having a barbecue on Saturday **provided** it doesn't rain.
- You can borrow it **providing** you give it back in a couple of days.
- You can sit there **as long as** no one has reserved it.
- **Provided** they apologize, I'll drop the matter.
- I will go **providing** you come with me, but I won't go alone.
- She will help me **provided that** I promise to do her homework.
- I can afford to have a holiday **providing that** I earn fifty pounds a day.
- You can use my computer **as long as** you promise to be careful.
- We're going for a trek tomorrow **as long as** it doesn't rain.



**Hint:** When you are talking about the **future**, do not use **will** after **unless / as long as / so long as / provided / providing**. Use a present tense.

I'm not going out **unless** it **stops** (~~will stop~~) raining.

**Providing** the weather is (~~will be~~) good, we're going to have a picnic tomorrow.



# Homework

## ① Exercise 1: Put "in case" or "if".

1. I'll draw a map for you ..... you have difficulty finding our house.
2. You should tell the police ..... you have any information about the crime.
3. I hope you will come to London sometimes. .... you come, you can stay with us.
4. This letter is for Susan. Can you give it to her ..... you see her.
5. Write your name address on your bag ..... you lose it.
6. I have bought a chicken ..... the guests stay to dinner.
7. I always take an umbrella ..... it rains.
8. .... it rains; we will get wet.
9. I wrote down her address ..... I should forget it.
10. I am taking my umbrella ..... it rains.
11. I will open the umbrella ..... it rains.
12. I have insured my house ..... it catches fire.

## ② Exercise 2: choose the correct word or expression for each sentence.

1. You can borrow my car (**unless/as long as**) you promise not to drive too fast.
2. I'm playing tennis tomorrow (**unless/providing**) it rains.
3. I'm playing tennis tomorrow (**unless/providing**) it doesn't rain.
4. I don't mind if come home late (**unless/as long as**) you come in quietly.
5. I'm going now (**unless/provided**) you want me to stay.
6. I don't watch TV (**unless/as long as**) I've got nothing else to do.
7. Children are allowed to use the swimming pool (**unless/provided**) they are with an adult.
8. (**Unless/provided**) they are with an adult, children are not allowed to use the swimming pool.
9. We can sit here in the corner (**unless/as long as**) you'd rather sit over there by the window.

# UNIT 16

IELTS Speaking



## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe a movie you learned something important from.

You should say:

- When you saw this movie
- With whom you saw this movie
- What the movie is about

And explain what it taught you.

.....

.....

## Part 3

### Discussion topics:

#### Movies and Cinema

- Why are there fewer people going to the cinema to watch movies nowadays?
- Do young people in your country like to watch foreign movies?
- How would you define a good movie?
- Are actors or actresses important to movies? Why?
- Do you prefer to watch a movie at home or in the cinema?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe something that you have shared with others.

You should say:

- What you shared
- When you shared it
- Who you shared it with

And explain why you shared it or how you felt when you shared it.

.....

.....

## Part 3

### Discussion topics:

#### Sharing

- Do people in your country prefer to share public transport rather than private?
- Do you think there are any advantages to sharing your home with other people?
- Do many people in your country share their home with other or do they live alone?
- Would you ever share your food with someone else?
- How can we teach children the importance of sharing?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe a time when you missed an appointment.

You should say:

- When and where it happened
- What the appointment was for
- What happened when you missed it

And explain how you felt about missing the appointment.

.....  
.....

## Part 3

### Discussion topics:

#### Memory

- Which events in your country do most people forget?
- Do you think it is a good idea to use electronic devices for putting reminders?
- How can memory help you to learn a new skill?
- How can modern technology help you keep good memories?
- Can electronic devices replace human memory in the future?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### **Describe a place where you go to do outdoor activities or play a sport.**

You should say:

- Where it is located
- What activities you can do at this place
- How often you go there

And explain why you like this place.

.....

.....

## Part 3

### **Discussion topics:**

#### **Sports and Physical Activities**

- Are outdoor activities better than indoor activities?
- Why do young people like to do sports?
- Do you think that people who like to do adventurous activities are more successful?
- What are the benefits of sports for children?
- Is it necessary to build public sports spaces?

## Part 2

You will have to talk about for one to two minutes.  
You have one minute to think about what are you going to say.  
You can make some notes to help you if you wish.

### **Describe a time you had a disagreement with someone.**

You should say:

- Who the person was
- Why you had the disagreement
- how the issue resolved

and explain how you felt about it.

.....  
.....

## Part 3

### **Discussion topics:**

#### **Arguments and Different Opinions**

- If there is a disagreement, what do you do?
- How can we stop disagreements from escalating into a fight?
- Who do you think should teach children to respect teachers or parents?
- What do you do when you have a disagreement with your parents?
- What disagreements do parents and children usually have?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe a person who likes to grow plants.

You should say:

- Who the person is
- How you know the person
- What types of plants he/she grows

And explain why he/she enjoys growing plants.

.....  
.....

## Part 3

### Discussion topics:

#### Plants and Greens

- What kind of plants do people like to grow in their homes?
- Are there many people growing their own vegetables now?
- Do you think it's good to let kids learn how to plant?
- What are the differences between traditional and modern agriculture?
- Why do people like to gift plants and flowers?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe a person who likes to dress fashionably/well.

You should say:

- Who he/she is
- What job he/she does
- What kind of clothes he/she wears

And explain why he/she likes fashion.

.....  
.....

## Part 3

### Discussion topics:

#### Fashion

- Why is fashion very important to some people?
- Are older people as fashionable as young people? Why?
- Are women more fashionable than men? Why?
- Should we spend a lot of money in order to have a good look?
- Why does the definition of fashion change over time?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe a time when you received money as a gift.

You should say:

- When you received it
- What you did with it
- Who gave the money to you

And explain how you felt about it.

.....  
.....

## Part 3

### Discussion topics:

#### Money

- Is it important for children to have a right attitude towards money?
- What do you think of the saying; love of money is the root of all evil?
- What kind of occasions require people to send money as gifts?
- Why do people rarely use cash now?
- Should parents reward children with money?

# UNIT 17

## Writing 4



# What is an essay?

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

## The structure of an essay

● The three main parts of an essay:

### *The introduction*

This is the first paragraph of an essay. It explains the topic with general ideas. It also has a thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

### *The main body*

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

### *The conclusion*

This is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of the essay.

## Title

Xxxxx xxxxxx xxxxxxxxxxxxxxxxxxxx x xxxxxx  
xxxxx xxx xxxxxxxx xxxxxxxx xxx xxxxxx xxxxx  
xxxxxxxxx x xxxx xxxxxx xx xxxxx xx xxxxx x  
xxxx xxxxxx xxx xxxxxxxx xxx xx.

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xxxxx xxx xxxxxxxx xxxxxxxx xxx xxxxxx xxxxx  
xxxxxxxxx x xxxx xxxxxx.

## What is coherence in writing?

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points.

When organizing your ideas, think about what type of organization is the best for your topic or essay type.

## What is a cohesive device in writing?

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at transitions, pronoun references, and repetition of key ideas.

### Transitions

As you've learned in previous units, there are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common transitions that are used with them.

#### Chronology

- Before
- After
- Next
- Since
- First, second
- While
- When

#### Comparison

- Likewise
- Compared to
- Similarly
- As....as
- And

#### Contrast

- However
- On the other hand
- But
- Yet
- In spite of
- In contrast
- Although
- Instead

#### Additional information

- And
- Also
- In addition
- In fact
- Furthermore
- Moreover
- Another... is/was

#### Examples

- For example
- In general
- Generally
- For instance
- Specifically
- In particular

#### Cause and effect

- Therefore
- So
- Thus
- As a result
- Since
- Because

#### Concluding

- In conclusion
- In summary
- Finally
- Therefore
- To conclude
- To summarize

# Sample:

## Changing English: The African American Influence

If you ask average Americans where their language comes from, they will probably say 'England'. However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as typhoon, which originally came from the Chinese word, 'tai-fong', meaning 'big wind'. Skunk, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word OK is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like OK to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses OK to mean 'all right'. Another good example of a 'new' word is the word jazz. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word jass or jazz to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word jazz became a common English word.

The meanings of words sometimes change over time. The word cool is a good example. Cool has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word cool in the past 100 years. Just like the word jazz, African American musicians used the word cool to describe the music they were playing. For them, cool meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word cool in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of cool is square. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabularies to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the 'cool' words of tomorrow will be?

# 1

**Exercise 1:** Write essays on these topics:

1. Are people who went to college more successful?
2. Does social media violate our privacy?
3. Should testing on animals be legal?
4. Everyone must engage in physical activity
5. Kids must limit their time with electronics
6. What is better: a movie or a book?
7. Should cheating in school be tolerated?
8. Should everyone pay the same taxes?
9. Should be violence in games?
10. Why recycling is important?

# Review

1

**Exercise 1:** Use transitions from the list below, or others that you know, to connect these sentences.

- Instead
- Instead/ rather
- In particular, / specifically
- For example, / for instance
- As a result, / therefore/ thus

1. .... of focusing on a patient’s health problems, Chinese medicine tries to make the patient’s whole body well again 2. .... doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called ‘yin’, is quiet and passive. The other type of energy, called ‘yang’, is active. ... When there is an imbalance—too much yin, 3. .... —a person becomes unhealthy. A doctor of Chinese medicine doesn’t try to stop a person’s cough by giving a cough medicine. 4. ...., the doctor gives a mixture of herbs that will restore balance in the patient’s body. 5. .... when the body is in balance, the cough will stop naturally.

2

**Exercise 2:** Read the paragraph below. Circle the most appropriate modal auxiliary in each sentence.

Dear Editor,

I agree with Bill Adams’s opinion in his recent letter saying that people a. **Should not / Don’t have to** ride their bicycles into town. However, there is one problem with this idea. The roads in town are so narrow and full of cars that you b. **Can’t / Ought to** ride safely on them. If people are going to ride bicycles into town, the city c. **Could / Must** make some cycle paths for people to use. Maybe the city d. **Could / Mustn’t** charge a small additional tax on fuel to pay for the cycle paths. Motorists have created the problem, so motorists e. **Could / Should** pay for the solution. The city f. **Ought to / Doesn’t have to** support cyclists like Bill Adams by making more cycle paths.

**Modal auxiliaries:** (Unit 10) WE CAN USE THEM IN **OPINION** PARAGRAPHS.

3

**Exercise 3:** Use transitions from the list below, or others that you know, to connect these sentences.

- So
- Because / Since
- Therefore
- Because / Since
- So
- Because / Since

Bruce Lee (1940-1973), the greatest action movie star of all time, should be given a lifetime achievement award for his work in films. Bruce died tragically in 1973 **1.** .... he wouldn't be able to receive the award himself, but his fans all over the world would love to see him honored. Why was Bruce Lee so great? The fight scenes in his films were amazing **2.** .... Bruce was always in top physical condition. His body was almost perfect. He was also a great actor. **3.** .... he started acting when he was just six years old, he was very comfortable and natural in front of the camera. His face was very expressive **4.** .... he was able to communicate a lot of feeling with a simple look. Bruce always looked good on film **5.** .... he was so charming. Bruce Lee was a talented actor, a brilliant fighter, and an almost perfect example of physical fitness. **6.** .... he should receive an award that recognizes his great contribution to the art of film making.

**Because/since/so/therefore** (unit 10): WE CAN USE IN CAUSE AND EFFECT PARAGRAPHS

4

**Exercise 4:** Complete these sentences with phrases from below.

- similar to
- likewise/ similarly
- both... and
- as...as

1. The architecture of some modern government buildings is ..... the type of construction used hundreds of years ago.
2. In recent years, new technology such as mobile telephones has made life more convenient. ...., the Internet has made a wide variety of information available to everyone.
3. .... the rivers ..... the lakes are clear and beautiful.
4. The capital city is just ..... modern ..... the cities in many other countries.

**And / both / also / too / neither nor/ similar to/ the same as / as...as / likewise / similarly** (unit14): WE CAN USE IN COMPARE AND CONTRAST PARAGRAPHS

5

**Exercise 5:** Complete these sentences with phrases from below.

but/while/ though    different from    on the other hand / however    more...than

1. Some tourists enjoy going on organized tours, ..... many other tourists prefer traveling on their own.
2. The two books are very ..... each other.
3. The cost of studying in a college or university in Britain is very high. .... in many other countries, the cost is much lower.
4. Changes in technology are occurring ..... quickly ..... in the past.

**more/less + adjective/adverb + than • adjective + er + than • but, while, though • not the same as • not as ... as • different from • in contrast • however • on the other hand:**

(unit 14): WE CAN USE IN COMPARE AND CONTRAST PARAGRAPHS



## Part 2

### Describe an exciting experience in your life.

You should say:

- When the experience took place
- Where the experience took place
- What happened exactly

And explain why the experience was so exciting.

.....  
.....

## Part 3

### Adventure

- In what ways is life becoming safer, and in what ways is it becoming more dangerous?
- Should people always avoid danger, or is it a good idea sometimes to take risks?
- Do you think people take fewer risks as they grow older? Why (not)?
- How important is it to have adventure in our lives?
- What do people learn about themselves from having adventures?

# UNIT 18

## Reading 4



# What Do Whales Feel?

*An examination of the functioning of the senses in cetaceans, the group of mammals comprising whales, dolphins and porpoises*

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free-ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater - specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii - have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American boutu and Chinese beiji, for instance, appear to have very limited vision, and the Indian susus are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation<sup>1</sup>. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and 'culture' of cetaceans has been more the subject of wild speculation than of solid science.

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

SENSE	SPECIES	SPECIES	SPECIES
Smell	toothed	no	evidence from brain structure
	baleen	not certain	related brain structures are present
Taste	some types	poor	nerves linked to their <b>1.</b> ..... are underdeveloped
Touch	all	yes	region around the blowhole very sensitive
Vision	<b>2.</b> .....	yes	probably do not have stereoscopic vision
	dolphins, porpoises	yes	probably have stereoscopic vision <b>3.</b> ..... and .....
	<b>4.</b> .....	yes	probably have stereoscopic vision forward and upward
	bottlenose dolphin	yes	exceptional in <b>5.</b> ..... and good in air-water interface
	boutu and beiji	poor	have limited vision
	Indian susu	no	probably only sense direction and intensity of light
Touch	most large baleen	yes	usually use <b>6.</b> ..... repertoire limited
	<b>7.</b> ..... whales and ..... whales	yes	song-like
	toothed	yes	use more of frequency spectrum; have wider repertoire

Answer the questions below.

Using **NO MORE THAN THREE WORDS** from the passage for each answer.

**8.** Which of the senses is described here as being involved in mating?

Answer: .....

**9.** Which species swims upside down while eating?

Answer: .....

**10.** What can bottlenose dolphins follow from under the water?

Answer: .....

**11.** Which type of habitat is related to good visual ability?

Answer: .....

**12.** Which of the senses is best developed in cetaceans?

Answer: .....



## Speaking time

### Part 2

**Describe a special occasion when you had a really enjoyable meal.**

You should say:

- What the occasion was
- Who was at the meal
- What you ate

And explain why the meal was so enjoyable.

.....  
.....

### Part 3

#### **Eating and food**

- What do you think a healthy diet consists of?
- At what age do you think children should be taught to cook?
- What can be done to prevent poor people in the world going hungry?
- Should rich countries help poor countries with more than just food?
- Which do people in your country prefer: traditional food or fast food such as ham burgers or pizzas?