



Intermediate



C O U R S E B O O K



# ENTERPRISE



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4



Express Publishing



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SPEAKING	GRAMMAR	PRONUNCIATION	WRITING
<ul style="list-style-type: none"> <li>job interview</li> <li>clothes description</li> <li>comparing/contrasting jobs</li> </ul>	Present Simple Present Continuous too - enough	/æ/, /ɑ/, /ʌ/ hat, heart, hut	describing a person
<ul style="list-style-type: none"> <li>weather description</li> <li>making complaints</li> <li>making speculations/suggestions</li> </ul>	Past tenses Present Perfect - Present Perfect Cont. Relative Pronouns		describing places/buildings
<ul style="list-style-type: none"> <li>narrating a story</li> <li>problem solving</li> </ul>	Reported Speech		narration; story writing
<ul style="list-style-type: none"> <li>commenting on disasters</li> <li>presenting a news bulletin</li> <li>suggesting survival techniques</li> </ul>	Conditionals Wishes	/s/, /ʃ/ save, shave	news reports
<ul style="list-style-type: none"> <li>talking about festivals</li> <li>discussing superstitions/traditions</li> <li>comparing festivals/ceremonies</li> </ul>	Passive Voice Causative Form		describing events
<ul style="list-style-type: none"> <li>making a shopping list</li> <li>ordering in a restaurant</li> <li>comparing/contrasting eating places</li> </ul>	Countable/Uncountable nouns; articles; some/any/no; expressing preferences; so/such; question tags	/ði/, /ðə/ the apple, the fruit	writing instructions giving directions describing processes
<ul style="list-style-type: none"> <li>alibi game</li> <li>precautions to avoid crime</li> <li>making speculations/suggestions</li> </ul>	expressing possibility/assumptions/ obligation/necessity/prohibition/ criticism	/n/, /ŋ/ kin, king	letter writing (A)
<ul style="list-style-type: none"> <li>making suggestions; responding</li> <li>benefits of sports</li> <li>comparing sports/hobbies</li> </ul>	Gerund-Infinitive neither/nor - so	/tʃ/, /dʒ/ batch, badge	letter writing (B) transactional letters
<ul style="list-style-type: none"> <li>expressing points for/against environmental issues</li> <li>expressing opinions; damage mankind has caused to the Earth</li> </ul>	positive/negative addition expressing contrast joining ideas cause/reason and result	/l/, /t/ live, leave	argumentative (for - against)
<ul style="list-style-type: none"> <li>importance of computers</li> <li>taking exams</li> <li>prioritising school subjects</li> </ul>	expressing purpose future forms	/s/, /z/ advice, advise	argumentative (expressing opinions)
<ul style="list-style-type: none"> <li>suggestions to spend an evening out</li> <li>describing a film</li> <li>comparing types of entertainment</li> </ul>	asking for/refusing/giving permission; offers/suggestions; participles; bare infinitive/-ing form; tense revision	/ə/, /eə/ rear, rare	film/book reviews articles
<ul style="list-style-type: none"> <li>comparing means of transport</li> <li>booking a ticket; checking in at an airport</li> <li>exchanging opinions</li> </ul>	Comparative - Superlative forms	/ɒ/, /ɔ:/ shot, short	survey reports reports assessing good and bad points

# People & Places

## Before you start...

- What's your name?
- Where do you come from?
- What do you look like?

## Listen, read and talk about...

### *People & Jobs*

#### Unit 1

- people's physical appearance & character
- jobs
- qualities needed for certain professions
- clothes



### *Places to Visit*

#### Unit 2

- landmarks
- types of dwellings
- places
- types of holidays
- the weather





# Module

# 1

Units 1 - 3



## Stories

### Unit 3

#### Learn how to ...

- describe people
- have a job interview
- advise people on how to get a job
- compare and contrast jobs
- describe places
- compare places (then & now)
- book a holiday
- make a complaint
- comment on films
- express feelings/reactions
- make suggestions/speculations

#### Practise ...

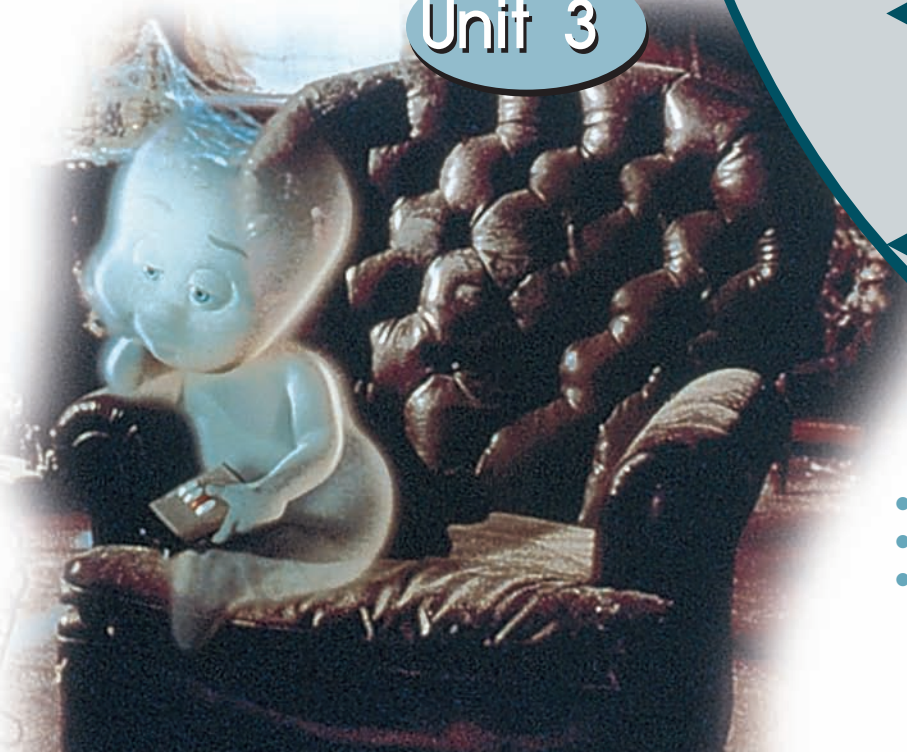
- present simple/continuous
- too/enough
- past simple/continuous
- past perfect/past perfect continuous
- present perfect/present perfect continuous
- relative pronouns/adverbs
- relative clauses
- time adverbials
- reported speech

#### Write ...

- a descriptive article about a person
- a descriptive article about a place/building
- a narrative

#### Phrasal verbs : give, take, get

- types of books/films
- types of stories
- feelings & reactions







## Lead-in

- What jobs are shown in the pictures? Which of these jobs are dangerous? Which of these jobs do you need to be well-qualified to do?
- Do you think there are jobs that should be done only by men? Why? Why not?
- What qualities do you need to be a bullfighter?

Read the following summary of the text, then listen to the CD and fill in the gaps.

Cristina Sanchez went to a bullfighting school in Madrid. Then she trained with 1) ..... Sanchez is very popular with the 2) ..... Sanchez is elegant and moves more like a 3) ..... than an athlete. Bullfighting is a tough world for a 4) ..... Although Spanish women won the right to fight bulls with men in 5) ....., some men still refuse to fight in the same ring as them. Sanchez's family lives in 6) ..... She has a tough fitness routine — running, working out in the 7) ..... and practising with her father. Cristina doesn't drink, 8) ..... or socialise, but she travels a lot in order to fight. She has been injured in the leg and the 9) ....., but this hasn't kept her away from the ring. Her manager, Simon Casas, says she has a 10) ..... mentality.

## Reading

You are going to read a newspaper article about a young person's career. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.



# Living by the Sword

## Unit 1 People & Jobs

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen, her parents **realised** that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals.

Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After **brilliant performances** in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become a *matador de toros*. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very **feminine**, and wears her long blond hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father **warned** her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a **tough** world for a woman," says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem strange if Sanchez had not met problems. But even though Spanish women won the legal right to **fight** bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuse to fight in the same ring as her.

Sanchez lives with her family in Parla, south of Madrid. Her family is everything to her and is the main support in her life. "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend."

When Sanchez is not fighting, she has a tough fitness routine — running, working out in the gym and practising with her father in the afternoon. By nine she is home for supper, and by eleven she is in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me — love does not arrive because you look for it."

Sanchez spends most of the year travelling: in summer to Spanish and French bullfights, and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice **lightly** in the leg and once seriously in the stomach. After she has been **wounded**, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says, "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez **is managed** by Simon Casas, who says, "At the moment, there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

### 1 When Sanchez told her parents that she wanted to be a bullfighter, they

- A felt a little pleased.
- B thought she was too young.
- C thought she had a good sense of humour.
- D were initially opposed to the idea.

### 2 Sanchez thinks that

- A living in today's world is difficult for a woman.
- B bullfighting is a difficult career for women.
- C it is almost impossible to succeed as a female bullfighter.
- D women have to demonstrate their skills as much as male bullfighters do.

### 3 Sanchez's mother

- A is everything to the family.
- B prefers to watch her daughter on TV.
- C supports her more than the rest of her family.
- D would prefer Cristina to leave the ring.

### 4 What does "it" in line 37 refer to?

- A the fitness routine
- B not socialising
- C giving up
- D smoking

### 5 Sanchez doesn't socialise often because

- A she doesn't like cigarettes and alcohol.
- B her work takes up most of her time.
- C she is worried about meeting people.
- D it's too difficult to look for friends.

### 6 What does Sanchez think about after being injured?

- A her next chance to fight bulls
- B her abilities
- C her development
- D her skills





# Vocabulary Practice

- 1 Look at the words in bold on page 7 and try to explain them.

- 2 Fill in the correct words from the list below.

*get my foot in the door*    *confidence*    *socialise*  
*novice*    *professional*    *mature*  
*face*    *support*    *courage*  
*masculine*



- 1 Doctors don't have much time to ..... as they work very long hours. (**mix with people**)
- 2 The experienced chess player easily beat the ....., who was still learning the rules of the game. (**beginner**)
- 3 After months of training, the young firefighter was ready to ..... a real fire. (**deal with**)
- 4 There aren't many female boxers as it is a very ..... sport. (**male**)
- 5 The contacts I had, helped me ..... when I was looking for a job. (**get started**)
- 6 My parents were a great ..... to me when I lost my job. (**help**)
- 7 My tennis coach is a .....; he has been playing in international matches for years. (**paid expert**)
- 8 Working as a chef for five years gave Brian the ..... to open his own restaurant. (**sense of self-worth**)
- 9 Firefighters need a lot of ..... as their work is often very dangerous. (**bravery**)
- 10 The manager didn't hire the young man, as he didn't think he was ..... enough to deal with the stresses of the job. (**emotionally developed**)

- 3 Fill in the correct words from the list below. Use the words only once.

*a champion's*    *to wear*    *to win*  
*to prove*    *limit*    *tough*  
*to damage*    *to give*    *popular*  
*to take*    *on equal terms*    *casually*

- 1 a ..... world    7 ..... elegant
- 2 ..... sb the chance to    8 ..... a test
- 3 ..... the legal right    9 to fight ..... with
- 4 ..... your confidence    10 ..... my hair loose
- 5 there is no ..... to    11 ..... himself
- 6 ..... with crowds    12 to have ..... mentality

- 4 Fill in the correct words.

*profession, job, career, occupation*

- 1 Her ..... as a dancer came to an end when she broke her leg.
- 2 My father has been unable to find a ..... for the past two years.
- 3 You must write your name, age and ..... on the application form.
- 4 John is a doctor by ....., and has his own practice in London.

- 5 Fill in the correct particles.

- 1 She **gave** ..... eating fatty foods when she went on a diet. (**stopped**)
- 2 Spies **gave** ..... top secret information during the war. (**revealed**)
- 3 Although it looked as though Steffi was winning the match, Monica refused to **give** ..... (**surrender**)
- 4 The charity **gave** ..... food to the poor and needy. (**gave freely**)
- 5 For such a small electric fire, it **gives** ..... a lot of heat. (**emits**)
- 6 Their food supplies **gave** ..... before they reached the summit of the mountain. (**came to an end**)

- 6 Fill in the correct prepositions, then choose any five items and make sentences.

- 1) to be serious ..... sth; 2) to be popular ..... sb; 3) to decide ..... sth; 4) to warn sb ..... sb; 5) to be worried ..... sb/sth; 6) to think ..... sb/sth; 7) to live ..... sb; 8) to arrive ..... a city; 9) to arrive ..... the office; 10) a limit ..... sth; 11) to be pleased ..... sb/sth; 12) to succeed ..... sth; 13) to prefer sth ..... sth else; 14) to socialise ..... people

## Talking Points

- ♦ Read the text about Cristina Sanchez again and make notes under the following headings. Then, talk about her career.
  - ♦ training ♦ problems she faced ♦ fitness routine ♦ dangers ♦ qualities needed
- ♦ Can you think of any other dangerous occupations?



- 1 Look at the pictures and guess the profession they suggest, then say what each person in that profession does.



- |                            |          |
|----------------------------|----------|
| 1 singer - He sings songs. | 6 .....  |
| 2 .....                    | 7 .....  |
| 3 .....                    | 8 .....  |
| 4 .....                    | 9 .....  |
| 5 .....                    | 10 ..... |

- 2 Fill in with the words in brackets.

- A(n) ..... repairs car engines, whereas a(n) ..... uses scientific knowledge to develop machines. (**mechanic/engineer**)
- A(n) ..... is responsible for the preparation and publication of a newspaper, book or magazine, while a(n) ..... prints them ready to be sold. (**publisher/editor**)
- ..... work on beaches or in swimming pools and save people from drowning, but ..... are hired to protect famous people. (**lifeguards/bodyguards**)
- ..... work in places from which you can buy books, whereas ..... work in places from which you can borrow books. (**librarians/booksellers**)
- A ..... writes articles for newspapers or magazines, while a ..... presents news stories on television or radio. (**journalist/newsreader**)
- An ..... is a scientist who studies the stars and planets, but an ..... makes predictions by studying the positions of stars and planets. (**astrologer/astronomer**)
- A ..... informs people about the weather on the TV or radio, whereas a ..... studies weather conditions so that the weather forecast can be given. (**weather presenter/meteorologist**)
- ..... catch fish which are then sold to ..... who sell them in their shops. (**fishermen/fishmongers**)

- 3 Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjectives.

*persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly*

- Salespeople need to be ..... to get people to buy their products.
- A scientist has to be ..... in order to understand complex theories.
- Receptionists should be ..... in order to make people feel welcome.
- Surgeons must be very ..... as they should not make mistakes in their work.
- A shop assistant has to be ....., even when dealing with a rude customer.
- Lifeguards have to be ..... as they often find themselves in dangerous situations.
- Teachers need to be very ..... as students sometimes take a long time to learn things.
- Judges should be ..... and give all the evidence equal consideration.
- Fashion designers should be very ..... so that they can come up with new designs.




- 4 Look at the following pictures and identify the professions. Then, match them with the qualities in the box, justifying your choice.



*brave, imaginative, courageous, helpful, efficient, careful, fit, cheerful, creative, patient, original, hard-working*

e.g. A secretary has to be **efficient** and **careful** in order to do her work quickly and accurately.

- 5 A business executive, a firefighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

Qualities	Advantages	Disadvantages
 ..... persuasive	..... people respect me	travelling a lot, not much free time
 courageous, calm, .....	save lives, .....	..... not well-paid
 ..... sympathetic, caring	..... because you help people	..... upsetting



- 6 What are the qualities, the advantages and disadvantages of being a) a pilot, b) a miner and c) a fashion model? Discuss with your partner, then write a short paragraph.

- 7 Underline the correct items.

- My father gets a **wage/salary** of £15,000 a year.
- The **perks/bonuses** of this job include a company car and a mobile phone.
- Please bring a copy of your **CV/application form** when you come for your interview.
- If you want to **appoint/apply** for the job, you should write to the company.
- I was made **fired/redundant** when the company closed down.
- He left his **post/vacancy** at the company when he was invited to work for another firm.
- She is a(n) **experienced/trained** lawyer; she has worked for several law firms since she left university.
- I am a **full-time/part-time** teacher; I only work twelve hours a week.

- 8 What questions do you think an interviewer and an applicant could ask at a job interview? Now listen to the dialogue and write down two of the interviewer's and two of the applicant's questions.

- 9 Working in pairs, act out a job interview using expressions from the box below. Start as in the example.

What is/are ..., I'd very much appreciate ..., Could you tell me ..., Would you be able to ..., Would you mind ..., etc.

e.g. A: Hello, Miss Jones.

Thanks for coming.

Please, sit down.

B: Thank you, sir.

A: Firstly, where did you see the advert for this post? ... etc.

- 10 List the words below which describe people's physical appearance under the following headings. Can you think of any other words which can be used under each heading?

HEIGHT	BUILD	AGE	COMPLEXION
FACE	HAIR	EYES	NOSE
LIPS	SPECIAL FEATURES		

straight, almond-shaped, square, wavy, well-built, dimples, middle-aged, scar, curly, muscular, mole, round, crooked, limp, slanting, teenage, full, tanned, spots, blond, shoulder-length, permed, tattoo, freckled, pale, high cheekbones, skinny, wrinkled, hooked, of medium height, curved

- 11 Listen to the radio announcement and fill in the table below. Using the notes, describe each suspect; then, write each suspect's description.

	SUSPECT 1	SUSPECT 2
Height	short	tall
Build	quite muscular	skinny
Age	.....	.....
Complexion	tanned	.....
Face	.....	square
Hair	thick, ....., grey	short, .....
Eyes	.....	slanting
Nose	crooked	curved
Lips	thin	.....
Special features	walks with a limp	.....





**12** A fashion show is being held. Look at the pictures, then go through the presenter's commentary and underline the correct item.

"...Sam is wearing a **casual/formal** cotton shirt with a floral pattern. The neck is open and the sleeves are slightly rolled up. He is also wearing smart, **loose-fitting/tight-fitting** dark grey trousers with a gold- buckled, black, leather belt. On his feet, he is wearing **slip-on/sling-back** leather shoes. Amanda is wearing a round-necked, **short-sleeved/long-sleeved**, navy, cotton T-shirt and shorts with large, dark blue and white flowers on them. She has a white belt round her waist and white, leather, **low-heeled/high-heeled** shoes on her feet.

Dressed with classic elegance, Julia and Henrietta introduce this winter's look. On the right, Julia is wearing a long, brown, tailored **jacket/overcoat** with wide, dark brown, velvet lapels and narrow velvet **cuffs/wrists**. Under this, she is wearing a brown button-down **blouse/pullover** with a narrow **collar/neck**, a waistcoat and a matching brown **skirt/dress** with a slit at the front. She has brown **socks/tights** on her legs and brown, leather, low-heeled ankle **loafers/boots** on her feet. She is also wearing dark brown leather **mittens/ gloves** and a dark brown wide-brimmed **helmet/hat**. Henrietta is wearing a fitted jacket fastened with gold **zips/buttons**. She is also wearing brown trousers. She is holding a loose-fitting overcoat with a wide velvet collar."



**13** Look at the pictures taken at a fashion show. Who is casually dressed? Who is formally dressed? Who is wearing: a) **trainers**, b) **knee-high boots**, c) **a polo-neck jumper**, d) **high-heeled sling-back shoes**, e) **braces**, f) **a scarf**, g) **a leather jacket**, h) **a checked shirt**, i) **a jacket which has a tie fastening at one side**?

Now listen to Janet describing each model's clothes to help you find their names. Then, describe each model's clothes.

**14** The following adjectives describe people's character. Read the sentences and fill in the correct adjectives.

*generous, impatient, helpful, persistent, selfish, reliable, optimistic, stubborn*

- Tom tends to be quite a(n) ..... child; he seldom shares his toys with his friends.
- Ann is a very ..... worker; I can always depend on her if I want something on time.
- Mr James is a(n) ..... man; he gives a lot of money to the children's hospital.
- Joe seems ..... at times; he never changes his mind and he always does what he wants to.
- Seb is a(n) ..... person; he always sees the positive side of even the most difficult situation.
- Steve tends to be .....; he becomes very annoyed when he has to wait in long queues.
- John is .....; he never gives up and always finishes what he starts.
- Mary is very .....; when I have a lot of work to do, she always lends a hand.

**15** When would you describe someone as:

*reserved, pleasant, bossy, rude, spoilt, sensible, sensitive, shy, sociable?*

# Grammar/Use of English

(see Grammar Reference Section: Unit 1)

## PRESENT SIMPLE - PRESENT CONTINUOUS

### 1 Identify the tenses in bold, then match them with the correct description.

- 1 He **works** in a TV studio.
- 2 Tom **is** always **causing** trouble at work.
- 3 She **is working** at a supermarket at present.
- 4 Fish **live** in the sea.
- 5 She **is looking** for a job as a nanny in Madrid.
- 6 The thief grabs the bag and **disappears**.
- 7 He usually **leaves** his office at 6:00 pm.
- 8 She **starts** her new job on Monday.
- 9 We **are attending** a seminar on Monday.
- 10 The new company **is growing** steadily.

- a temporary situation
- b permanent state
- c fixed arrangement in the near future
- d dramatic narrative (review/sport commentary)
- e permanent truth or law of nature
- f changing or developing situation
- g timetable/programme with future meaning
- h frequently repeated action expressing annoyance
- i action happening at or around the time of speaking
- j repeated/habitual action

### 2 Put the verbs in brackets into the Present Simple or the Present Continuous.

- 1 Dave ..... (live) in Glasgow and ..... (work) for an advertising company. He ..... (have) a good job and ..... (earn) a lot of money. He ..... (meet) many people every day and ..... (lead) a busy life. The company ..... (expand) rapidly, and today he ..... (see) a new client.
- 2 John and Anna ..... (fly) to Paris on Monday for a holiday. Their flight ..... (take off) at 7:10 in the morning and ..... (arrive) in Paris at 8:10. Anna's cousin ..... (own) a house there, so they ..... (stay) with him.
- 3 My neighbour ..... (bang) on the walls of his flat when he ..... (do) repairs. This week he ..... (install) a new bath, and the noise ..... (drive) me crazy. He ..... (not/seem) to care about the way he ..... (bother) other people.
- 4 Tom is an athlete. Every morning, he ..... (swim) ten laps in the pool and ..... (lift) weights for an hour. This year, he ..... (train) harder because he ..... (want) to compete in the next Olympic Games.

### 3 Answer the following questions using the Present Simple or the Present Continuous.

- 1 What are your friends doing now?  
e.g. *Ann is probably working in her office.*
- 2 How is the city you live in changing?
- 3 What are your plans for Monday?
- 4 Which of your friends' habits bother you?
- 5 What do your friends usually do at the weekend?
- 6 What laws of nature can you think of?

### 4 Some stative verbs (see Grammar Reference - Unit 1) can be used in continuous forms but the meaning changes. Read the sentences below and match the verbs in bold with their meaning.

- 1 I **see** there is a problem in this department.
- 2 I'm **seeing** my dentist tomorrow.
- 3 Mr Jones **thinks** we should advertise this product.
- 4 He **is thinking** of opening a branch in Denmark.
- 5 Ann Holmes **has** three houses.
- 6 We **are having** problems with the new employee.
- 7 He **looks** as if he's going to collapse.
- 8 They **are looking** at the figures of this month's sales.

- |              |            |        |
|--------------|------------|--------|
| a understand | d review   | g own  |
| b believe    | e consider | h seem |
| c experience | f meet     |        |

### 5 Look at the pictures and describe the people's daily routines. Then, look at their diaries and say how they are planning to spend their day.



- SATURDAY 15 MAY
- meet Fiona at 9:00
  - go to dentist at 12:00
  - go shopping with Helen at 5:00
  - babysit for Stella



- SATURDAY 15 MAY
- dig the garden
  - take the children to the zoo
  - have dinner with Smiths at 7:00



- SATURDAY 15 MAY
- pick up car from garage
  - take dog to vet
  - play football at 4:00
  - go to theatre with Janet at 9:00





## Too - Enough

too + adjective/adverb  
(negative implication)  
ALSO: too much/too many

He's **too young** to apply for the post. (He's so young that he can't apply for the post.)

adjective/adverb + enough  
(positive implication)

He's **old enough** to apply for the post. (He's the right age — he can apply for the post.)

enough + noun

He's got **enough money** to buy the house.

### 6 Complete the sentences using the words in bold.

- The clothes cost a lot; she couldn't buy them.  
**expensive** The clothes were ..... buy.
- This project is so complicated that we can't take it on.  
**too** This project is ..... take on.
- She's rather short so she can't become a model.  
**tall** She ..... become a model.
- One person can't handle such a lot of work.  
**much** There ..... one person to handle.
- There is too little room in here for twenty people.  
**not** There is ..... for twenty people.

## Pronunciation

- 7 Listen to these words and put a tick in the relevant box. Then, listen again and repeat.

	/ æ /	/ ɑ: /	/ ʌ /		/ æ /	/ ɑ: /	/ ʌ /
hat				muck			
heart				mark			
hut				ant			
bat				aunt			
but				ankle			

- 8 Listen to the dialogue, underline the words which express statement and circle the ones which express disbelief and surprise. Then, act out the dialogue using the correct intonation.

- A: Hi honey. It's me.  
B: What's wrong?  
A: Nothing.  
B: Nothing?  
A: Nothing serious. Christina had a minor injury, that's all.  
B: A minor injury?  
A: Yes, she's going to be okay.

### 9 Fill in the blanks with one word each.



### The Clothes we Wear

Without realising it, the clothes we choose to wear tell other people a lot about 1) ..... . We often judge people by 2) ..... they are wearing. 3) ..... example, people dressed 4) ..... expensive clothes are thought to 5) ..... wealthy. Our shoes, accessories and jewellery, all tend to create an impression of our social class and personality. Similarly, our choice of clothes also depends 6) ..... our age and who we are influenced 7) ..... . On the other 8) ..... , we do not always 9) ..... the chance to choose our clothes. If we work as a nurse, police officer or firefighter, we have to wear a standard uniform. Lastly, our ideas of beauty 10) ..... revealed by our style of dress. Dressing 11) ..... a particular outfit might be a way of saying, "This is what I think 12) ..... nice, and I believe it 13) ..... me look more attractive." In conclusion, more 14) ..... being just a way to keep warm, clothes reveal a 15) ..... about a person's life, character and status.

### 10 Fill in the correct words derived from the words in bold.

Astronauts have to be physically and mentally ready for the stress and strain of a space mission. To prepare them, astronauts are given 1) ..... (**intense**) training, which includes years of classroom study on 2) ..... (**vary**) technical subjects, and working in a model spaceship where they can practise 3) ..... (**complicate**) flight operations, and become used to all the 4) ..... (**equip**) on board.

Apart from high 5) ..... (**intelligent**), good qualifications and an excellent level of fitness, astronauts must have a strong character. They also have to be very 6) ..... (**courage**) in order to accept the high risks involved.

Astronauts also have to face other, more ordinary, problems in space. What can be very 7) ..... (**annoy**) is the limited variety of food, but the greatest challenge is getting along with other members of their team as they often come from different countries, with different backgrounds and habits. Therefore, they must be very 8) ..... (**patience**) with each other, since the lack of privacy can become 9) ..... (**irritate**).

All in all, it seems that being an astronaut is one of the most 10) ..... (**challenge**) jobs in the world.



## Listening Task

You are going to listen to a radio interview with a woman advising people on how to get a job. Read the following sentences, then listen to the CD and fill in the missing parts.

The two problems for those seeking work are getting  **1** and performing well at it.

It's important that your CV is  **2**.

Once you've got a CV, you should send it to possible  **3**.

To find a job, you should first look in  **4** regularly.

The night before the interview, you should get enough  **5**.

For a job interview, you should wear the  **6**.

Make sure you arrive for the interview  **7** early.

You should also be  **8** to the receptionist.

Don't  **9** before the interviewer asks you to do so.

During the interview, you should not  **10** or chew gum.

## Speaking Task

- Compare and contrast the jobs in the two pictures. Think of the qualities and qualifications needed, the advantages and disadvantages of each, and the lifestyle each job involves. Use words such as: also, in addition, both, as well, too, moreover, furthermore, however, whereas, but, despite, etc.
- Which of the jobs shown would you prefer to do? Why?





# Writing

## Describing People

**1** Look at the picture. What things should you have in mind when you describe people?

**2** First look at the table and listen to the following description to fill in the missing information. Use the notes to describe Mary. Then, fill in the table with information about your friend. Finally, look at the notes and describe your friend.



	height/build/age	facial features	hair	clothes/accessories	character	hobbies/interests
MARY	in her ..... twenties, tall, .....	oval face, small nose, ..... lips, green eyes	red, shoulder- length	fashionable tops, .....	polite, .....	goes to the gym
YOUR FRIEND						

- When describing people, your composition needs to be well-organised. The composition should have an **introductory paragraph** where you briefly set the scene (name, time/place you met/saw him or her, etc), a **main body** consisting of two or more paragraphs describing physical appearance, personality characteristics and hobbies/interests/everyday activities, and a **final paragraph** which summarises your feelings about the person described. Each paragraph starts a new topic. Paragraphs should be well-developed and linked together with a variety of linking words.

### Points to remember

- When describing physical appearance, you should give details in the following order: **height/build/age, facial features, hair, clothes**, moving from the most general adjectives to the most specific ones. *e.g. Ann is a tall thin woman. She has got a long face, blue eyes and an upturned nose. She wears her long blond hair loose. She is often casually dressed in a T-shirt and jeans.*
- When describing character and behaviour, support your description with examples. *e.g. Tom is very reserved. He never talks about his feelings.* If you want to describe negative qualities, it is advisable to use mild language. *e.g. "He can be aggressive at times."* is better than saying "He is aggressive." We can find descriptions of people in letters, articles, witness statements, novels, etc.

### Introduction

#### Paragraph 1

*set the scene (name of the person, time/place you met/saw him/her)*

### Main Body

#### Paragraph 2

*physical appearance*

#### Paragraph 3

*personality characteristics*

#### Paragraph 4

*activities he/she takes part in; hobbies, interests*

### Conclusion

#### Paragraph 5

*comments/feelings about the person*

- Make your composition more interesting by using a wide range of adjectives (*fabulous, superb, etc*) instead of a limited one (*good, big, nice, etc*).
- Be careful with the use of tenses. You can use present tenses when you describe someone in the present, and past tenses when you describe someone related to the past, e.g. someone you had met before you moved to this city, someone who is no longer alive, etc.
- Avoid writing simple short sentences. More complex sentences joined with connectors make your composition more eye-catching. e.g. Instead of saying: "John is thin. He has large blue eyes. He has long curly hair. He has full lips. He wears his hair loose." you can say: "John is a tall thin man with large blue eyes and full lips. He wears his long curly hair loose."

**Note:** When you describe someone for official purposes, e.g. a police report, you emphasise the physical features and try to give the most accurate description possible. When you write a letter to recommend someone for a job, you write only about his/her personality characteristics.

## 3 Read the following composition and put it in the right order. Then, answer the following questions.

- A** Julie is quite short and slim. She's got a round face with beautiful almond-shaped eyes and a slightly upturned nose. She often wears her shoulder-length fair hair in a ponytail. Julie prefers comfortable clothes, and can often be seen wearing a blue jumper, a pair of denim jeans and trainers.
- B** Over the years, I have shared many good times with Julie. She has been one of my best and most trusted friends. I feel fortunate to have met her.
- C** I've known Julie since my first day at school, when we were only five. I can remember her smiling face as the teacher, Mrs Snow, asked me to share the same desk with her.
- D** One of Julie's favourite hobbies is cycling. She also enjoys reading people's horoscopes and trying to predict what will happen in the future. Julie likes going to the cinema and is especially fond of adventure films.
- E** Although Julie is quite reserved, she is a kind person who will listen to your problems and try to help you. She is also quite active and enjoys outdoor activities.

- Which paragraphs make up the main body of the composition?
- Which paragraph sets the scene? How does it begin?
- Which paragraph summarises the writer's feelings towards the person he describes?
- Are Julie's personality characteristics justified?
- Are there complex sentences? Underline the connectors.
- The writer uses present tenses. Why does he do this?
- Has the writer given Julie's physical and personality characteristics equal importance?

## 4 Read the list of adjectives and identify which are used to describe physical appearance and which describe character. Then, read the text and fill in the blanks. Finally, give the paragraph plan. Where could this piece of writing be found?

*intelligent, heart-shaped, tall, generous, sociable, successful, sparkling, straight, slim, shoulder-length*

### A Famous Model

Claudia Schiffer is a very successful German supermodel. She has appeared on the covers and fashion pages of all the major fashion magazines, and is one of the faces of Chanel.

Claudia, now in her mid forties, is a very beautiful woman. She has a 1) ..... figure and is 2) ..... with very long legs. Her most stunning feature, though, is her attractive 3) ..... face with her 4) ..... eyes and 5) ..... nose. At the moment, she has 6) ..... blond hair, but its style and colour are often changed to suit each modelling assignment.

Not only is Claudia a professional model, but she is also a very 7) ..... businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafés". She is also very 8) ....., spending a lot of her time working with various charity organisations helping children in need. Claudia is 9) ..... too, and likes being with famous people.

When Claudia is not modelling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.

Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and, most of all, 10) ..... that she will be famous for a long time to come.





Use narrative techniques in your descriptive composition to gain your reader's interest. For example, while giving the name of the person described and the time and place you met or saw him/her, you can set the scene by narrating the incident. Instead of saying: *"I met John at Jane's birthday party last Saturday. He was tall, skinny, with spiky hair."* you can say: *"As soon as I entered Jane's flat last Saturday, I noticed a strange mixture of people gathered to celebrate her birthday. It wasn't long before my eyes fell on a tall skinny man with spiky hair. His name was John."*

- 5** The following models describe a relative of yours who is no longer alive. Read the compositions and compare and contrast them. Which is purely descriptive? Which involves narrative techniques? Underline the narrative parts. Finally, give the paragraph plan.



### MODEL A

I'll never forget the first time I met my grandmother. She had been living in Australia, but decided to move back to England.

When she arrived, I stood nervously pulling on my father's coat, half hiding behind him. It had never occurred to me that this sweet, plump, elderly lady would be so excited to meet me. She was shorter

than I had imagined, and had a round face, short, greyish curly hair and friendly green eyes. Her rosy cheeks gave her wrinkled face a childlike appearance and, when she smiled at me, I couldn't resist giving her a big hug, ignoring her perfectly-ironed dress.

It wasn't long before I realised how generous and understanding she was. She always had something for everyone, and was there to listen to us without intruding into our lives.

She was determined to buy a little house of her own, so she could find the peace and quiet that she needed to write her poetry. She had so many hobbies and interests that there was always something to talk about.

That meeting with my grandmother led to a close relationship which lasted until her death, two years ago. She was a fantastic lady and I shall always be grateful for the comfort, advice and support she gave me whenever I needed it.

### MODEL B

My grandmother died two years ago, but I still have fond memories of the time we spent together when she was alive.

She used to live in Australia, but she moved back to England to live in a little house. She was a sweet plump lady and she was rather short. She had a round face, short, greyish, curly hair and friendly green eyes. Her rosy cheeks gave her wrinkled face a childlike appearance. She always used to wear perfectly-ironed dresses.

My grandmother was a very generous and understanding woman. She always had something for everyone, and listened to us without intruding into our lives.

My grandmother's main interest was writing, and she managed to publish several books of poetry while she was alive. As well as that, she had many other hobbies and interests and there was always something to talk about.

My grandmother was a fantastic woman who gave me comfort, advice and support whenever I needed it. I shall never forget her.

## Self-Check

- 6** Answer the following T/F statements.

- 1 Use of various adjectives creates interest. ☐
- 2 Only present tenses are used in descriptions of people. ☐
- 3 Personality characteristics should be supported by examples. ☐
- 4 All sentences should begin in the same way. ☐
- 5 You must set the scene (name,time/place you met/saw sb, etc) in detail. ☐
- 6 Narration should be avoided in descriptions. ☐

- 7** Write one of the following compositions, using 120 - 180 words.

- 1 A youth magazine is running "The Best Mum of the Year" competition and has asked its readers to submit their compositions describing their mothers. Write your composition for the competition.
- 2 Your teacher has asked you to write a composition describing the person who has influenced your life the most. Write your composition.
- 3 Your teacher has asked you to write a composition describing a famous person from history whom you admire. Write your composition.
- 4 A TV channel has asked its young viewers to submit a description of their favourite film star. The prize is two tickets to MGM Studios. Write your composition for the competition.

