	UNITS	TOPICS	VOCABULARY	FUNCTIONS	STRUCTURES	INTONATION		
-	O1 PAGE 1 Window on the world	People Countries Nationalities Customs Lifestyles Culture	Lexical set (Introducing yourself) Expressions with make Adjectives describing the weather, people and cities / towns	and permanent situations in the	Present Simple Present Progressive Stative verbs Past Simple	Stressed syllables		
MODULE	O2 PAGE 7 Food for thought	Food Restaurants Vegeterianism Eating habits	Conversational English Adjectives describing food Lexical set (International cuisine)	and eating habits Asking and answering about quantities Ordering food	• Quantifiers (some, any, much, many, a lot of, lots of, (a) few, (a) little) • too • enough	Stress in sentences with too and enough		
	PAGE 13 Time on your hands	Everyday life Hobbies Leisure activities	 Phrasal verbs and other expressions Collocations (verb + noun) related to hobbies 	Talking about experiences Linking past and present time Asking about length of time	Present Perfect Simple (how long?, for, since) Indirect questions	Sentence stress in indirect questions		
	Revision 01-03 PAGE 19							
2	O4 PAGE 26 Get the message	Communication Languages Mobile phones The Internet	Phrasal verbs and other expressions Prepositional phrases with in Lexical set (The Internet)	Defining people and thingsTalking about habitual	Defining Relative Clauses Relative pronouns (who, which, that) The verb used to	That stressed and unstressed		
	٥٢	Life in the city	Word building	Making comparisons	Comparative	Questions of choice		

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vi Channel your English

PAGE 32

PAGE 38

Bon

voyage!

Urban life

(adjective

suffixes)

in a city)

 Lexical sets (Travelling)

Phrasal verbs

and other

expressions

Phrasal verbs

· Lexical set (Places

Places in a city

Cities

Travel

Transport

Describing a place

Agreeing and

disagreeing

Giving reason

• Expressing preference

· Asking for, giving and

refusing permission

prohibition, necessity

and absence of necessity

Asking for and giving travel

· Expressing obligation,

information

Form

• as... as...

Superlative Form

• must / mustn't

· have to / don't

• need to / don't

need to / needn't

· should / shouldn't

· can / can't

have to

Reduced forms of

have to

READING	LISTENING	SPEAKING	WRITING
A magazine article (True / False statements) Focus: understanding gist and specific information	 A radio phone-in programme Focus: identifying the topics discussed and understanding specific information A conversation between two friends Focus: transferring from verbal to visual information and understanding specific information 	Pairwork Focus: introducing oneself and exchanging basic personal information Pairwork Focus: asking and answering about others	An e-mail giving information about oneself
A webpage (completing a table, questions to answer) Focus: transferring information from the text to a table, understanding gist and specific information	 Three short conversations Focus: understanding specific information A conversation between two friends Focus: identifying places and understanding specific information 	 Pairwork Focus: ordering food and taking an order Pairwork Focus: stating a problem based on visual prompts Group survey Focus: asking and answering about eating habits 	A magazine article about food in one's country
A magazine interview (True / False statements) Focus: understanding gist and specific information	 Three short telephone conversations Focus: understanding gist A conversation between two friends Focus: transferring from verbal to visual information, understanding gist and specific information 	Group work Focus: asking and answering about personal experiences Pairwork Focus: talking about activities in the recent past Pairwork Focus: asking for and giving information about a course	An e-mail to a friend asking for information

A magazine article (True / False statements) Focus: understanding gist and specific information	 A radio quiz Focus: understanding specific information Three short monologues Focus: identifying speakers, understanding gist and specific information 	Guessing game Focus: defining objects and jobs and speculating Pairwork Focus: talking about past memories Pairwork Focus: speculating, expressing preference and justifying	• An e-mail (thanking, suggesting, making arrangements, and describing a website)
 An extract from a book (multiple matching, correct statements) Focus: transferring from verbal to visual information, understanding gist and specific information 	A conversation Focus: understanding specific information A tour guide's commentary Focus: transferring from verbal to visual information, understanding specific information	 Pairwork Focus: comparing life in the city with life in the country Pairwork Focus: comparing cities Pairwork Focus: speculating, making a decision and justifying choices 	A text for a brochure about one's city / town / village
A magazine article. (matching paragraphs with headings, questions to answer) Focus: understanding gist and specific information	 A conversation between two friends Focus: transferring from verbal to visual information and understanding specific information Three short conversations Focus: understanding gist and specific information 	and prohibition	A letter giving information and talking about plans

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	UNITS	TOPICS	VOCABULARY	FUNCTIONS	STRUCTURES I	NTONATION			
က	07 PAGE 51 Cash in hand	Money Shopping	Collocations (Money) Phrasal verbs and other expressions Lexical set (Verbs related to money)	Exchanging currency Talking about shopping habits Expressing like / dislike and justifying	Infinitives -ing forms	Stress and meaning			
D U L E	08 PAGE 57 A good sport	Sports Games Fitness	Conversational English Words easily confused Linking words and phrases	 Describing actions and situations and their consequences Referring to conditions and their results Expressing possibility 	Conditional Sentences Type 1 if vs when may, might, could	Sentence stress in Conditional Sentences Type 1			
O	09 PAGE 63 Working your way	Studies Jobs Career	Conversational English Phrasal verbs and other expressions Lexical set (Employment and qualifications)	Comparing lifestyles Talking about work and studies Agreeing and disagreeing Finding things in common	• so, neither, too, either • Present Perfect Progressive	Stress in responses			
	Revision 07-09 PAGE 69								
4	10 PAGE 76 Health matters	Health Ailments Problems Advice	Phrasal verbs Verbs with prepositions Adjectives and expressions describing negative feelings	 Asking for confirmation Expressing surprise Visiting the doctor Asking for and giving advice Stating a problem 	Negative questions Question tags Reflexive pronouns	Intonation of question tags			
0 D U L E	11 PAGE 82 In person	People Personality Character	 Conversational English Expressions Adjectives describing personality 	Talking about imaginary situations Making wishes Talking about people's character and personality	Conditional Sentences Type 2 Wishes and unreal past	Sentence stress in Conditional Sentences Type 2			
Σ	12 PAGE 88 On holiday Revision Units 10	Holiday Hotels	Collocations Word building Lexical Set (Words related to holiday)	 Reporting Making a reservation Talking on the phone Exchanging information 	• Reported speech (statements, questions, commands, requests)	Sentence stress in reported speech			

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Pairwork activities British and American English Grammar reference List of functions	PAGE 102 PAGE 113 PAGE 114 PAGE 124
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READING	LISTENING	SPEAKING	WRITING
A brochure about a shopping centre (matching headings with paragraphs, correcting statements) Focus: understanding gist and specific information	 Three short monologues Focus: identifying the speakers' opinions A street survey on eating habits Focus: identifying the topics discussed and understanding specific information 	Role play Focus: simulating conversations at a bank, a bureau de change and a shop Pairwork Focus: talking about shopping habits and preferences	A customer comment form
A magazine article (finding mistakes in pictures) Focus: understanding gist and specific information, transferring from verbal to visual information	 Four short monologues Focus: identifying speakers and topics A radio interview Focus: understanding gist and specific information 	Pairwork Focus: talking about conditions and their results Pairwork Focus: speculating Pairwork Focus: discussing the advantages and disadvantages of a topic	An essay discussing advantages and disadvantages
A magazine interview (finding the topics mentioned, True / False statements) Focus: understanding gist and specific information	 Three short monologues Focus: understanding gist and specific information A job interview Focus: understanding gist and specific information 	Group work Focus: discussing university education, agreeing and disagreeing Pairwork Focus: asking and answering about one's occupation Role play Focus: simulating a job interview	A curriculum vitae
A magazine article (matching headings with paragraphs, multiple choice) Focus: understanding gist and specific information	 Three short telephone conversations Focus: understanding specific information Four short monologues Focus: understanding gist and specific information 	Role play Focus: simulating conversations in a hospital, at the doctor's and at the chemist's Pairwork Focus: stating a problem, asking for and giving advice	A short letter asking for advice A short letter giving advice
A magazine personality quiz (doing the quiz and discussing the results) Focus: emphasising reading for a purpose	 A conversation between two friends Focus: understanding specific information, transferring from verbal to visual information A radio interview Focus: understanding gist and specific information 	 Pairwork Focus: talking about imaginary situations and making wishes Guessing game Focus: speculating about unreal situations Group work Focus: talking about friends and friendship 	A description of a person
A magazine article (questions to answer) Focus: understanding gist and specific information	 Three short monologues Focus: understanding gist and specific information A conversation Focus: understanding gist and specific information 	 Role play Focus: simulating a telephone conversation between a hotel receptionist and a customer Role play Focus: asking and answering questions about a holiday one has been on 	A formal letter / e-mail asking for information

Glossary
Useful expressions
Page 139
Proper names
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Contents

01

Window on the world

Lesson One

presentation

Discuss the following:

- When you meet people for the first time, what do you usually talk about?
- Do you often meet foreigners where you live?





Read the dialogue and answer the following questions:

- a. Where is Fabricio going?
- b. What does Fabricio do?
- c. Why does Fabricio speak English well?

d. What is Sean doing in Rome?

- e. What's Sean's problem in Rome?
- f. What is Sean's wife doing?

Sean Excuse me, do you speak English? **Fabricio** Yes, I do.

Sean At last! I'm trying to find La Fontana Di

Trevi.

Fabricio You know what? I'm heading that way. I

have a shoe shop opposite *La Fontana Di Trevi*. We can walk together if you like.

Sean Thank you very much. My wife is waiting

for me there and I don't want to be late.

Fabricio Don't worry. It's very close. By the way,

I'm Fabricio Carluzio. What's your name? Sean McColl. Nice to meet you.

Sean Sean McColl. Nice to meet you. **Fabricio** Where are you from? Scotland, right?

Sean Yes. How can you tell?

Fabricio It's the accent. My mother's Scottish, too.
 Sean That's why your English is excellent.
 Fabricio Thanks. So, are you here on holiday?
 Sean Yes, we are.

Fabricio How do you like Rome?

Sean It's a wonderful city, but I'm having a bit

of a problem with the drivers here. Italians drive on the wrong side of the

road.

Fabricio Of course. You drive on the left in the

UK... Here we are. This is my shop.

Where's your wife?

Sean She's in your shop. Every time we go

abroad she spends a fortune on shoes.

words and phrases

Lexical set: Introducing yourself



Read and match the questions 1-8 with the answers a-h.

- 1. What's your name?
- 2. Where are you from?
- 3. Where do you live?
- 4. How old are you?
- 5. Are you married?
- 6. Do you have any brothers or sisters?
- 7. Where are you working now?
- 8. What do you do?

- a. No, I'm an only child.
- b. I'm a pilot.
- c. No, I'm single.
- d. Mary Stapleton.
- e. I have a part-time job at Debenhams.
- f. Italy
- g. 25 Bristol Street, Oxford.
- h. 25.

Unit 01 Window on the world

grammar

PRESENT SIMPLE - PRESENT PROGRESSIVE /

- Read the extracts from the dialogue on page 1 and match them with the phrases 1-4. What do you notice about the uses of the Present Simple and the Present Progressive?
- a. You drive on the left in the UK.
- b. She spends a fortune on shoes.
- c. My wife is waiting for me there.
- d. I'm having a bit of a problem with the drivers.
- 1. Now that we're in Rome
- 2. Right now
- 3. Usually
- 4. As a rule
- Read the sentences below. What do you notice about the tense of the verbs in bold?
- a. A: Betty, you seem bored. What's wrong?
 - **B:** This party is terrible! I want to leave now!
- b. A: The food tastes great.
 - **B:** Oh, that's why you're eating so fast, hey?
- c. A: This dress is beautiful!
 - B: I don't know. I don't really like the colour.
- d. A: Jane is 35 years old.
 - B: Really? I don't believe it. She looks 25.
- Complete the dialogues with the Present Simple or the Present Progressive of the verbs in brackets.





- A: Daniel, is that you? I _____ (not believe) it.
- B: Rachel! What _____ (you / do) here?
- A: I _____ (visit) an old family friend. And you?
- B: Barbara and I are here on holiday.
- A: Barbara is here, too? Where is she now?
- **B:** She _____ (have) lunch at the restaurant.

Actually, I _____ (go) there now.

_____ (you / want) to come with me?

A: Is that Ethan Dexter?

B: I _____ (not think) so. He's in China this _____ (make) a film with John month; he

Nova and Jill Stone.

A: Patricia, you're amazing. How _____ (you / know) all these things?

B: I _____ (read) a lot of magazines, of course.

intonation

A: Sure, let's go!



Listen and repeat. What's the difference between a and b?

a. Italy b. Italian

Read the following words and underline the stressed syllable in each word. Then, listen and check.

abroad accent together opposite Scottish holiday excellent

oral practice



Work in pairs. Make sure you work with someone you don't know very well. Ask and answer questions to find out as much as possible about each other. Use the questions in words and phrases on page 1.

Lesson Two

reading

- 1 Discuss the following:
- How do people in your country greet each other?
- What presents do people in your country usually give to their families and friends?
- Look at the picture below and read the title of the article. What do you think it is about? Then, read the article quickly and check your answers.

DOS AND DON' TS WHEN ABROAD

ave you ever wanted the Earth to open and swallow you up? I had that feeling when I was in the Netherlands on business five years ago. I tried to make a good impression on my business partner, but I made a fool of myself, instead!

It all went wrong from the moment we shook hands. I held out my right hand, but kept my left hand in my pocket. From my business partner's reaction I could tell that the Dutch find that very rude. I tried to make things better, so I said, "What a beautiful country Holland is!" My business partner wasn't pleased with my compliment. He made it very clear

that they never call the Netherlands Holland. Holland is just one of the regions

in the Netherlands.

Try not to make a similar mistake in

Brazil. You see Brazilians consider themselves to be Americans. That's why it's not a good idea to use the phrase "in America" when you're talking about the United States.

In **Korea**, keep your voice down. It's rude to talk or laugh loudly. Koreans, especially women, cover their mouths when they laugh; it's rude to show your teeth!

In **Arab countries**, it's not a good idea to admire something too much; the owner will probably give it to you as a present. Just imagine going back home with a real live came!



- Read the text again and write T for True or F for False.
- a. The Dutch never keep their hands in their pockets when they greet each other.
- b. The Dutch shake hands with their left hand.
- c. Holland is another name for the Netherlands.
- d. Brazilians don't use the phrase "in America" when they talk about the United States
- e. People in Korea speak loudly.
- f. Arabs always give foreigners camels as presents.

words and phrases

Expressions with *make*

Complete the sentences a-e with the expressions in the box. You may need to change the form of the verb.

	make a good impression make a fool of m	make things better yself make a	make it clear mistake
a. I	that I don't like	travelling by bus.	
b. The wai	ter and b	rought us two large pizza	as. We ordered one.
c. I	in class yesterd	ay. Everybody laughed at	me.
d. Colin pu	at on his best suit for the job interv	view. He wanted to	
e. Sally wa	s really angry with me, so I decide	ed to buy her a present to	between us.

Unit 01 Window on the world

3

_	ST	SI		_	
			1 4 4 1		
			1 1 7 / 1		_
	~~			_	

CIT	ובי	m	m	ar
$\mathbf{g}_{\mathbf{I}}$	CL	LLL.	TTT	ar

Read the extracts from the text on page 3. When did the writer have "that feeling"? When did "it all" go wrong?

I had that feeling when I was in the Netherlands five years ago.

It all went wrong from the moment we shook hands.

2 11 1

Read the dialogues below and complete the table. What do you notice about the formation of the Past Simple of the verbs in green, red and blue?

- a. A: Roger, when did you last visit London?
 - **B:** Oh, that was two years ago.
 - A: Did you see Big Ben?
 - **B:** Oh, yes, I did. I also went to the Tower of London and the London Eye, but I didn't go to Greenwich.
- b. **A:** Did you watch the Chinese film on TV yesterday evening?
 - **B:** No, we weren't at home. We went to grandpa's and cooked dinner for him.

		PAST SIMPLE	
	Affirmative	Negative	Question
Regular verbs e.g. <i>visit</i>	I / you they		
Irregular verbs e.g. <i>go</i>	I / you they		
Verb <i>be</i>	I / he / she / it		
	We / You / They		

6	Complete the dialogues with the Past Simple of the verbs in brackets
	Complete the dialogues with the Past Simple of the verbs in brackets

- a. A: Stella, when _____ (you / start) working here?
 - B: Well, I _____ (come) to Leeds in 1995 and I _____ (get) a job at this restaurant in 1996.
 - A: _____ (you / be) married then?
 - **B:** Oh, no. I only _____ (meet) Richard three years ago.
- b. **A:** Why _____ (be) Charlie in Mr. Wilson's office yesterday?
 - **B:** He _____ (want) to talk to him about the exam.
 - A: Well, he _____ (not look) very happy. _____ (he / pass) it?
 - **B:** No, he didn't. That's why he ____ (ask) Mr Wilson for some help.

listening

You will hear part of a radio phone-in programme. Four foreigners are explaining how the UK is different from what they expected. Listen and tick (✔) what they are talking about.

weather working hours hot drinks nightlife

English food shopping people in the UK

2 ((() What did the four people *originally* believe? Listen again and circle the correct sentence.

Carlo: a. It rains in London all the time.

b. It only rains in London in September.

Maria: a. People from Scotland are English.

b. People from Scotland are British.

Hans: a. Only foreigners shop at Harrods.

b. English people shop at Harrods.

Frederico: a. English people drink only tea.

b. English people drink tea and coffee.

Lesson Three

words and phrases

Adjectives

Look at the adjectives below and decide which ones can be used to describe the weather, a city / town or people. Tick (✓) the correct columns as in the example.

	crowded	quiet	cold	dangerous	hot	friendly	warm	unfriendly	safe	noisy
weather										
city / town	✓									
people										

a. The winters here are really	_ and it snows a lot.
b. Mrs Carson's students are very	They talk and laugh loudly during the lesson.
c. Lots of people go shopping on Saturdays and the	shops are really
d. This city is not It's safe to	o walk around.
e. Our neighbours are warm and	They brought us a cake the day we moved in.

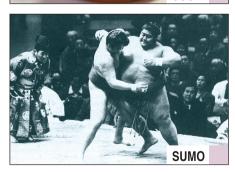
listening

- 1 Discuss the following:
- What do you know about Japan?
- Do you know or can you guess anything about the way of life there?
- You will hear two friends talking about Japan. Listen, look at the pictures below and tick (✓) the topics which are mentioned.

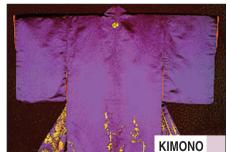












3 (((Listen again and write T for True or F for False.

- a. In Tokyo, it's not a good idea to be on the train in the morning.
- b. People sometimes lose their shoes on the train.
- c. Everybody in Japan sits and sleeps on the floor.
- d. Japanese women don't always wear kimonos.
- e. The water in a furo is always clean.

Unit 01 Window on the world

speaking



Think of someone you know who comes from another country. It can be a friend, a teacher or a neighbour. Then, talk in pairs. Answer your partner's questions about the person you have thought of and ask your partner questions about the person he / she has thought of using the prompts in the box.

Where / he or she / from?

When / he or she / come / here?

Where / he or she / live?

Where / he or she / work?

Where / you / first / meet / him or her?

How many languages / he or she / speak?

Why / he or she / come / here?

He or she / like / new life?

You / like / him or her?

Why / Why not?

reading and writing



Imagine that you entered your personal information on a website for e-pals and you received the e-mail below. Read the e-mail and underline the information which corresponds to the topics a-e below.

a. Where John lives

b. Places to go out in Anchorage

c. The weather in Alaska

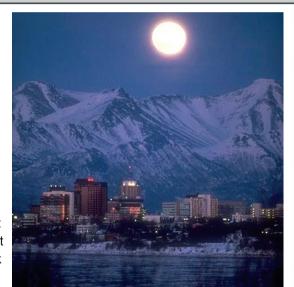
d. What John does

e. The Alaskans' favourite sport

Message



My name's John Silver and I'm your new e-pal. I'm 22 years old and I'm studying architecture at the University of Anchorage, the largest city in Alaska. I live in a one-bedroom apartment near the center of the city. Many of my friends come from different countries. You see, lots of people of different nationalities live in Anchorage: Koreans, Philippines. Chinese, Japanese, Native Americans and Inuits. It's also very cold in Alaska. The winter lasts nine months, there's a lot of snow and only four hours of daylight! Today, it's -30°F! Alaska is really nice in the spring when the ice melts. I sometimes go fishing with my grandfather. He's a native Inuit and he knows everything about fishing. After all, it's the "sport of sports" here! What sports do you like? Lots of people think Alaska is a boring place but that's not true. There are many lively cafés and clubs in my area. What are the clubs like in your country? That's all for now.



E-mail me when you can.

Take care,

John



What do you find interesting in the e-mail above? What else would you like to know about John and Alaska?

3 Writing task



Now, write John an e-mail that includes information about yourself, your country and life in general there. Your e-mail should be between 100 and 120 words.



When you write an e-mail or a letter to a pen pal or an e-pal:

- Start with a greeting (Dear, Hello or Hi + your friend's first name).
- · Use informal language.
- Include news about yourself, your family / friends, etc.
- Don't write very short sentences. Use and and but to link your ideas.
- · Ask your pen pal questions.
- Ask your pen pal to write back.
- Finish with a signature ending (Bye for now, Best wishes or Take care + your first name).



Revision 01-03

Part I Vocabulary and Structure (20 points)

Directions: There are 20 incomplete sentences in this part. For each sentence there are 4 choices marked A), B), C) and D). Choose the ONE answer that best completes the sentence.

1.	It's reported that by the end of this mor 10%.	nth the output of cement in the factory by abou
	A) will have risen	B) has risen
	C) will be rising	D) has been rising
2	•	s are becoming more popular with families.
	A) that	B) which
	C) in which	D) whose
3	,	peration between countries will stimulate economic growth o
٥.	a global	poralieri zerineeri eeariiree tiin eliinarate eeerierine greviire
	A) extent	B) length
	C) scale	D) degree
4.	Not until the game had begun	,
	A) had he arrived	B) would he have arrived
	C) did he arrive	D) should he have arrived
5.	It is much easier to talk about the social	•
	A) bring it on	B) bring it about
	C) burning it up	D) bring it out
6.	, .	the concert willing to go, we would have paid a
	his expenses.	
	A) Being	B) Was he
	C) He had been	D) Had he been
7.	He lacked the to pursue a c	difficult task to the very end.
	A) petition	B) engagement
	C) commitment	D) qualification
8.	The manager promised to keep me	of how our business was going on.
	A) to be informed	B) on informing
	C) informed	D) informing
9.	She never laughed, lose he	er temper.
	A) or she ever did	B) nor did she ever
	C) or did she ever	D) nor she ever did
10.	The goals he had fought all	his life no longer seemed important to him.
	A) after which	B) for which
	C) with which	D) at which
11.	that the manager had to ret	ire 3 years earlier.
	A) Because he was not in good shape	B) It was because he was not in good shape
	C) That he was not in good shape	D) He was not in good shape
12.	He offered a reward to wou	ld return the lost ring.
	A) who	B) whoever
	C) whom	D) anyone
13.	No agreement was reached in the negoti	iation as neither side would give way to
	A) any other	B) another
	C) other	D) the other

Revision 01-03 **19**

Unit 3后Revision 1-3.indd 19 2014.2.20 06:09:30 PM

14.	He had a bad cold	is why he didn't come.
	A) It	B) This
	C) That	D) What
15.	Lily is a promis	sing singer, her brother is absolutely hopeless.
	A) While	B) Furthermore
	C) Meanwhile	D) Moreover
16.	such a good c	nance, he planned to make the most of the library.
	A) To be given	B) Having been given
	C) Having given	D) Giving
17.	When the whole area wa	s by the flood, the local government sent relief there by
	helicopter.	
	A) cut away	B) cut down
	C) cut up	D) cut off
18.	John seems a nice person.	, I don't trust him.
	A) Even though	B) Even so
	C) Therefore	D) Though
19.	As the shortage of certain n	netals approaches, others must be found to take their
	A) share	B) place
	C) role	D) shape
20.	It was essential that the new	v plan to the CEO's office the next day.
	A) be handed in	B) should have been handed in
	C) must be handed in	D) had been handed in

Part II Cloze (10 points)

Directions: There are 10 blanks in the following passage. For each blank there are 4 choices marked A), B), C) and D). You should choose the ONE answer that best fits into the passage.

> Brazilian President Luiz Inacio Lula da Silva 21 a bill on Monday to reduce bureaucracy and 22 construction for both 2014 FIFA World Cup and 2016 Olympic Games. The measure will reduce bureaucracy in the 23 loans to finance the infrastructure projects 24 before the tournaments, such as stadium and airport reconstruction.

> The new bill will also 25 that loans to fund projects for both the World Cup and the Olympic Games are given ___26__ by the Brazilian Development Bank (BNDES). Since the beginning of the 2010 World Cup, FIFA 27 Brazil to speed up the infrastructure projects for the 2014 tournament. Extensive renovation of stadiums and airports has yet to begin.

> According to the Brazilian government, a total of 740 million reais (\$415.7 million) _ 28 _ in ports and other 5.5 billion reais (\$3.08 billion) in airports. 29, the cities to host World Cup matches will have 400 million reais (\$224.7 million) 30 in BNDES loans to fund urban infrastructure projects.

- 21. A) signed
- B) signature
- C) signatured
- D) signaled

- 22. A) speed up
- B) slow down
- C) choose

- D) fund

- 23. A) dependence on 24. A) to be completed
- B) dwelling on B) completing
- C) approval of
- D) aim of

- 25. A) ascertain
- C) completed
- D) completion

- B) assure
- C) insure
- D) ensure

26. <i>i</i>	A) competence	B) priority	C)	confidence	D) prior
27. /	A) pressured		B)	has been pressurir	ng
(C) has pressured		D)	will pressure	
28. /	A) invest		B)	invested	
(C) are to be invested		D)	will invest	
29. /	A) Additionally	B) However	C)	But	D) Occasionally
30. /	A) available	B) transferred	C)	dealing	D) transmitted

Part III Reading Comprehension (40 points)

Directions: There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are 4 choices marked A), B), C), and D). Read the passages carefully and then make the correct choice.

Passage 1

Questions 31 to 35 are based on the following passage.

C) To be optimistic.

Most people assume that being successful would make a person happy, but data shows that most people have it backward: Being happy brings success. Psychologists from the universities of Illinois, California and Missouri looked at the results of more than 200 studies on success. They found that people who feel happy are more confident, optimistic and energetic, allowing them to outshine the average person when doing things like looking for a job, asking for a raise, or even getting a top-notch annual review at the office. So what can you do to <u>brighten</u> your mood and improve your outlook?

Researchers offer three tips. They say taking daily stock of things for which you are grateful will improve your happiness; being kind to others is another proven path to happiness. They also suggest that consciously deciding to be optimistic is a speedy way to a shining smile and maybe a fatter wallet.

31.	What does the data mentioned at the beg	ginning of the passage show?
	A) Most people assume success brings h	nappiness.
	B) Most people assume happiness brings	s success.
	C) Most people know the proven path to	happiness.
	D) Most people know the three tips to ha	ppiness.
32.	What's the meaning of the underlined wo	rd "brighten" in paragraph 1?
	A) Make lighter.	B) Light up.
	C) Darken.	D) Change.
33.	Which of the following can NOT be used	to describe happy people?
	A) Confident.	B) Optimistic.
	C) Energetic.	D) Grateful.
34.	Which of the following can be the benefits	s of being happy?
	A) To outshine others in a job interview.	
	B) To have more chance of getting a rais	e.
	C) To get excellent annual review at the	office.
	D) All of the above.	
35.	Which of the following is NOT the tip on h	now to be happy?
	A) To be grateful for what you have.	B) To be kind to others.

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D) To get a fatter wallet.

Passage 2

Questions 36 to 40 are based on the following passage.

The 4th of July is America's birthday bash. This summer ritual of picnics, parades and pageantry celebrates the formal adoption of the *Declaration of Independence* in 1776. It is the most cherished document in American history, which declared an end to England's colonial rule and proclaimed America an independent nation.

The 4th of July is all about honoring this chapter in America's past, acted out in red, white and blue traditions. It's a day when offices shut down, barbecues light up and the whole country wraps itself in the flag.

But if there is one single icon that truly represents the 4th, it's fireworks. Fireworks have been a traditional part of the 4th for as long as anyone can remember. Most Americans think fireworks would be the perfect way to celebrate any holiday: Sun has gone down and, and you're just waiting with anticipation. Everyone around you <u>literally</u> goes. There are pyrotechnic (烟火制造术的) displays in virtually every corner of the country.

In fact, according to the Gallup Poll in any given year more than 60 percent of Americans plan to attend a fireworks display on the holiday. And many of the most breathtaking shows are conceived.

- 36. Which of the following is NOT true about the Declaration of Independence?
 - A) It is the most cherished document in American history.
 - B) It was firstly drafted on July 4th, 1776.
 - C) It declared an end to the colonial rule in America.
 - D) It proclaimed America an independent nation.
- 37. According to the passage, which of the following does NOT belong to the activities Americans hold on their national day?
 - A) Family reunions.

B) Picnics.

C) Parades.

- D) Pageantry.
- 38. According to the passage, which of the following is considered as the single icon for America's birthday bash?
 - A) Barbecues.

B) Red, white and blue traditions.

C) Fireworks.

- D) Declaration of Independence.
- 39. Which of the following might be the possible meaning of the underlined word "literally" in paragraph 3?
 - A) In a literal manner.

B) Actually.

C) Possibly.

- D) Almost.
- 40. What is the purpose of the passage?
 - A) To introduce holiday celebration in the USA.
 - B) To disclose England's colonial rule.
 - C) To introduce the Declaration of Independence.
 - D) To attract more tourists to the USA.

Passage 3

Questions 41 to 45 are based on the following passage.

"American Idol" producers on Monday lowered the age limit for contestants to 15, but there was still no word on a new judge to replace Simon Cowell as auditions were announced for next month.

Fox television said auditions for season 10 would be held in six U.S. cities, beginning in Nashville, Tennessee, July 17. Producers of the TV singing contest, whose ratings have slid, said the minimum age this season would be 15 instead of 16.

"A lot of young, talented people are now seeking careers and representation before they turn 16," said Cecile Frot-Coutaz, executive producer of "American Idol".

"Lowering the age limit allows us to tap into this talent pool," she said in a statement.

A month after Cowell bid farewell to "Idol" in the show's May finale, there has been no word on who will replace him.

But auditions before the panel of judges are not due to start until September, after thousands of wannabe singers in cities around the nation will have been eliminated by producers in the mass July and August try-outs.

The schedule allows more time for producers to name a new judge and have him or her in place by September.

Last year, "Idol" producers enlisted celebrities ranging from country singer Shania Twain to actor Neil Patrick Harris to sit on the judges' panel, after the abrupt departure of Paula Abdul.

Ellen DeGeneres did not take up her new role as a judge until early 2010, when singers who made it past the first auditions performed in Hollywood. That move indicated a similar hiatus (间断) is possible this year for Cowell's replacement.

"American Idol" has been the most-watched TV show in the United States for the past seven years despite a 9 percent ratings drop in 2010 to an average 23.9 million, from a 2006 high of 30.8 million.

Cowell, 50, left to launch a U.S. version of his British "X-Factor" talent show on Fox in the fall of 2011.

- 41. The age limit for contests in "American Idol" was _____
 - A) 15

B) 16

C) 18.

- D) 20
- 42. Which of the following celebrities has not been the judge for "American Idol"?
 - A) Cecile Frot-Coutaz

B) Ellen DeGeneres

C) Simon Cowell

- D) Paula Abdul
- 43. Who will be most likely to replace Simon Cowell in the panel of judges?
 - A) Singer Shania Twain.
 - B) Actor Neil Patrick Harris.
 - C) A judge from British "X-Factor" talent show.
 - D) Not clear.
- 44. When will the new judge start his / her work?
 - A) Before the mass July and August try-outs.
 - B) In the mass July and August try-outs.
 - C) After the mass July and August try-outs.
 - D) Not clear.
- 45. Which of the following can NOT be inferred from the passage?
 - A) "American Idol" has been running for 10 years.
 - B) Many talented teenagers take part in "American Idol" contest every year.
 - C) "American Idol" was the most-watched TV show in the United States, but not in 2010.
 - D) The panel of judges is made up of celebrities.

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Passage 4

Questions 46 to 50 are based on the following passage.

Everyday in Beijing, 31-year-old Robin Chan walks through the doors of a multi-million-dollar company he built from the ground up. He's an American who moved to China with one simple idea. The idea was straightforward — be the first to build a social game company in China. Chan and his staff at XPD Media design social games, which you play with friends on networking sites like Facebook and MySpace. It was a courageous bet, but it was a bet worth making. Forget about living the American dream, this is the Chinese dream. His company is backed by the founder of MTV. There isn't a lot of cool opportunities in China unless you create your own, and that's part of the excitement of China.

Many young Americans come to China, thinking this is the land of opportunity, the promised land, the wild, wild east. If you strike big, you could make it really big. But is that the reality? Not necessarily! Morgan McGilvray just finished his MBA. He said, "I thought, well, since there're no jobs at home anyway, I'll be adventurous and come, er, finish my time out in China. Are they throwing jobs at me? No!" So he's focused on learning Mandarin and becoming a more attractive candidate.

Usually the first thing for Annie Ly is to check e-mail and then go to China Development Brief for nonprofit jobs. She has been looking in the nonprofit field for nine months while volunteering and working to make ends meet. But she plans to stick it out in China, in part because she can afford more with less. "Back home I'd probably live with my parents with what I make here. But here I have a great, you know, one-bedroom apartment for myself..." But realizing her Chinese dream may be difficult in a job market that's becoming more competitive.

Shaun Rein, an expert on China Market Research Group once commented: "We have a lot of very worldly, very intelligent and talented Chinese that are studying in the United States and they're coming back to China. These folks are the ones that most multinationals and Chinese firms are trying to hire."

The dream is yet to be fulfilled, though none can resist the lure of opportunity in the world's most dynamic economy.

- 46. Which of the following may serve as the best title for this passage?
 - A) American Dreams for Chinese
- B) Americans' Chinese Dream
- C) How to Find a Job in China
- D) Chinese' American Dream
- 47. Why did 31-year-old Robin Chan come to China?
 - A) Because he wanted to build a social networking website like Facebook and MySpace.
 - B) Because he wanted to build a social game company in China.
 - C) Because he wanted to get fund from MTV.
 - D) Because he thought there are too many cool opportunities in China.
- 48. Which of the following is NOT about how lots of young Americans regard China?
 - A) Land of Opportunity.

B) Land of Economic Reform.

C) The Promised Land.

- D) The Wild East.
- 49. Which of the following is NOT the passage's description of some Americans' life in China?
 - A) Some have to learn Mandarin and try to become a more attractive candidate.
 - B) Some have to do nonprofit jobs before finally getting a job.
 - C) Some are thinking about going back to the USA.
 - D) Some are facing pressure in their current position.
- 50. According to this passage, which of the following is NOT the reason why the job market in China is becoming more competitive?
 - A) Some intelligent and talented Chinese surge into Chinese job market after studying in the USA.

- B) More and more foreigners want to take advantage of China's dynamic economy.
- C) Most multinational companies prefer Chinese with foreign studying experience.
- D) Chinese firms are trying to hire Chinese with foreign studying experience.

Part IV Translation (15 points)

Directions: Translate the following paragraphs into Chinese.

Nothing makes us happier than our families and loved ones, a new study shows, with face-to-face socializing beating reaching out to people online hands down.

Almost two-fifths, or 40 percent, of those surveyed said catching up with their loved ones after work was the happiest time of their day, while more than 20 percent said they were happiest when eating with their families. By contrast, only 5 percent said they were happiest when connecting with friends online, and even less — 2 percent — said the first text message of the day made them joyful. Families and partners were, by far, the biggest source of happiness for almost 80 percent of those surveyed, with friends coming up next at 15 percent.

"Despite our celebrity-driven culture, fame is not likely in itself to be a primary source of happiness. Instead, real happiness depends on our connecting with people, especially through love and kindness," the study said.

Part V Writing (15 points)

Directions: For this part, you are required to write a composition of no less than 100 words on the topic of "Pressure". Remember your composition must be written according to the following outline.

- a. 大学生面对各种各样的压力 (pressure)。
- b. 压力对大学生学习和生活的影响。
- c. 如何减轻 (relieve) 压力。

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Grammar reference

Present Simple

Affirmative

I work He / She / It works We / You / They work

Negative

I don't work He / She / It doesn't work We / You / They don't work

Questions

Do I
Does he / she / it work?
Do we / you / they

We use the Present Simple for:

- permanent situations.
 Marion speaks two foreign languages.
- routines or habitual actions. *I usually take the bus to work.*
- general truths.

 The earth goes round the sun.

Time expressions

always, often, usually, never, etc. every day, once a week, etc.

Present Progressive

Affirma	ativ	е	Neg	gative	
		working		am not	working
He/She/It	is	working	He/She/It	isn't	working
We/You/They	are	working	We/You/They	aren't	working

Questions

Am I
Is he/she/it working?
Are we/you/they

We use the Present Progressive for:

- actions happening at the moment of speaking. Angela is watching a film on TV now.
- temporary situations.

 I'm staying at the Gloria Hotel for a week.
- future plans.

 We're going on holiday to Italy next month.

Time expressions

now, at present, at the moment, today, tonight, these days, tomorrow, this week / month, etc.

Stative Verbs

The following verbs are not normally used in progressive tenses:

- Verbs of the senses: feel, hear, smell, taste, seem, look (=seem), appear, etc.
- Verbs of emotion: like, dislike, love, hate, want, need, prefer, etc.
- Verbs of perception and opinions
 know, mean, think, understand, remember, forget,
 imagine, hope, believe, etc.
- Other verbs: be, have, own, belong, cost, etc.

Past Simple

Affirmative

I He / She / It worked / went We / You / They

Negative

I He / She / It didn't work / go We / You / They

Questions

I Did he / she / it work / go? we / you / they

NOTE: Irregular verbs in the Past Simple don't take -ed.

Look at the list of irregular verbs on page 123.

We use the Past Simple for:

- actions that started and were completed at a specific time in the past.
 - We bought our house five years ago.
- habitual or repeated actions in the past.

 I always went to bed early when I lived with my parents.
- completed actions that happened one after the other in the past.

I made a sandwich, turned on the TV and watched the match.

Time expressions

last night / week / year, etc. yesterday, ago, in 1999, etc.

NOTE: We use could to express ability in the past.

Past Progressive

Affirmative

I was
He / She / It was working / running?
We / You / They were

Negative

I wasn't
He / She / It wasn't working / running?
We / You / They weren't

Questions

Was I
Was he / she / it working / running?
Were we / you / they

We use the Past Progressive for:

- an action that was happening at a specific point of time in the past.
 - Jane was talking on the phone at 5 o'clock yesterday afternoon.
- a situation in the past or for background information about a past event.
 I was sitting in the garden.
- actions that were happening at the same time in the past (usually with while, as).
 Dave was listening to music while he was doing his
- an action that was happening in the past when it was interrupted by another action. (The action that interrupted the one in progress is in the Past Simple.)
 Margaret was studying history when a friend called her.

Time clauses (when, as, while, as soon as)

We use:

homework.

- as and while + Past Progressive for two past actions which were happening at the same time or to introduce the longer of the two actions.

 As I was driving the children to school, my mobile phone rang.
 - I was doing my homework while my sister was reading her favourite magazine.
- when and as soon as + Past Simple for two past actions.

As soon as they left, we started cleaning up the house. We were getting ready to go to bed when we heard a strange noise from the living room.

some / any / no

- We use some + uncountable or plural countable nouns in affirmative sentences and offers.
 I have some coffee in the morning.
 There are some lemons in the fridge.
 Would you like some juice?
- We use any + uncountable or plural countable nouns in questions and negative sentences.
 Is there any food? There isn't any food.
 Are there any cherries? There aren't any cherries.
- We use no (= not any) + uncountable or plural countable nouns in affirmative sentences.
 There is no tea. = There isn't any tea.
 There are no oranges. = There aren't any oranges.

How much? / How many?

- We use How much with uncountable nouns. How much sugar would you like?
- We use How many with plural countable nouns. How many eggs do we have?

much / many / a lot of / lots of / (a) little / (a) few

- We use much with uncountable nouns. *I haven't got much sugar.*
- We use many with plural countable nouns. *There are many Italians in my neighbourhood.*
- We use a lot of / lots of with uncountable and plural countable nouns.
 You should eat a lot of fruit.
 I drink lots of coffee.
- We use a little with uncountable nouns. We need a little lemon juice for the cake.
- We use a few with plural countable nouns. *There are a few people waiting outside.*
- We use little with uncountable nouns when there's not enough of something.

 We've got very little time.
- We use few with plural countable nouns when there are not enough of them.

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There are very few tomatoes left.



too / enough

- We use *too* before adjectives and adverbs. *Too* has a negative meaning and it means 'more than necessary'. *This dress is too big*.
- We use enough after adjectives and adverbs, but before nouns. Enough has a positive meaning. The water isn't warm enough.
 We have enough food for tonight.
- Too and enough are often followed by full infinitive.
 You are too young to stay out late.
 Maria is old enough to drive.
 We've got enough money to go to the cinema.

Present Perfect Simple

Affirmative		
I	have	
He / She / It	has worked / brought	
We / You / They	have	

	Negative
I	haven't
He / She / It	hasn't worked / brought
We / You / They	haven't

Questions		
Have	I	
Has	he / she / it	worked / brought?
Have	we / you / they	,

We use the Present Perfect Simple for:

- an action which happened in the past but we don't mention when exactly. The results of the action are obvious in the present.
 A: I've cooked pasta with seafood.
 - B: It smells great!
- an action which started in the past and continues up to the present (emphasis on the action).
 I have lived in Athens since 1990.
 (I still live in Athens.)
- an action which was completed a short time ago (usually with just).
 I'm tired. I've just finished studying.

Time expressions

for, since, already, just, yet, recently, lately, ever, never, how long, once, twice, before, etc.

NOTE: for +period of time since +point in time

We've been here for five minutes. We've known each other since last May.

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NOTE: Be careful with the difference between have | has been and have | has gone.

Ian has been to the new shopping centre.

(He visited the new shopping centre at some point in the past but he's not there any more.)

The Greens have gone to Rome. (= They are still in Rome.)

Present Perfect vs Past Simple

- We use the Present Perfect for actions that happened at some time in the past, but the exact time is not mentioned. *I have heard this song before.*
- We use the Past Simple for actions that happened at a definite time in the past and the time is mentioned. *I heard this song on the radio last night.*

Indirect questions

Where is the post office? (Direct Question)
(Wh-word + verb + subject)

Do you know where the post office is? (Indirect Question) (Wh-word + subject + verb)

Indirect questions are introduced by phrases like Can / Could you tell me...?, Do you know...?, I'd like to know..., etc.

Defining Relative Clauses

Defining relative clauses give information which is necessary to understand the meaning of the sentence. They are introduced by relative pronouns.

	Pronouns	Examples
People	who / that	The woman who / that is driving that sports car is my aunt.
Things	which / that	The film which / that I saw last night was awful.

NOTE: We can omit *who*, *which* or *that* if they refer to the object of the sentence, but we cannot omit them if they refer to the subject. The teacher who / that teaches us maths is from New Zealand.

The teacher (who / that) I like the most is

Miss Rose.

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Used to

Affirmative

He / She / It used to go We / You / They

Negative

He / She / It didn't use to go We / You / They

Questions

Τ he / she / it use to go? we / you / they

We use used to:

to talk about something that happened regularly in the past, but no longer does.

We used to go fishing every afternoon when we were young.

Comparatives and Superlatives of Adjectives and Adverbs

- We use the **Comparative Form** of adjectives or adverbs when we compare two people, animals, things or situations.
- We use the **Superlative Form** of adjectives when we compare one person, animal, thing or situation with several of the same kind.

Formation

• The comparatives and superlatives of one-syllable adjectives and adverbs are formed by adding the endings -er and -est.

cold - colder - coldest

near - nearer - nearest

• The comparatives and superlatives of adjectives and adverbs with three or more syllables are formed with more / most + adjective / adverb.

interesting - more interesting - the most interesting carefully - more carefully - the most carefully

- One-syllable adjectives ending in one vowel + one consonant double the consonant before the -er/-est. *hot - hotter - hottest*
- Adjectives ending in a consonant + -y drop the y and take -ier/-iest.

happy - happier - happiest

Irregular Adjectives / Adverbs

good / well \longrightarrow better \longrightarrow the best bad / badly → worse → the worst $much / many \longrightarrow more \longrightarrow the most$ \longrightarrow the least little / a little → less \longrightarrow further \longrightarrow the furthest farther → the farthest

NOTE: We use much / a lot + comparative form for emphasis.

> I bought this shirt because it was much cheaper than the other one.

Other Forms of Comparison

as + adjective / adverb + as

My car is as fast as yours. (= My car and your car are equally fast.)

not so / as + adjective / adverb + as

He's not as smart as you are. (=You are smarter than

less + adjective / adverb + than

This chair is less comfortable than that one. (=That chair is more comfortable than this one.)

Can / Should / Must

The verbs can. should and must:

- are followed by an infinitive without to.
- are the same in all persons in the singular and plural.
- do not form the questions and negative with *do*.

We use can:

- to express ability in the present / future. Ron can use a computer.
- to ask for, give or refuse permission. A: Can I leave now?

B: Yes, you can. / No, you can't.

- to make an offer. Can I do something for you?
- to make a suggestion. You can take the bus to the city centre.
- to make a request. Can you do me a favour, please?
- to express prohibition. You can't use your mobile phone in here.

We use *should*:

- to ask for and give advice.
- A: What do you think I should do?
- B: You should go to the doctor. You shouldn't worry.
- to express an opinion.
- I think they should be more careful next time.
- to make a suggestion.
- Perhaps you should wait a little longer.
- to express mild obligation.

We should be there on time.

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Mustn't / Can't

We use mustn't and can't:

when we are not allowed to do something. You mustn't / can't smoke inside the building.

Have to / Don't have to / Need (to) / Needn't / Don't need to

We use must:

to show that we personally feel that it is necessary for us or for someone else to do something. I must buy Sam a present for his birthday. You must help with the housework.

We use have to:

when we are obliged (by someone or something) to do

You have to wear a helmet when you go go-karting.

We use need to:

when it is necessary for us to do something. (We have no other choice.) I need to talk to you.

We use don't have to, don't need to and needn't:

when it isn't necessary for us to do something. You don't have to go out with her if you don't like her. You don't need to give me back the money. She needn't buy me a present.

- **NOTE:** needn't is followed by a bare infinitive (without *to*)
 - · don't need is followed by a full infinitive (with to)

Future will

Affirmative He / She / It will work We / You / They

Negative		
I		
He / She / It	will not / won't work	
We / You / They		

Questions			
Will	I he / she / it we / you / they	work?	

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Short answers				
I Yes, he/she/it _V we/you/they	vill.	I No, he/she/it won't. we/you/they		

We use Future will for:

- offers
- I'll help you with everything.
- promises
 - *I promise, I'll be there for you.*
- requests
 - Will you do me a favour?
- on-the-spot decisions Fine, I'll meet you in an hour.
- predictions He will be a great actor one day.

Time expressions

tomorrow, tonight, soon, next week / month, in an hour / week, etc.

Time Clauses

- Time clauses begin with when, after, before, as soon as, until, etc.
- When the sentence refers to the future, we usually use the Present Simple in the time clause and Future will in the main clause.

Time clauses	Main clauses
As soon as I know,	I'll tell you.
Before I join you at the club,	I'll go to the cashpoint.

Infinitive

There are two forms of the infinitive, the full infinitive (to + verb) and the bare infinitive (without to).

We use the full infinitive (to + verb):

- to express purpose.
 - I'm going to the supermarket to get some fruit.
- · after the verbs: want, would like, hope, decide, manage, plan, arrange, advise, choose, learn, offer, promise, refuse, expect, etc. I haven't managed to find it yet.
- after it + be + adjective It's difficult to explain.
- · after the adjectives: afraid, surprised, free, happy, ready, sorry, pleased, etc. Are you afraid to ask him?
- after too and enough You're too young to stay out late. I'm strong enough to carry the box.
- after question words (who, how, what, etc.) in indirect questions Do you know how to get there?

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We use the bare infinitive (without to):

- after modal verbs (can, could, will, would, shall, should, may, might, must).
 Will you stop talking?
 You must visit the doctor today.
- after the verbs let and make (in the active voice). She makes me study all the time.

-ing forms

We use the *-ing* form:

- after certain verbs: like, love, hate, enjoy, prefer, suggest, remember, etc.
 - I like listening to music, but I hate dancing.
- after certain expressions: It's worth, How / What about...?, I look forward to, etc.
 I look forward to seeing you.
- after prepositions I'm interested in painting.
- as a subject of a verb. Smoking is a bad habit.

Passive Voice

Use

We use the Passive Voice to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb be in the appropriate form and the past participle of the main work

Present Simple

Affirmative			
I He/She/It We/You/They	am is are	called / given	

Negative			
I	am		
He/She/It	is	not	called / given
We/You/They	are		

Questions			
Am	I		
Is	he / she / it	called / given?	
Are	we / you / they		

Past Simple

Affirmative			
I / He / She / It We / You / They	was were	called / given	

Negative

I / He / She / It wasn't We / You / They weren't called / given

Questions

Was I / he / she / it
Were we / you / they called / given?

Active	Subject	Main verb	Object
Voice	Mike	teaches	English.
		\bigvee	
Passive	Subject	Verb be + Past Participle	Agent
Voice	English	is taught	by Mike.

NOTE: We usually omit the agent when the action interests us more than the agent, when we don't know the agent or when it is easy to figure out who the agent is.

My bag was found!
(by someone who we do not know)

BMW cars are made in Germany.

May / Might / Could

The verbs may, might and could

• are followed by an infinitive without *to*.

(by factory workers)

- are the same in all persons in the singular and plural.
- do not form the questions and negative forms with *do*.
- express possibility in the present / future.

 We may / might / could go to the Fun Park next week.

Conditional Sentences Type 1

We use Conditional Sentences Type 1 for something which is possible to happen in the present or future.

Conditional Sentences consist of the if-clause and the main clause.

if-clause	main clause
	• Future will
if + Present Simple	• Modal Verbs (may, might,
	can, must, should)
	Imperative

If I find the book, I'll buy it for you. If you go to the gym early, you might see him there. If you see her, ask her about the party.

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If vs When

When is used to refer to the time something is going to happen, while *if* refers to the possibility of something happening.

I'll tell him, when I see him. (= I will definitely see him.) I'll tell him if I see him. (= I may not see him.)

So / Neither / Too / Either

 We use so + affirmative auxiliary verb + subject or subject + affirmative auxiliary verb + too when we agree with an affirmative statement, but we don't want to repeat it.

A: I play the guitar. A: Sandra has already seen this film. B: So do I. / I do too. B: So have I. / I have too.

 We use neither + affirmative auxiliary verb + subject or subject + negative auxiliary verb + either when we agree with a negative statement, but we don't want to repeat it.

A: Paul can't swim.

B: Neither can I. |

I can't either.

A: Macy won't come to the party.

B: Nor will I. | I won't either.

• We use **subject** + **affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.

A: I can't play the guitar.

B: I can

• We use **subject** + **negative auxiliary verb** when we disagree with an affirmative statement but we don't want to repeat it.

A: I've been to Madrid twice.

B: I haven't.

Present Perfect Progressive

Affirmative

I have been working
He / She / It has been working
We / You / They have been working

Negative

I haven't been working
He / She / It hasn't been working
We / You / They haven't been working

Questions

Have I
Has he / she / it been working?
Have we / you / they

We use the Present Perfect Progressive for:

- a repeated action or situation which started in the past and continues up to the present.
 They have been using the Internet for more than two hours now
- an action which was happening over a period of time in the past and may have finished, but its results are obvious in the present.

 He's very tired. He's been studying all night.

Time expressions

for, since, how long, all day / week, etc.

NOTE: The Present Perfect Progressive emphasises the duration of an action, while the Present Perfect Simple emphasises the result of an action.

Lucy has been typing letters since 10:30. Lucy has typed eight letters since 10:30.

Negative Questions

Negative questions are formed with:

Auxiliary Verb + n't (= short form of not) + Subject + Main Verb.

We use negative questions:

• to express surprise.

Haven't you been to the city centre before?

• when we expect the listener to agree with us. Don't you want to come to the theatre with us?

Question Tags

Question tags are short questions placed at the end of statements. When the statement is affirmative, the question tag is negative. When the statement is negative or includes a word with a negative meaning, like *never*, the question tag is positive.

Question tags are formed with:

Auxiliary Verb + Personal Pronoun (in the same person as the subject)

You can't come later, can you? The boys are watching the game, aren't they? Peter never works on Saturdays, does he?

We use question tags:

- when we are not sure what we are saying is true. You haven't seen Ann today, have you?
- when we want the other person to agree with us. He doesn't look very well today, does he?

Reflexive Pronouns

myself vourself himself herself itself ourselves vourselves themselves

We use reflexive pronouns:

- as objects of verbs when the subject and the object of the verb are the same.
- I bought myself an expensive pair of shoes.
- as objects of prepositions when the object of the preposition is the same as the subject of the verb. He never talks about himself.

NOTE: We use by + reflexive pronoun to show that someone does something alone, without any help from anyone else. I always pack my suitcases by myself.

Conditional Sentences Type 2

We use Conditional Sentences Type 2 for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	main clause	
if + Past Simple	would / could / might + infinitive	

If I had enough money, I would buy a bigger flat. You could get that job if you took my advice.

- **NOTE:** In Conditional Sentences Type 2 were is often used instead of was in the if-clause in all persons.
 - If Mary were older, she could take driving lessons.
 - We use if I were you to express an opinion or give advice. *If I were you, I'd take it easy.*

Wishes

We use wish + Past Simple:

to make a wish about a present situation which we would like to be different.

I wish I didn't have to take any more exams.

NOTE: We usually use were after all persons in

I wish this course were easier.

Exclamatory Sentences

Formation

- how / so + adjective / adverb
- what / such + (a / an) + (adjective) + noun

We use Exclamatory Sentences:

to give emphasis to the meaning of the adjective / adverb or noun.

How wonderful! What a beautiful day!

It was so funny!

He's such an unusual man!

Clauses of Result

To express result we use:

• so + adjective / adverb + (that)

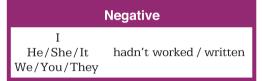
He was so bored (that) he left before the end of the film.

• such + (a / an) + (adjective) + noun + (that)

It was such a hot day that we all went swimming.

Past Perfect Simple

Affirmative He/She/It had worked / written We/You/They



Questions worked / written? he / she / it we / you / they

We use the Past Perfect Simple for:

an action which took place before a specific time or another action in the past.

My parents had left before I arrived home.

Time Clauses (when, after, before)

When, after and before are used to link two past actions, one of which happened earlier than the other. We often use the Past Perfect for the action which happened earlier.

She had already called him before she left the house.

Grammar reference

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Reported Speech

Reported Statements

We use Reported Speech:

when we report what somebody said without using the exact words. We use a reporting verb (usually *say* or *tell*) and that before the reported statement. We may omit that if we want.

"I have a new car," said Jamie (Direct Speech). Jamie said that he had a new car. (Reported Speech)

NOTE: We use say when there is no indirect object.

"I'll be there," he said.

He said that he would be there.

We use tell when there is an indirect object. "I'll call you, Mark," she said.
She told Mark she would call him.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. "You look great in your new dress," said David. David said that I looked great in my new dress.
- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple ⇒ **Past Simple**

Sue said, "I want to go to the cinema."
Sue said (that) she wanted to go to the cinema.

Present Progressive ⇒ **Past Progressive**

Sarah said, "I'm reading a novel." Sarah said she was reading a novel.

Past Simple ⇒ Past Perfect Simple

Pete said, "Mum made some sandwiches." Pete said his mum had made some sandwiches.

Present Perfect ⇒ **Past Perfect**

Jo said, "I've worked hard today." Jo said she had worked hard today.

will ⇒ would

Sean said, "I'll be there soon."
Sean said she would be there soon.

can ⇒ could

Jane said, "I can help you later." Jane said she could help me later.

may ⇒ might

Frank said, "I may buy her a pair of shoes." Frank said he might buy her a pair of shoes.

$must \Rightarrow had to$

Mum said, "You must be home early." Mum said I had to be home early.

today ⇒ that day

Martha said, "We're having pizza for lunch today." Martha said they were having pizza for lunch that day.

122 Channel your English

yesterday \Rightarrow the previous day / the day before

Dad said, "I visited the doctor yesterday."

Dad said he had visited the doctor the previous day.

this morning / year, etc. ⇒ that morning / year, etc.

Beth said, "I haven't bought anything this year." Beth said she hadn't bought anything that year.

tomorrow \Rightarrow the next day / the following day

Lynn said, "I'm flying to London tomorrow."

Lynn said she was flying to London the following day.

last week / month, etc. \Rightarrow the previous week / month etc.

/ the week / month, etc. before

Colin said, "I met her last year."

Colin said he had met her the previous year.

next week / month, etc. \Rightarrow the following week / month, etc.

Bob said, "I'll finish this next week."
Bob said he would finish that the following week.

NOTE: The Past Perfect and the verbs could, might, should, would and used to do not change in Reported Speech.

Reported Questions

- We usually introduce reported questions with the reporting verb ask.
- Reported questions follow the word order of affirmative sentences.

"Why did he come back?" he asked.

He asked me why he had come back.

If a direct question begins with a question word, the reported question also begins with the same

question word.
"What are you doing?" she asked.
She asked me what I was doing.

- If a direct question does not begin with a question word, the reported question begins with *if*.
- "Did you enjoy the party?" he asked. He asked me if I had enjoyed the party.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

Reported Commands and Requests

- We commonly use *tell* when we report commands and *ask* when we report requests.
- The Imperative changes to full infinitive or not + full infinitive.

"Stay there," said the man.

The man told me to stay there.

"Don't take this away, please" she said. She asked me not to take that away.

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Irregular Verbs

Infinitive	Past	Past Participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
burn	burnt (-ed)	burnt (-ed)
buy	bought	bought
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
creep	crept	crept
deal	dealt	dealt
do	did	done
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
hold	held	held
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt (-ed)	learnt (-ed)
leave	left	left

Infinitive	Past	Past Participle
lend let	lent let	lent let
lie		lain
light	lay lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
	paid	paid
pay put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

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Grammar reference

UNIT 07 Lesson Three

Writing task

Think of a shop you have recently visited and imagine that you got the comment form below. Complete the form giving your comments on the shop.

Thank you for coming to	. Please take time to answer the questions below and
make any comments or suggestions	you may have.
1. How did you find out about our sh	nop?
2. How many times have you visited	us?
3. What do you think about the qual	ity of our services (parking, staff, etc.)?
4. Make any comments you would lil	ke on our products (price, quality, variety, etc.).
5. Would you like to do your shopping	ng online? Why / Why not?
Yes No	
6. Would you like us to inform you a	bout our shop by e-mail?
Yes No	
Personal information	
First name	
Surname	
Home address	
E-mail address	
Home tel.	
Work tel.	
Occupation	

Unit 07 Cash in hand 101

Pairwork activities

Student A + Student B

UNIT 03 Lesson One

oral practice

Complete the table below about yourself. Then, work in groups of four. In turn, ask the other students in your group questions and complete the other three columns.

	You	Student 1	Student 2	Student 3
travel / plane?				
meet / famous person?				
have / part-time job?				
try / go-karting?				
have / accident?				

e.g. A: Have you ever travelled by plane?

B: No, I haven't. / Yes, I have. I've travelled by plane twice.

2 Report to the class.

A: Two people in my group have ...

UNIT 11 Lesson Two

oral practice

Play the game 'Imagine if'.

Work in groups of four. One of you thinks of a person in the class without revealing his / her name to the other members of the group. Then the other members of the group try to find out who this person is by asking what he / she would be if he / she weren't human. You can choose from the categories in the box or think of your own.

animal vegetable fruit car piece of furniture room of a house colour

e.g. A: If he / she were an animal, what animal would he / she be?

B: He / She would be a tiger.

A: If he / she were a vegetable, what would he / she be?

B: He / She would be a...

Channel your English

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UNIT 03 Lesson Three

speaking

Imagine that you would like to learn a foreign language. You have seen the following advertisement in a magazine but you need more information. Call Student B, who works at the *Babel Language Centre*, to ask for information. Use the prompts in the box.



- When / course / start?
- When / course / finish?
- How often / evening classes?
- What time / classes / begin?
- How long / classes / last?
- · How many / classes / a week?
- How much / cost?

Imagine that you work at the *Mozart School of Music*. Student B is calling you to ask for information. Look at the information in the table below and answer Student B's questions.

Musical Instrument	Dates	Times	Price
violin	2 February - 16 June	17:00 - 18:00 Monday - Friday	£700
drums	15 March - 10 July	10:00 - 12:00 Tuesday and Thursday	£700
piano	20 February - 25 June	8:00 - 10:00 Monday, Tuesday and Wednesday	£800

Pairwork activities 103

UNIT 06 Lesson Three

speaking

- 1 Imagine that you work at a railway station. Answer Student B's questions using your own ideas.
- Imagine that you work at a check-in desk at an airport and that Student B is a passenger. Ask him / her all the necessary questions and give him / her all the necessary information using the prompts in the box.
 - how many / pieces of luggage / you / check in?
 - have / hand luggage?
 - prefer / window / aisle seat?
 - plane / leave / at... / from gate...

UNIT 07 Lesson One

oral practice

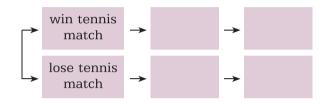
Act out the following conversations.

- You're in a shop and Student B is a shop assistant. You want to buy something but you don't have enough money with you, so you leave a deposit.
- 2 You work in a bureau de change and Student B wants to change some money.
- 3 You're in a bank and you want to make a withdrawal, but there's no cashpoint. Student B is a bank clerk.

UNIT 08 Lesson One

oral practice

Gary is a tennis player. Ask Student B about what will happen to Gary, as in the example, and complete the boxes below.



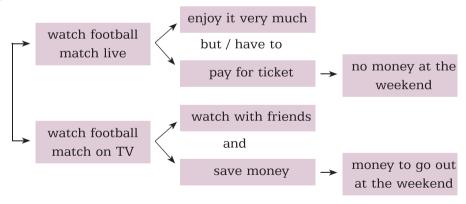
e.g. A: What will happen if Gary wins the tennis match?

B: If he wins the tennis match, he will...

A: What will happen if he...?



2 Look at the information in the boxes below and answer Student B's questions.



Pairwork activities 105

UNIT 09 Lesson Two

oral practice

Imagine that you're doing a survey on people's jobs. Interview Student B and complete the form below.

e.g. A: What do you do?

B: *I'm a...*

A: Where...?

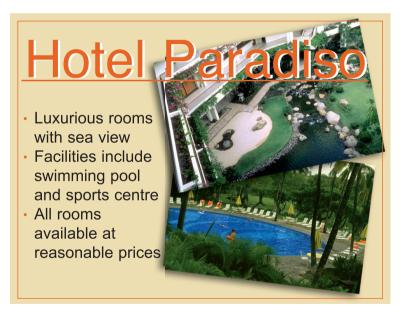
What	/ do?
------------------------	-------

- Where / work?
- How long / work / there?
- What exactly / do / there?
- What skills / need?

UNIT 12 Lesson One

oral practice

Imagine that you would like to go on holiday with a friend and you have come across the following advertisement. Look at the advertisement and the notes you have made. Call the hotel to find out more information and book a room for you and your friend.



- Room available 10 15 July?
- · What in the room?
- Swimming pool and sports centre opening times
- · Restaurant? What type?
- · Prices?

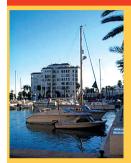
- e.g. B: Hotel Paradiso, how can I help you?
 - A: Hello, do you have any rooms available in July?
 - B: Yes, we do.
 - A: Great. I'd like to ask you a few questions.

UNIT 12 Lesson Three

speaking

Look at the advertisement below. Student B has just come back from the holiday advertised. Ask him / her about the holiday, referring to the features mentioned, as in the example.

Escape to the Costa Del Sol with Spanish Tours





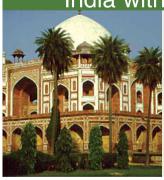


- Two-week package tour to Marbella, Costa Del Sol, including accommodation in a modern three-star hotel (breakfast included)
- Transfer from and to the airport
- · Day trips

Puerto Banus: Experience beautiful mountain and ocean views
San Pedro: Explore the natural beauty of this ancient town

- e.g. A: What was your holiday like?
 - B: Well, it was quite different from what the advertisement said.
 - A: Really? What was the hotel like?
 - B: The advertisement said that we would stay in a modern three-star hotel, but we stayed in an old two-star hotel.
- Imagine that you have just come back from the holiday advertised below. Look at the advertisement and the notes which point out how the holiday turned out. Then answer Student B's questions.

Uncover the treasures of India with New Delhi Tours



- 15-day package tour includes:
- Stay at a modern three-star hotel with air-conditioned single and double rooms with TV
- Transfer from and to the airport
- Visit the National Museum and the National Gallery of Modern Art
- Air conditioning didn't work
- , Paid extra for a double room
 - no single rooms available
- IV was black and white
- Car was nice and air-conditioned
- Entrance fees not included

Pairwork activities

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UNIT 02 Lesson one

oral practice

Imagine that you work for *Quick and Tasty Catering*. Student A is calling you to order some food for his / her party. Look at the menu below and talk to him / her using the prompts in the box.



- How many people...?
- We have...
- Would you like ...?
- How about...?
- You need a lot of...
- How much / many would you like...?

UNIT 03 Lesson Three

speaking

Imagine that you work at the *Babel Language Centre*. Student A is calling you to ask for information. Look at the information in the table below and answer Student A's questions.

Language	Dates	Times	Price
Spanish	29 April - 8 July	19:00 - 22:00 Monday, Wednesday and Friday	£500
French	6 May - 15 July	18:00 - 22:00 Tuesday and Thursday	£600
Italian	22 April - 1 July	8:00 - 11:30 Monday - Friday	£500

Imagine that you would like to learn how to play a musical instrument. You have seen the following advertisement in a magazine, but you need more information. Call Student A, who works at the *Mozart School of Music,* to ask for information. Use the prompts in the box.



School of Music

Do you want to be a musician?

Then take up one of our classes and learn how to play:

- the violin
- the drums
- the piano

For more information call **020 8645 9603**

- When / classes / start?
- When / classes / finish?
- · often / morning classes?
- What time / classes / begin?
- How many / classes / a week?
- How much / cost?

Pairwork activities

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UNIT 06 Lesson Three

speaking

- Imagine that you want to buy a train ticket and that Student A works at the railway station. Talk to him / her using the prompts in the box.
 - What time / train / leave / arrive?
 - I'd like / single / return ticket to...
 - How much / ticket / cost?
 - Which / platform / train / leave from?
- Imagine that you're flying to Berlin and that Student A works at the check-in desk. Talk to him / her and answer his / her questions using your own ideas.

UNIT 07 Lesson One

oral practice

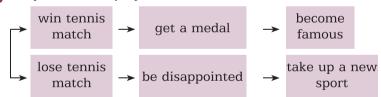
Act out the following conversations.

- 1 You're a shop assistant and Student A is a customer.
- 2 You're in a bureau de change and you want to change some money. Student A works there.
- 3 You are a bank clerk and Student A is a customer.

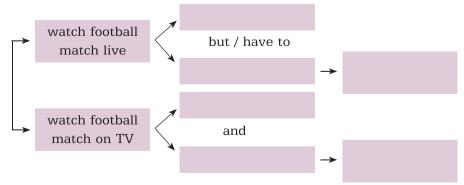
UNIT 08 Lesson One

oral practice

1 Gary is a tennis player. Look at the information in the boxes below and answer Student A's questions.



Ask Student A about what will happen to Gary, as in the example, and complete the boxes below.





- e.g. B: What will happen if Gary watches the football match live?
 - A: If he watches the football match live, he will...
 - B: What will happen if he...?

UNIT 09 Lesson Two

oral practice

Student A is interviewing you about your job. Answer his / her questions and give him / her information about your occupation or an imaginary one.

e.g. A: What do you do?

B: *l'm a...* **A:** *Where...* ?

UNIT 12 Lesson One

oral practice

Imagine that you are a receptionist at the Hotel Paradiso. Student A is calling you to find out more information and make a reservation. Look at the information below and answer Student A's questions.

Hotel Paradiso

- Double, twin and single rooms with air conditioning, TV, mini bar: £100
- Rooms with air conditioning, TV, mini bar, jacuzzi, balcony with sea view: $\pounds 150$
- · Restaurant with international cuisine
- Opening times: Swimming pool: 7am to 10pm Sports centre: 7am to 8pm
- e.g. B: Hotel Paradiso, how can I help you?
 - A: Hello, do you have any rooms available in July?
 - B: Yes, we do.
 - A: Great. I'd like to ask you a few questions.

Pairwork activities

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UNIT 12 Lesson Three

speaking

Imagine that you have just come back from the holiday advertised below. Look at the advertisement and the notes which point out how the holiday turned out. Then answer Student A's questions.

pe to the Costa Del Sol with Spanish Tours



· Two-week package tour of Marbella including accommodation in a three-star hotel with swimming pool (breakfast included)

Transfer to and from the airport

Day trips

Puerto Banus: Experience beautiful mountain and ocean views

San Pedro: Explore the natural beauty of this

ancient town

Staged in an old two star hotel

No transfer available to
airport-paid a lot for taxi

Day-trips were great - views were

spectacular

Look at the advertisement on the right. Student A has just come back from the holiday advertised. Ask him / her about the holiday, referring to the features mentioned, as in the example.

Uncover the treasures of India with New Delhi Tours

15-day package tour includes:

- Stay at a modern three-star hotel with air-conditioned single and double rooms with TV
- Transfer from and to the airport
- Visit the National Museum and the National Gallery of Modern Art



e.g. B: What was your holiday like?

A: Well, it was quite different from what the advertisement said.

B: Really? What was the hotel like?

British and American English

spelling

British English	American English
centimetre	centimeter
centre	center
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
litre	liter
metre	meter
millilitre	milliliter
millimetre	millimeter
neighbour	neighbor
organise	organize
practise	practice
programme	program
theatre	theater
travelled	traveled
traveller	traveler
travelling	traveling
tyre	tire

grammar and usage

British English	American English
28 February 28th February	February 28 February 28th
at the weekend	on the weekend
quarter past two	a quarter after two
Have you got? I've got / I have got I haven't got	Do you have? I have I don't have
be in hospital go to hospital	be in the hospital go to the hospital
book a room / table	make a reservation

words and phrases

British English	American English
aubergine autumn	eggplant fall
bank clerk	bank teller
bill (at a restaurant)	check
bureau de change	foreign exchange office
car park	parking lot
cashpoint	cash machine
chemist's	pharmacy
chips	French fries
cinema (the building)	movie theater
city centre	downtown
curriculum vitae (CV)	resumé
do the washing-up	wash the dishes
dodgy	risky
film	movie
flat	apartment
flatmate	roommate
football	soccer
fridge	refrigerator
go to the cinema	go to the movies
ground floor handbag	first floor
holiday	purse vacation
ill	sick
jumper	sweater
lift	elevator
lorry	truck
luggage	baggage
maths	math
mobile phone	cell phone
motorbike	motorcycle
move house	move
mum / mummy	mom / mommy
newsagent's	newsstand
(bank)note	bill
petrol station	gas station
(take a) photo	(take a) picture
post	mail
prize draw	prize drawing
railway station rubbish	train station
schoolchildren	garbage students
	store
shop shop assistant	sales assistant
shopping centre	shopping mall
soft drink	soda
surname	last name
tablet	pill
telly, box	TV
tick (√)	check (√)
timetable	schedule
trainers	sneakers
trousers	pants
underground (railway)	
wardrobe	closet

British and American English

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