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Самарский филиал

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**LANGUAGE
IS THE DRESS OF THOUGHT**

*Учебно-методическое пособие
по практике речи*

Самара
2018

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Данное пособие предназначено для аудиторной и самостоятельной работы студентов-бакалавров первого года обучения по направлениям подготовки «Лингвистика», «Педагогическое образование», направленность (профиль) «Иностранный язык в образовании».

Пособие содержит три тематических урока. В каждый урок включены словарь, выражения по теме и система упражнений для развития навыков чтения, письма и говорения.

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ВВЕДЕНИЕ

Настоящее пособие предназначено для аудиторной и самостоятельной работы студентов-бакалавров первого года обучения по направлениям подготовки «Лингвистика» и «Педагогическое образование», направленность (профиль) «Иностранный язык в образовании». Пособие ориентировано на последние достижения в области технологий обучения иностранным языкам, принимает во внимание новейшие разработки и результаты исследований различных наук о языке, учитывает современное состояние и тенденции развития собственно английского языка.

Материал пособия состоит из трёх частей:

I. The wider we roam, the welcomer home.

II. Half a loaf is better than none.

III. Small rain allays a great wind.

В каждый тематический урок включены словарь, выражения по теме и система упражнений для развития навыков чтения, письма и говорения. Кроме того, особое внимание уделяется лингвокультурологическому компоненту. Материал, представленный в учебно-методическом пособии, позволяет усвоить вокабуляр тематических уроков. Представлен также материал для самостоятельного изучения.

PART I THE WIDER WE ROAM, THE WELCOMER HOME

Accommodation

Read the following questions and answers below and pay attention to the phrases in **bold**. Use the 'Definitions' section to check the meaning of any phrases you don't understand.

Definitions

• **(all the) mod cons**: technology at home that makes jobs easier such as a washing machine, dishwasher etc.

• **apartment block**: a large building made up of smaller units of apartments

• **back garden**: a garden at the rear of the house

• **detached house**: a house that is not physically connected to another property

• **to do up a property**: to repair an old building

• **dream home**: a home you regard as perfect

• **first-time buyer**: someone buying a property for the first time, especially when taking out a loan (mortgage)

• **fully-furnished**: a rented property with all furniture included

• **to get on the property ladder**: to buy a property with the aim of buying another bigger or more expensive one later in life

• **hall of residence**: a college or university building where students live

• **home comforts**: things that make a home feel comfortable to live in

• **house-hunting**: looking for a property to live in

• **house-warming party**: a party to celebrate moving into a new home

• **ideal home**: a perfect home

• **to live on campus**: to live on the university or college grounds

• **mobile home**: a home that can be moved by a vehicle or one that has its own engine

• **to move into**: to begin to live in a property

• **to own your own home**: to have bought the property you live in

• **to pay rent in advance**: weekly or monthly rent paid at the beginning of the week or month

• **permanent address**: a fixed address

• **property market**: the buying and selling of land or buildings

• **to put down a deposit**: to pay an amount of money as the first in a series of future payments

• **rented accommodation**: property owned by someone else and for which a person pays a fixed amount to live in

• **single room**: a room for one person

• **spacious room**: a large room

• **student digs**: student accommodation

• **the suburbs**: a residential area on the edge of towns or cities

• **to take out a mortgage**: to borrow a large amount of money, paid back over several years, in order to buy a house

• **terraced house**: a house connected on both sides by other properties

Part 1

Examiner: Do you live in a house or an apartment?

Callum: Actually I live **on campus** ... in a **single room** in **halls of residence** ... all first year students are encouraged to do that as they're close to the university ... next year I plan to move into **student digs** in town ...

Examiner: Tell me about where you live.

Julia: I live with my parents **in the suburbs** of Madrid ... we only **moved in** recently ... in fact we had a **house-warming party** just a few weeks ago ...

Examiner: What kind of accommodation do most people live in your city?

Maria: In the city itself the majority of people live in **apartment blocks** ... that's what surprised me about England ... most people seem to live in **terraced houses** with lovely **back gardens** ...

Part 2

Describe a house or an apartment you would like to live in. You should say

- what kind of accommodation it would be,
- where it would be,
- who would live there with you and say why you would enjoy living in this place.

Paolo: I think most people when answering this question would say they'd like to live in a big **detached house** with **spacious rooms** ... views of the countryside and so on ... but actually my **ideal home** would be a lot different ... I've always loved the idea of having a **mobile home** ... a really expensive one with **all the mod cons** ... so I could live wherever I wanted or at least have lots of holidays and be able to take all my **home comforts** with me whenever I travelled ... I realise this would have to be a second home as I'd need a base ... a **permanent address** ... but the mobile home would be the accommodation I'd find it exciting to live in ... I suppose once I settle down and have children I'll want **to get on the property ladder** ... I'll be like everyone else ... saving up **to put down a deposit** on a house or an apartment ... I don't think my family would want to live in a mobile home ... but I like to think I'll still keep that **dream home** in mind ...

Part 3

Examiner: Is it better to own your own home or to rent?

Ana: I think both have their advantages ... living in **rented accommodation** isn't necessarily a bad thing ... you don't have a huge debt like you do when you **take out a mortgage** but I suppose the **property market** offers you an investment for the future ... I'm sure that's why most people prefer **to own their own home** ...

Examiner: What options are available to young couples looking for accommodation in your country?

Toni: If they want to buy their own home it isn't easy for **first-time buyers** ... mortgages are hard to get so most people live with their parents or in **rented accommodation** ... but that can also be very expensive ... you often have to **pay rent in advance** ... and if the accommodation isn't **fully furnished** you have the expense of buying furniture ...

Examiner: What are some of the pleasures involved in making a home for ourselves?
Suki: I suppose it starts with **house-hunting** ... finding your ideal home ... some people enjoy **doing up an old property** ... giving a property that's old and tired a new lease of life ... others like making wherever they live feel like home with some **home comforts** ...

In Search of the Perfect Home

How would you like to live in a castle, a tree house or even underground? This might not be as unusual as you think. It seems that these days more and more people want to live somewhere special and **out of the ordinary**, and if they can't buy what they want they are quite prepared to build it **from scratch**.

For John Mew and his wife Josephine their home really is their castle. They have built their own English castle in the Sussex countryside. The building is brand new with all the luxuries you would expect from a house that cost more than \$350,000 to build. However, when you first see it from the outside it would be easy to think that you are looking at an ancient monument. The building has a lot of features of a traditional castle, including a **keep**, a **moat** and a **drawbridge**. «My choice of house is somewhat eccentric and building it was very hard work, but we've got the perfect place to live», Mew says. Although some would say that the building is impractical and may be cold in harsh British winters, he certainly has got a unique and spacious home.

If you don't look carefully, you might not even see the home that Jonathan Ridley-Jones and Shanon Ridd built at all! That's because the house is a converted underground water tank. The only thing that can be seen from the surface is a door leading into the hillside. «We've never wanted to live

in an ordinary house», Shanon says. «Living below ground means that our home is quiet and very cosy – none of the usual **draughts**. It doesn't damage the local surroundings and has very low **fuel bills**. Some of our friends find it dark and feel shut in when they first visit, but they soon get used to it!»

If an underground home doesn't **appeal to** you, how about living in the tree tops? Dan Garner, a tree surgeon from Gloucestershire, certainly thinks that this is the way to go up in the world.

«When our family **became short of** space at home our solution was to build a luxury tree house in the garden. The tree house is built into a **spruce tree** six metres **above the ground**. It has one main room, a bedroom and a balcony running around two sides». Garner is so happy with this practical extension to his home that he thinks he can convince more people of the benefits of living in the tree. He wants to set up his own enterprise making more of the deluxe tree dwellings, saying, «Tree houses are **airy**, secure and comfortable and the only disadvantage is that they might not be **suitable for** people who **suffer from hay fever** of heights!»

Even people who live in more ordinary **settings** sometimes can't resist doing something to make them **stand out** from the crowd. One extreme example of this is Bill Heines' house in Headington, Oxfordshire. Until one morning in 1986, his house looked much like all the others in his street, when suddenly overnight a 7.5 m long **fiber glass shark** appeared to have crashed through the roof. The shark was a **sculpture** by local artist John Buckley. At first some people complained that it might be dangerous or that it spoilt the look of the neighbourhood, but engineers checked that the sculpture was safe and the «Headington shark» has become a well-known and popular landmark. It seems that no matter where you live, you can always do something to make sure your house says something about who you are.

Reading

I. Look at the title of the article. What do you think it is about? Where might you read it?

Read the article and answer the questions.

Explain the words in bold.

1. More and more people build their own home

A so that they can live underground.

B so that they can have exactly the home they want.

C because it is cheaper than buying a new house.

D because they want all the modern luxuries you find in a new home.

2. John and Josephine Mew

A know that their choice of home is unusual.

B found that creating their dream home was easy.

C wanted to live like people would have in traditional castles.

D converted an ancient building into a modern home.

3. What do Ridley-Jones and Shanon Ridd say about their home?

A It's just an ordinary house.

B They always wanted to live underground.

C It doesn't harm the environment.

D They don't pay anything for heating and lighting.

4. Why did Dan build a tree house in his garden?

A He wants to persuade people to buy one.

B His family wanted to live in a tree house.

C He builds them for a living.

D His family needed more room.

5. The Headington shark

A was created by Bill Heines.

B crashed into the roof of Bill Heines' house one night.

C was immediately popular with everyone in the town.

D was built without any warning.

II.

1. List advantages and disadvantages of Mew's, Ridd's and Garner's dwellings, then talk about them.

2. What would your ideal house be? Describe it giving reasons.

My ideal house would be a castle. It would be made of...

Jobs and activities in the home

Write the correct verb under each of the drawings below. Choose from the following:

bake a cake

do the gardening

do the washing-up

clean the windows

do the hovering

lay the table

decorate

do the ironing

make the bed(s)

do the cooking

do the polishing

sweep the floor

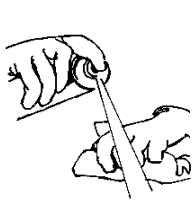
do the dusting

do the washing

tidy up



1 _____



2 _____



3 _____



4 _____



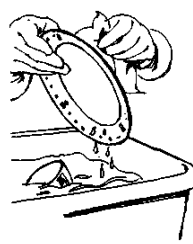
5 _____



6 _____



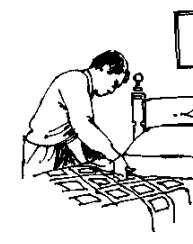
7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____



15 _____

At Home

Fill each blank with a suitable word or phrase from the list. Use each item once only.

- | | | | |
|------------------|-----------------|-------------------------|-----------------------------|
| cellar | landing | share a flat | doing the washing-up |
| converted | lounge | double glazing | replace the fuse |
| gadget | terraced | household chores | spare bedroom |
| installed | wardrobe | lay the table | storage space |

1. When my mother came to live with us I had the garage.....into a bed-sitting room.
2. Fitting.....has made the room warmer and reduced noise.
3. Let's have supper in the.....and watch the late-night news.
4. His kitchen is fitted with every kind of.....from a coffee grinder to an electric tin-opener.
5. Since I had a shower.....I've hardly ever had a bath.
6. I only have to.....and the video will be working again.
7. If you could help clear the table, I'll start.....
8. My bedroom has a spacious.....where I hang all my clothes.
9. We live in a.....house so we get noise from the neighbours on both sides.
10. They can easily put her up in their.....
11. Dinner's ready so will you.....?
12. I really hate dusting, ironing and all the other.....
13. We need some more.....to put all the games and toys away.
14. She left a pile of clothes on the second-floor.....
15. He used towith a colleague before he found a place of his own.
16. There's a.....under the house where we store the product we grow in our garden.

Describe your home. Describe your room.
Is there anything you'd like to do to improve your house?

I live	in a flat/ semi-detached/ detached/ terraced house/ in the centre of town/ in the suburbs in a quiet/ noisy street
It's got	two bedrooms
It hasn't got	a garden

My room is	on the ground/ first/ second floor at the front/ back of the house opposite next to
In the corner On the wall Under the window By the window	there's a There are some

If I could afford it, I would like to		
have	an extension a shower	built to have more space to work in. installed

STUDY TIP

Look inside magazines for 'before and after' pictures showing how rooms have been improved. Try to describe what has been done to the rooms.

My Home is my Castle

Vocabulary

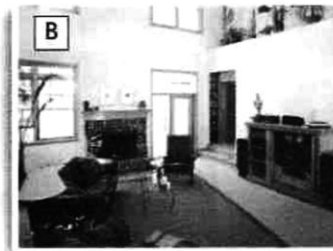
1 a. Identify the rooms and then put the objects in the right rooms. Some objects can be used more than once. Finally describe each room.

- sink • sofa • armchair • bathtub • wardrobe
- cooker • basin • refrigerator • coffee table
- dressing table • cupboard • bookcase
- toilet • dishwasher • television • desk
- chair • lamp • picture • rug • kettle
- cabinet • fireplace • four-poster bed



kitchen:
sink

.....
.....
.....



.....
.....
.....



.....
.....
.....



b. Use words from the list to describe your bedroom, living room and kitchen.

2 Match the character adjectives to their meanings. Use them to make up sentences about people you know, as in the example.

- | | |
|--------------------------------------|--|
| 1 <input type="checkbox"/> dynamic | 5 <input type="checkbox"/> adventurous |
| 2 <input type="checkbox"/> calm | 6 <input type="checkbox"/> creative |
| 3 <input type="checkbox"/> anxious | 7 <input type="checkbox"/> aggressive |
| 4 <input type="checkbox"/> talkative | 8 <input type="checkbox"/> cheerful |

- a is willing to take risks and try new things
- b gets angry very easily
- c worries about everything
- d rarely gets stressed or angry
- e likes to chat a lot
- f is always happy and in a good mood
- g is full of energy
- h always thinks of new ideas, artistic

My aunt is very dynamic. She is always full of energy.

3 Complete the sentences by filling in the correct word from the list.

- harsh • moat • appeal • draught • extension
- airy • sculpture • barn • converted • convince

- 1 The artist made a beautiful of an Egyptian queen.
- 2 Living in the countryside doesn't really to me.
- 3 We needed more space, so we built an to our house.
- 4 The winters in Russia are very
- 5 This old factory is being into a block of flats.
- 6 There is a terrible coming from under the door.
- 7 Most ancient castles had a to help keep out enemies.
- 8 Our flat has large windows, so it is light and
- 9 The children decided to sleep in the when they stayed at their grandparents' farm.
- 10 We tried to her that she should move to a smaller flat.

4 Match the items with the place where they are stored, then make sentences, as in the example.

- | | |
|-------------------|----------------|
| sheets and towels | fridge |
| dirty clothes | linen cupboard |
| biscuits/sugar | sideboard |
| milk | wardrobe |
| clean clothes | laundry basket |
| crockery | larder |

Milk is stored in the fridge.

5 Replace the adjectives in bold with their opposites.

- 1 The house that Jane lives in has got a very **spacious** living room.
- 2 This flat is very **cheap**.
- 3 I don't think that this house is **impractical**.
- 4 That sofa is rather **comfortable**.
- 5 We live in a very **quiet** area.
- 6 That building looks **ancient**.

6 Cross out the odd word. What aspect of housing does each set of words refer to?

- 1 reasonable – expensive – economical – secure
- 2 terraced – isolated – semi-detached – three-storey
- 3 spacious – tiny – cosy – huge
- 4 small – airy – secure – comfortable
- 5 village – city – overpriced – suburbs

7 Look at the pictures. In pairs, think of three positive and three negative things which you could say about each house. Think about: *cost, convenience, location, special features*. Use your ideas to make sentences, as in the example.



- | | |
|---|--|
| <p>A Positive: <i>countryside, private,</i></p> <p>Negative: <i>isolated,</i></p> | <p>B Positive: <i>low fuel bills,</i></p> <p>Negative:</p> |
|---|--|

House A is located in the countryside.

8 Replace the phrases in bold with the correct form of the phrasal verbs from the list.

- break down • bring up • break up • bring back
- break in • bring sth out

Dear Susie,

Thanks so much for your letter. Hearing from you always **1) makes me remember** happy memories of the summers we used to spend together.

Well, now that I'm **2) raising** two children of my own, summers will never be the same again! The boys' school **3) finished** for the summer holidays last week. I had the great idea of taking them to see their favourite band in concert last weekend, but it ended in disaster.

We were halfway to the concert when my car suddenly **4) stopped working**. I called for help, but the mechanic couldn't fix the problem, so he had to tow my car to the garage. Well, we missed the concert and when we got home we found that someone had **5) entered by force** and stolen my jewellery!

The boys were upset that they didn't see their heroes, but I told them that I would buy them their new CD when they **6) put it on the market**. I'm really upset about my jewellery, but I don't suppose I'll ever see it again.

Well, I hope you're having a better week than I am! Write again soon.

Love,
Claire

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

9 Match the words in column A to the words in column B, then use some of the phrases to complete the sentences.

- | | |
|--|---|
| <p>A</p> <p>security</p> <p>short of</p> <p>central</p> <p>fitted</p> <p>brand</p> <p>from</p> <p>mow</p> <p>pare</p> <p>white</p> | <p>B</p> <p>new</p> <p>scratch</p> <p>the lawn</p> <p>system</p> <p>hands</p> <p>lie</p> <p>heating</p> <p>money</p> <p>kitchen</p> |
|--|---|

- 1 After the burglary, we fitted our house with a
- 2 Tony built his house, all by himself.
- 3 He is very strong. He can tear a phone book in half with his

- 4 I am a little this week, so I can't go shopping.
- 5 It's freezing in here. The isn't working.
- 6 I can't believe this radio is broken. It is

10 Complete the sentences with two to five words, including the words in bold. Do not change the meaning of the original sentence.

- 1 James has decided to start his own business.
up James has decided business.
- 2 Sally has a problem with hay fever every summer.
from Sally every summer.
- 3 A fire started in the local museum late last night.
out A fire local museum late last night.
- 4 That song always reminds me of my first holiday abroad.
back That song my first holiday abroad.
- 5 I think this house is really attractive and interesting.
appeals This house really me.
- 6 My gas and electricity don't cost very much.
fuel My very low.

11 Circle the correct responses.

- 1 A: Excuse me. Is this seat free?
B: **a** Yes, can I help you?
b Yes, it is.
c I'm sorry to hear that.
- 2 A: How much is the rent?
B: **a** No more than £450.
b Just two.
c It's £450 a month.
- 3 A: Hello, Mrs Jenkins. This is Tony Mallet.
B: **a** Hello, Mr Mallet. What can I do for you?
b Mrs Jenkins speaking.
c This is Mrs Jenkins.
- 4 A: Good afternoon. Can I help you?
B: **a** I hope so.
b That's fine.
c Not at all.
- 5 A: When can we view the house?
B: **a** How about tomorrow at 1 o'clock?
b I'll see you tomorrow, then.
c I'll send someone to look at it right away.
- 6 A: How much are you willing to spend?
B: **a** Not at all.
b Just two.
c No more than £600.

12 Tick the correct preposition, then make sentences using the phrases, as in the example.

	to	for	from	of	in
suitable		✓			
appeal					
suffer					
fear					
convince sb					
absent					
accuse sb					
approve					
believe					
beg					

This dress isn't suitable for a dinner party.

Speaking

13 a. Look at picture A and complete the dialogue.



- A: Where do you think picture A was taken?
B: **1)**
- A: Can you describe the picture to me?
B: Yes. I can see **2)**
- A: Do you like working in the garden?
B: **3)**
- A: Have you got a big garden?
B: **4)**
- A: Do you like living in a house/flat?
B: **5)**

b. Look at picture B and in pairs act out a similar dialogue.



Reading

- 14 a. Look at the pictures. Where do you think they were taken? How are they related to the title of the article? Read the article and check your answers.
- b. Choose the most suitable heading from the list A-G for each paragraph 1-5. There is an example (0) at the beginning. There is one extra heading which you do not need to use.



- A For children of any age
 B A dream world for everyone
 C The transformation
 D Spoilt for choice
 E No ordinary hotel
 F Where dreams come true
 G The hotel's owner



Where Dreams Begin

0 E

The Sparkles Hotel in Blackpool, England is a family hotel with a difference. What makes it stand out from all the other hotels in town, is that each room has its own individual theme. There is the Cinderella lounge, where

the chairs are giant silver slippers and the Lost City of Atlantis dining room, especially designed to be the perfect place for you to enjoy your fish and chips. Every detail in every room of the hotel, even the bathrooms, has been carefully chosen to give it a fun and unique atmosphere.

1

In fact so much work has gone into making each of the sixteen rooms special, it is difficult to believe that just one year before it opened the hotel was a run-down building with a huge hole in the roof. After replacing the roof and planning a whole new interior, the owner, aptly named Mrs Sparkle, began to totally transform the place. She says, "It was really hard work redecorating each room, making the curtains, painting the walls and restoring old furniture; but it was fun as well." Now that the work is finished and each room has its own make believe theme, she has no doubts that it was definitely worth the effort.

2

Mrs Sparkle always dreamt about living in a doll's house and she is very happy that she has been able to turn this fantasy into a reality. "Now I just want to be able to provide a place where other people's dreams can come true too," she says.

3

There are certainly some amazing rooms to pick from. Guests can choose to stay in the Teddy Bear's Picnic room, the Barbie room, the Ruined Castle room, the Dinosaur den, the Chocolate room or even the African den, which is designed to make you feel like you're deep in the jungle complete with toy monkeys and animal prints. All the rooms are stocked with toys and books so your children won't get bored, even if the English weather lets you down.

4

In addition to the fantastic guest rooms, Sparkles has much more to offer its young visitors. Every time you book a room you can be sure that entertainment, most of which is organised by Mrs Sparkle herself, is included in the package. To give busy parents a break in the morning, there is the games hour in the Sparkle's den, a large play area, and in the evening, puppet shows and story-telling mean that there is never a dull moment.

5

Sparkles hotel offers a fantasy world for the whole family to enjoy. So if you want to give your children a holiday to remember or even to relive your own childhood dreams, Sparkles is the place for you.

- c. In pairs, ask and answer questions based on the text.

A: Where is the Sparkles Hotel?

B: In Blackpool. What type of hotel ...?

Town and City

Read the following questions and answers below and pay attention to the phrases in bold. Use the 'Definitions' section to check the meaning of any phrases you don't understand.

Definitions

- **boarded up shops**: shops that are no longer doing business
- **chain stores**: well-known brands with shops in multiple cities
- **to close down**: to stop doing business
- **fashionable boutiques**: fashionable clothes shops
- **to get around**: to travel around
- **high-rise flats**: multi-story apartments
- **inner-city**: the central part of a city where people live and where conditions are often poor
- **in the suburbs**: the outer area of large towns and cities where people live
- **lively bars/restaurants**: bars or restaurants with a good atmosphere
- **local facilities**: local buildings or services serving the public
- **multi-story car parks**: car parks on several floors
- **office block**: a large building that contains offices
- **out of town shopping centre/retail park**: large shopping centres outside of the town or city
- **pavement cafe**: cafes with tables outside on the pavement
- **places of interest**: buildings that have a particular interest for visitors
- **poor housing**: housing that is not in good condition
- **public spaces**: areas in a town or city that are open to the public
- **public transport system**: public vehicles such as buses and trains that operate at regular times on fixed routes
- **residential area**: an area where people live
- **run down**: old and of a poor standard
- **shopping centre**: an area consisting of multiple shops
- **shopping malls**: large indoor shopping centres
- **sprawling city**: a city that has grown over time and which covers a wide area
- **tourist attraction**: a place of interest to tourists
- **traffic congestion**: heavy traffic making it difficult to move around a town or city
- **upmarket shops**: expensive fashionable shops

Part 1

Examiner: What is it like where you live?

Christiane: I live in a **residential area** of a busy town in the south of Spain ... we have all the facilities you need ... good **public transport** ... a good **shopping centre** ... it's nice ...

Examiner: Do you like living in the city?

Andrea: Yes I do ... I like going out with my friends and there are lots of **lively bars and restaurants** within walking distance of my apartment ... I'm a bit of a culture vulture as well so it's great to have access to art exhibitions and that kind of thing ...

Examiner: Do you get many tourists visiting your area?

Mandy: Not really no ... I live in the **inner-city** and the area is a little **run down** ... it's basically a lot of **high-rise flats** and many of the shops are **boarded up** ... so nothing to interest tourists really ...

Part 2

Describe an interesting town or city in your country that visitors might enjoy. You should say

- what the place is called
- where the place is
- what the facilities are like

and say why visitors might enjoy going there.

Monique: Anyone who comes to my country really should spend some time in Barcelona ... it's a beautiful place ... it's not what you would call a **sprawling city** ... it's quite compact really and you could walk across the city in a couple of hours ... but there's no need to do that as we have a fantastic **public transport system** so it's easy **to get around** ... there are various districts all with their own character ... you have the **upmarket shops** in the centre ... you'll find lots of **chain stores** you'll recognise from your own country but also local brands as well ... we have the narrow streets in the Gothic district with lots of **fashionable boutiques** and **tourist attractions** ... there's the Olympic area and the beaches along the coast ... and dotted around the city are some lovely **public spaces** ... parks and squares in the **city centre** and **on the outskirts** of Barcelona where people relax with their friends and family ... and of course **pavement cafes** everywhere ... all that and some great historical **places of interest** ... so a great destination for tourists ...

Part 3

Examiner: What are the advantages of living in a city or big town?

Carrie: I think it's having access to **local facilities** really ... local shops as well as access to larger **shopping malls** in the city centre ... and if you're well-off you can afford to live **in the suburbs** away from the busy traffic ...

Examiner: In your experience are city centres usually attractive places?

Mary: Some can be yes ... especially those with a historical interest ... but sometimes they're full of ugly **office blocks** ... **multi-story car parks** ... and residents living in **poor housing** ... it depends on the city doesn't it?

Examiner: What are some of the challenges facing towns and cities?

Penny: I suppose **traffic congestion** is a major problem ... and the growth in **out-of-town supermarkets and retail parks** mean lots of town centre shops are **closing down** ... plus a shortage of good quality housing ... I think these are the major challenges ...

Complete each sentence with a word or phrase from the list below. Use each item once only.

litter	hedge	outskirts	multi-storey car
building site	quiet suburb	spoil the view	tiny cottage
housing estate	main crops	make way for	wander
blocks of flats	park rural life	pedestrian precinct	property prices

1. I've heard that the developers are building 3 more.....
2. Residents of the newwere complaining about the poor bus service in the evening.
3. They want to turn the town centre into aso they're trying to ban all cars from there.
4. This part of town seems to be a vast, with office blocks going up everywhere.
5. The newcan hold up to 1,000 vehicles.
6. When they had nothing to do, they wouldaround the shopping centre.
7. Our house is in a about 2 miles from the city centre.
8. The hall has been demolished tothe new sports centre.
9. As they live on theof town, they can quite easily go for a walk in the country.
10. The pace ofseems much slower to people from the city.
11. We don't want tourists leavingeverywhere as this area has been designated as one of outstanding natural beauty.
12. Wheat is one of thegrown in this region.
13. Thethat used to separate the two fields has been replaced by a barbed-wire fence.

14. Those electricity pylons completelyover the valley.
 15. She dreamed of retiring to awith a beautiful garden.
 16. Now that people from the city are buying second homes,are too high for most young people from our village.

Describe the place where you live or a city you know.
 What do people do there (work, spare time)?
 Compare life in a town or city with life in the country.

.....is	in the north / south / east / west / middle of my country.
	by the sea / on a river / in the mountains.....
It has a few / several / a lot of	
It's famous for its	
The people who live there work in offices / restaurants.....	
In the evening they usually / sometimes.....	
City life is (much) less relaxing/ more strenuous/	than life in the country
In the country: people have time to talk to you	while in a big city: people are always in a hurry

Word power

• Houses

Use the vocabulary to describe the houses in the pictures.

SIZE

small, cramped,
medium-sized, spacious,
three-bedroom, huge

Home



FEATURES

garage, garden, central
heating, thatched roof,
balcony, lift, stairs,
fireplace, nice view

STYLE

traditional, old, modern

TYPES

terraced, bungalow,
mansion, flat, cottage,
semi-detached,
detached, villa,
townhouse

COST

cheap, a bargain,
reasonably priced, low/
average/high-priced,
expensive



In picture A, I can see a **modern semi-detached** home. It looks quite spacious and probably has two or three bedrooms. It has a small front **garden** and a **garage**. I think it's **reasonably priced**.

Developing your speaking skills

- Preferences/Comparisons

2 Use the ideas from the table and the useful language below to talk about the pros and cons of houses and flats.

	PROS	CONS
flats	economical, cheap to heat, easy to clean, comfortable, cosy, low security risk, conveniently located for public transport, easy to maintain	lack of space, no garden, offer no privacy, thin walls, noisy, no individuality
houses	lots of storage space, pleasant surroundings, good investment, roomy	expensive to maintain, less secure, isolated, costly to heat, difficult to clean

Useful language

listing advantages	a good thing about, one advantage is, one important thing is, the best thing about
adding advantages/disadvantages	moreover, in addition, furthermore, also, as well, too
listing disadvantages	a bad thing about, one disadvantage is, the worst thing about, it's a bit/rather
contrasting advantages/disadvantages	but, however, on the other hand

- *The best thing about flats is that they are economical. They are cheap to heat and quite easy to maintain. Often, flats are conveniently located for public transport such as buses and trains. On the other hand, they can be small and have a lack of space. Also, they have no garden so they are not really suitable for families with children.*




3 In pairs, discuss which type of dwelling you would and wouldn't like to live in and why. Use the ideas from Ex. 2 and the useful language below.

Useful language

Expressing Preferences	Making Comparisons
I'd prefer, I'd rather, I'd like, I'd fancy, I'm keen on, I (don't) think I'd, I wouldn't like, I wouldn't fancy, If I had a choice I'd ...	more (expensive) than, as (expensive) as, less (expensive) than, twice/three times as (expensive) as

- A: *I'd like to live in a flat, as they are economical. They are cheap to heat and easy to maintain.*
 B: *Really? I'd prefer to live in a house because they're usually in pleasant surroundings.*

In pairs, use the table to talk about advantages and disadvantages of living in the countryside, the city and the suburbs. You can also use your own ideas.

Countryside		<p>▲ PROS</p> <p>quiet and peaceful, fresh air, slower pace of life, possibility of garden, pleasant environment for children, relaxing atmosphere</p>	<p>▼ CONS</p> <p>isolated, lack of facilities/schools/healthcare, less job opportunities, boring</p>
City		<p>job opportunities, full range of facilities/schools/ hospitals, lively atmosphere, wide variety of entertainment, easy transportation</p>	<p>pollution, noisy, crowded, higher crime rate, faster pace of life, stress, more consumerism</p>
Suburbs		<p>community atmosphere, good facilities, spacious accommodation, ideal for families</p>	<p>noisy neighbours, boring, far from the city centre, limited entertainment</p>

- **A:** *A good thing about living in the countryside is that you are close to nature and get lots of fresh air! The pace of life is slower there so you don't get so stressed.*
- B:** *That's true. On the other hand, there isn't much to do there, so you might find it boring.*

Which place is closest to your ideal home?



Country life & City life

What might life be like in places like these?



Candidate A: Compare the photographs and say what life might be like in places like these. (1 minute)

Candidate B: Would living in either of these places appeal to you? (20 seconds)

Useful language

Speculating

- It may/might/could be ...
- It would probably be ...
- It's likely/unlikely that ...
- I'd say it would ...
- Perhaps ...

KEY LANGUAGE

Country life

City life

Pros

nice houses, not close together, gardens, no traffic jams, less pollution, relaxing environment, close to nature, fresh air, slow pace of life, healthier lifestyle

Cons

isolated, limited public transport, fewer job opportunities, limited entertainment, isolated, boring, village gossip

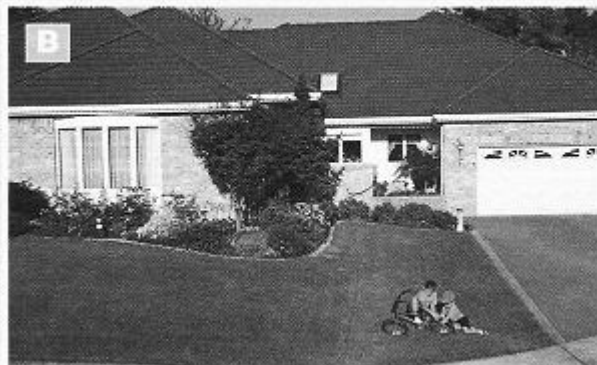
Pros

everything close at hand, good public transport, better changes of employment, wide variety to choose from, better medical care, more educational opportunities, exciting nightlife, more luxurious lifestyle

Cons

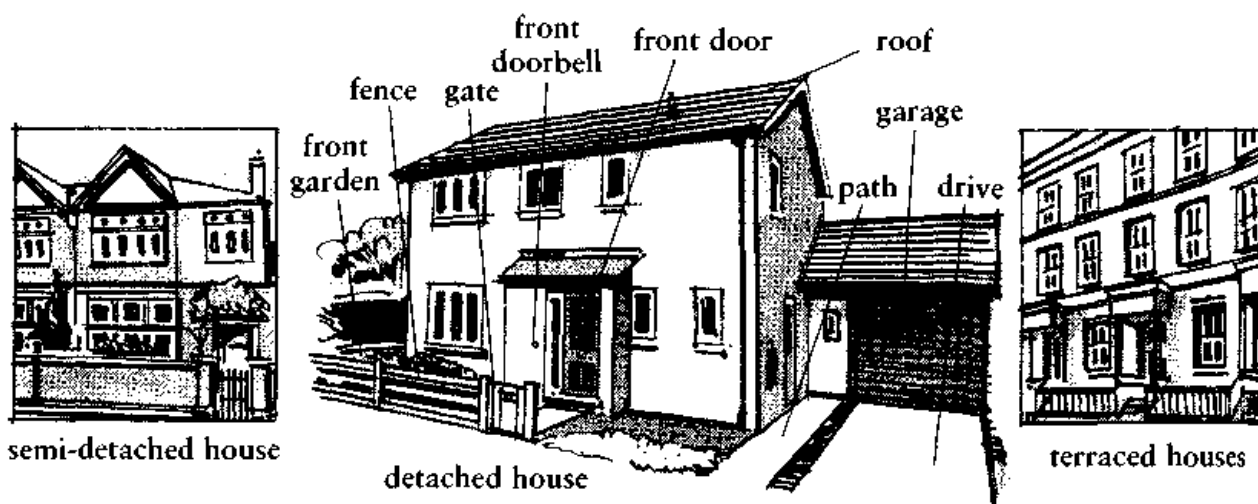
ugly urban landscape, traffic congestion, heavy pollution/smog, work under pressure, temptation to spend more, cold & impersonal, fast pace of life, hustle and bustle, people keep themselves to themselves

What might it be like to live in homes like these?

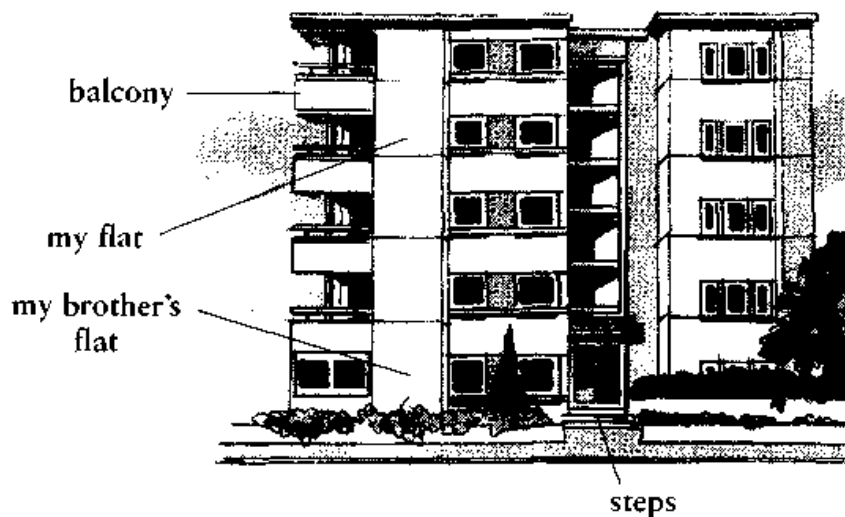


HOMES AND BUILDINGS

Homes



Flats



I live in a **block of flats**. My brother lives **on the ground floor**, and I have a flat **on the third floor**. Unfortunately, there is no **lift**, so I have to climb three **flights of stairs** to reach my flat. But I do have a **balcony** with a wonderful view of the park opposite the flats.

Note: **Steps** are usually outside a building or inside a public building; they are stone or wooden. **Stairs** (*pl*) connect floors inside a building and are often covered with a carpet.

Buying and renting

Some people **buy a flat or house** (= they own it / it belongs to them). When they do this in Britain, people usually borrow money from a bank or an organization called a Building Society. This money, which is called a **mortgage**, is often paid back over 25 years. Other people **rent a house or flat** (= they pay money every week or month to the person who owns the house). When they do this, the money they pay is called the **rent**, and the person who owns the house or flat is the **landlord**.

Describing a flat or house

The rooms on the ground floor are quite dark (\neq light) because they don't get (=receive) very much sun. They are also quite noisy (\neq quiet) because they are near the roads and the traffic. The other negative thing is that the rooms are draughty (=cold air comes into the room through the windows and under the doors because they don't fit very well). This means it is expensive to heat the rooms (= to keep the rooms warm). Fortunately I have a very good central heating system. In other ways, it is also very nice: it's in good condition (= in a good state/doesn't need to be repaired; \neq in bad condition), and the rooms are huge/enormous (= very, very big; \neq tiny / very, very small).

Exercises:

1. Complete these sentences with a suitable noun or verb.

1. I opened the _____, walked up the _____, and rang the _____.
2. We had to _____ six flights of stairs to get to her flat because the _____ wasn't working.
3. I've got a great _____ from my balcony.
4. Do you own the flat or do you _____ it?
5. I'm living in the house now but it actually _____ to my brother. He bought it two years ago. It was in very bad _____ then, but he spent a lot of money on it.
6. It costs a lot of money to _____ a house when you live in a cold climate. Central _____ is usually quite expensive.

2. Write down four more positive things and four more negative things you could say about a house/flat or the rooms in a house/flat.

Positive

the rooms are very light

Negative

the rooms are very dark

Now think about your answers again. Which positive features are the most important for you? Which negative features do you hate the most?

3. What about your home? Answer these questions.

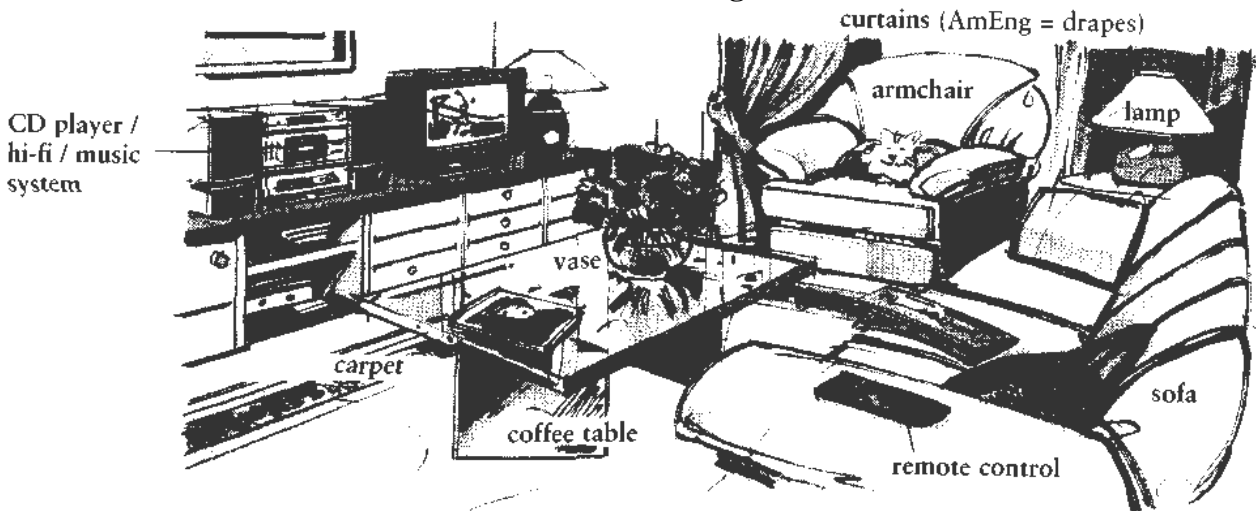
1. Do you live in a house or flat?
2. If you live in a flat, what floor is it on?
3. If you live in a house, do you have a garden?
4. Does the house/flat belong to you (or your family), or do you rent it?
5. Do you have your own garage or personal parking space?
6. Would you describe your house/flat as dark or light?
7. Is it noisy or quiet?
8. Do you have central heating?

Around the Home (I)

Rooms

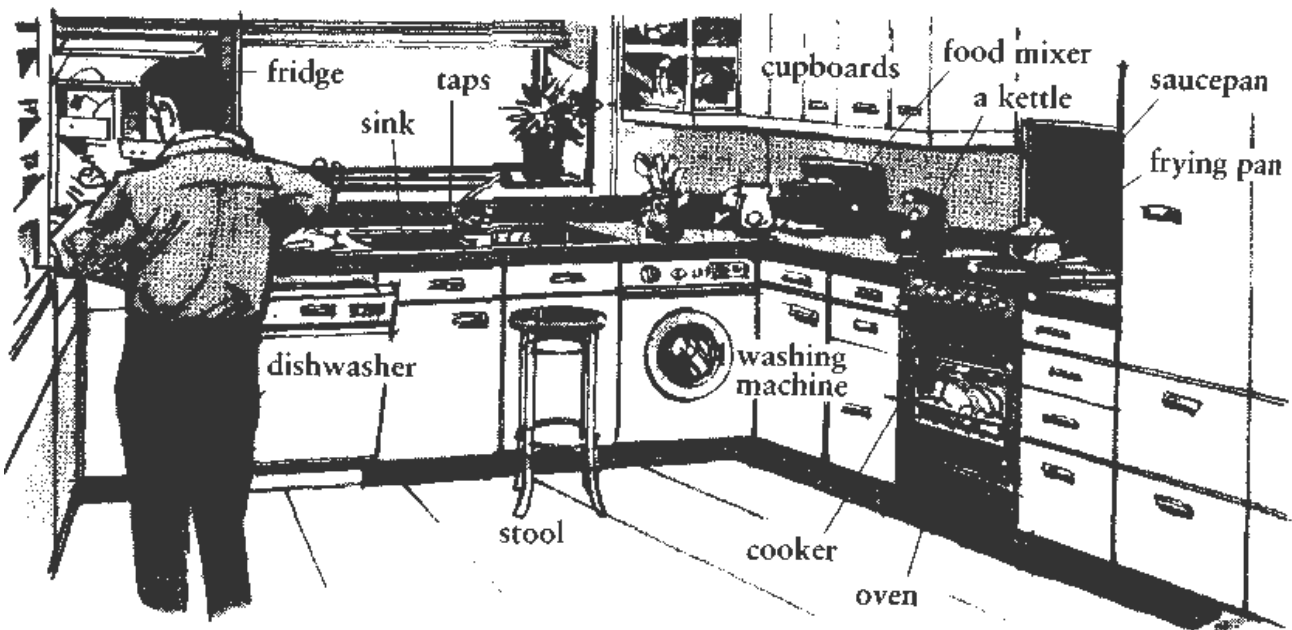
The **living room or lounge** (= where you sit, relax, talk and watch TV); the **dining room**; the **kitchen**; the **bedroom(s)**; and the **bathroom(s)**. Some people also have a **study** (= room with a desk where you work), a **utility room** (= a room usually next to the kitchen, where you have a washing machine), a **spare room** (= a room you don't use every day. Often this is a room that guests can use), and possibly a **playroom** for small children.

The lounge



While the cat was asleep in the **armchair**, I sat on the **sofa** and **had a look** at the paper. Then I **turned on** the TV and went to make a cup of tea.

The kitchen



I **put** the meat **in the oven**, put my dirty clothes **in the washing machine**, **made the coffee** and **put** the milk **back** in the fridge.

Exercises:

1. **Complete the descriptions. (There may be more than one possible answer.)**

1. The bedroom, that's where you **sleep**.
2. The kitchen, that's where you do the _____.
3. The bathroom, that's where you have a _____ and _____.
4. The lounge, that's where you _____ and _____.
5. The dining room, that's where you _____.
6. A spare room, that's often where _____.
7. A study, that's usually where you _____.
8. A utility room, that's often where _____.

2. **You are in the kitchen. Where would you put these things?**

- 1 milk
- 2 meat that you are going to cook

- 3 dirty clothes
- 4 dirty cups and saucers
- 5 clean cups and saucers
- 6 biscuits and a packet of spaghetti

3. Here are some things you find in the lounge or kitchen but the letters are jumbled. What are they, and where do they belong?

skin	nacitusr	rapcet	shadriswhe	teklet	faos
veon	digref	hiamcrar	pobcadru	acepasnu	

4. Complete these sentences with the correct adverb or preposition.

1. He put the plates _____ the cupboard.
2. I took the ham _____ of the fridge, made myself a couple of sandwiches, and then I put the rest of the ham _____ in the fridge.
3. I usually sit _____ the sofa and my husband sits _____ an armchair.
4. I was bored, so I turned _____ the television.
5. You normally cook it _____ the oven for about forty minutes.
6. I took the butter _____ of the fridge and put it _____ the table.

5. Imagine you have just moved into a new flat, and for the first six months you can only have six of the following. Which would you choose?

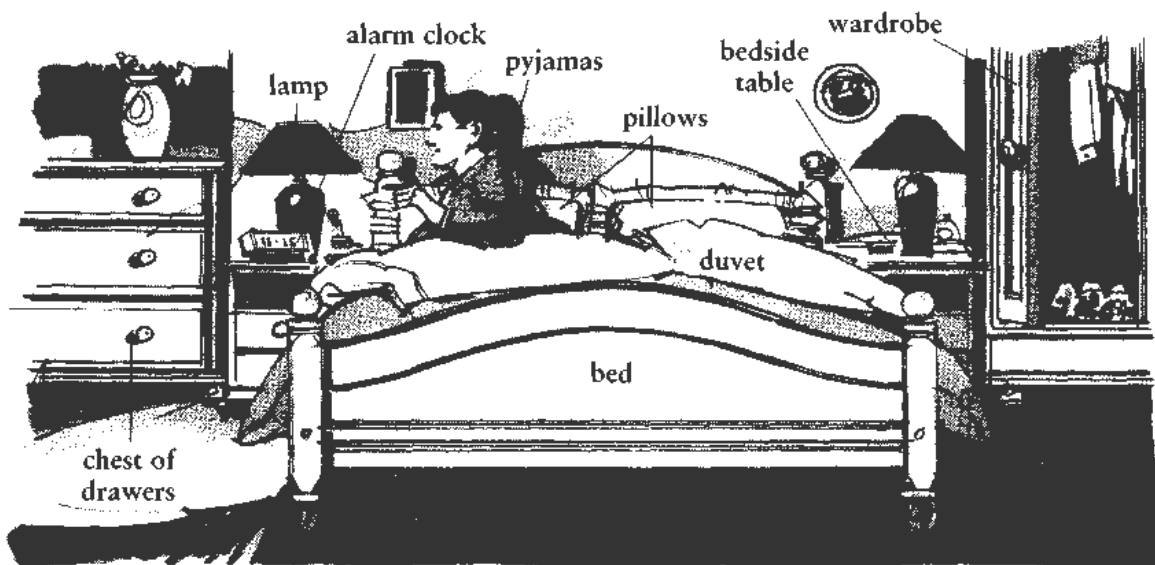
sofa	carpets	dishwasher	TV	cooker	armchair
curtains	fridge	desk	hi-fi	bed	dining table
washing machine		kettle	saucepans		food mixer

6. Write down:

- 1 three things in the lounge and kitchen you can turn on/off.
- 2 three things in the kitchen you can wash.
- 3 three things in the lounge and kitchen you can sit on.
- 4 two things you can use to boil water.

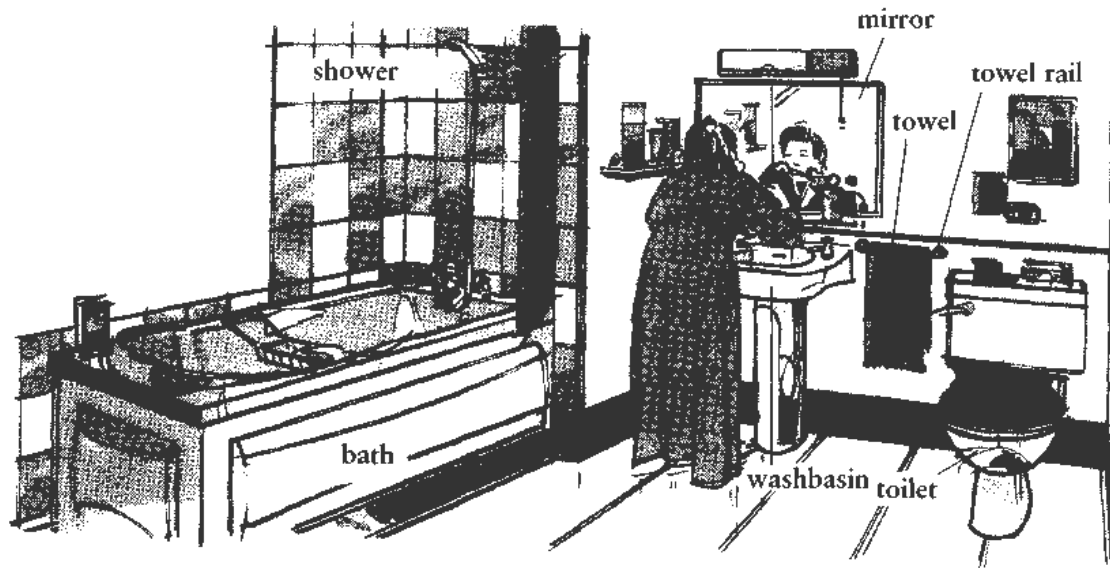
Around the Home (II)

The bedroom



I put on my pyjamas, got into bed, set the alarm clock, switched off the light, and went to sleep.

The bathroom



I didn't have time for a bath, but I **had a wash**, cleaned my teeth, and then I went to school.

Housework (U)

My room is very **clean and tidy** (= everything in order), but my brother is very untidy; he leaves his clothes all over the floor and never makes his bed. What's worse, he doesn't clean his room very often, so most of the time it is quite dirty.

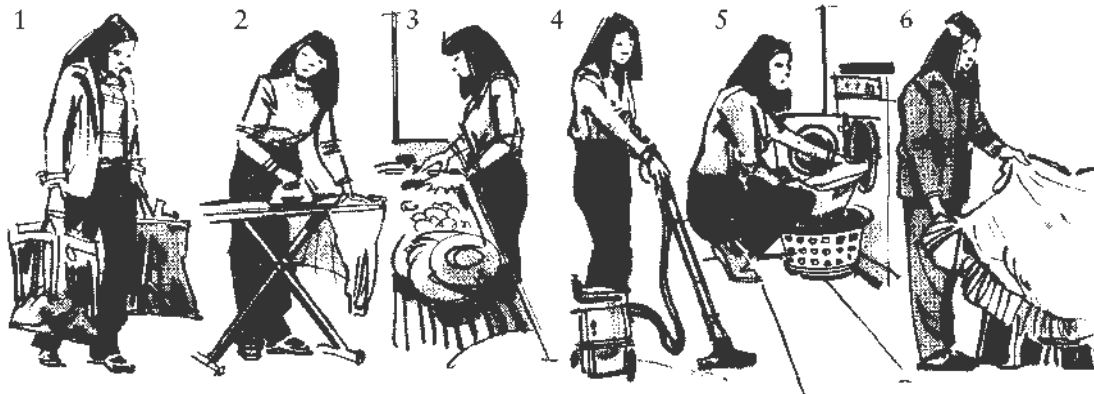
I **do the washing-up** every evening after dinner, and I normally **do the washing and ironing** at the weekend when I have a bit more free time. I also **hoover** the carpets and **polish** the dining room table once a week.

Exercises:

1. Find the correct ending on the right for each of these sentence beginnings on the left, then put the sentences in the most logical order.

- | | |
|-------------------|-----------------|
| 1. I cleaned | the light |
| 2. I went | into bed |
| 3. I set | a wash |
| 4. I switched off | my teeth |
| 5. I had | to sleep |
| 6. I put on | the alarm clock |
| 7. I got | my pajamas |

2. The pictures show six things the woman did this morning. Complete the sentences below.



- | | |
|--------|--------|
| 1. She | 4. She |
| 2. She | 5. She |
| 3. She | 6. She |

How often do you do these things? Complete these sentences about yourself.

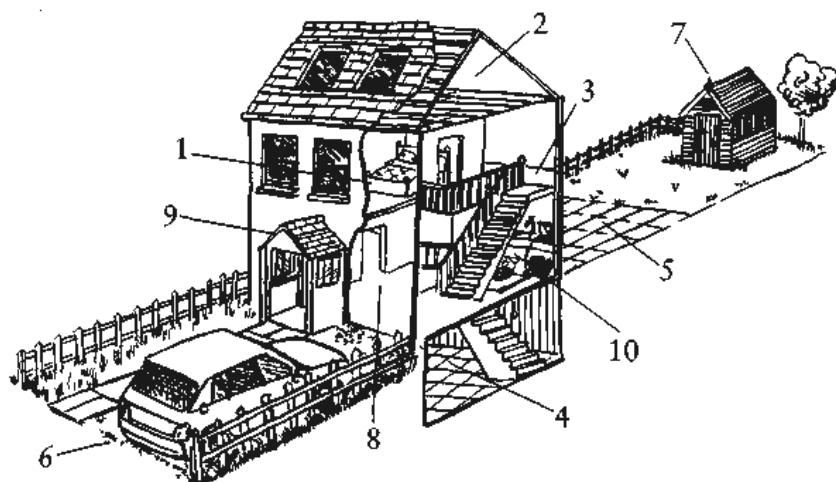
1. I often
2. I sometimes
3. I occasionally
4. I never
5. I
6. I

3. How well do you know your own home? Answer these questions as quickly as possible.

1. Have you got a mirror above the washbasin in the bathroom?
2. Have you got a towel rail on the same wall as the washbasin?
3. Is the toilet next to the bath/shower?
4. Have you got a wardrobe and chest of drawers in your bedroom?
5. Have you got a lamp on your bedside table?
6. Have you got an alarm clock?

At Home

1. Label the rooms and other features on this house-plan. The first letter is given.



- | | |
|------|------|
| 1 m | b |
| 2 a | or l |
| 3 l | |
| 4 c | or b |
| 5 t | or p |
| 6 d | |
| 7 s | |
| 8 h | |
| 9 p | |
| 10 u | r |

2. Answer the questions.

Example: What do we call the flat area at the top of the stairs in a house? **the landing**

1. What could you use to change the TV channel without moving from your chair?
2. What do we call a large cupboard or small room you can walk into, where food is stored?
3. What do you call a bedroom mostly for guests who come to stay?
4. What's the difference between a 'cellar' and a 'basement'?
5. Where would you find the 'loft' or 'attic'?
6. What do we call a room used for reading/writing/studying?
7. What do we call something you can put under a dinner-plate to protect the table surface?
8. If you want to iron clothes, what is the thing you need most, apart from an iron?
9. What could you use to protect the kitchen work-surface if you wanted to cut vegetables?
10. What do you look for if you want to plug in your hair-dryer in a hotel room?

3. Answer the questions.

Example: What would you use a tea-towel for? **Drying dishes**

1. When would you need a dust-pan and brush?
2. What are bin-liners for?
3. What's a corkscrew for?
4. In which room would you be most likely to find a grater, and what is it for?
5. Is a coaster a person who lives near the coast? Explain your answer.

4. Answer the questions.

1. Explain the difference between, (a) a detached house, (b) a semi-detached one and (c) a terraced one.
2. Explain what a 'bedsit' is.
3. Explain how a 'bungalow' is different from other types of house.
4. Explain what it means to have a 'self-contained' flat.
5. Explain the difference between (a) a cottage and (b) a villa.

Houses and Household Objects

Home

Home is the place where people feel comfortable and safe. If you **are/feel at home** somewhere, you are/feel comfortable there. If you **make yourself at home**, you relax and make yourself comfortable. Similarly, if something is **as safe as houses**, it is extremely safe.

The implications of what she said didn't **come home** to me until some days later. [I didn't understand it fully]

Her news reports have really **brought home** to me the horrors of war. [made me understand, usually something unpleasant]

Doors and fences

Doors give you success to somewhere new.

They don't pay me very well for the work I do there at the moment, but at least I've **got my foot in the door**. [started working at a low level in an organization later on]

Doors have keys and handles.

Female voters **hold the key to** the party's success in the election. [provide the explanation for something you could not previously understand]

Her **father flew off the handle** when she said she wasn't going to return to university. [reacted in a very angry way (informal)]

A fence marks the boundary between two areas of land.

If you **sit on the fence**, you delay making a decision or fail to choose between two alternatives. Usually in the end, though, you have to **come down** on one side or the other. [make a choice]

Household objects

Alf **hit the ceiling/roof** (reacted angrily) this morning for no reason at all. I thought he'd just **got out of bed on the wrong side** (got up in a bad mood and has stayed in a bad mood all day), but then his girlfriend explained that he's been **burning the candle at both ends** (staying up late and getting up early) because of his exams. I'm glad she **put me in the picture** (explained the situation to me – *picture* also means *situation* in **get the picture** [understand the situation (informal)] and **keep someone in the picture** [keep someone informed]) because now I can understand why he reached so crossly. However, I wish he'd **take a leaf out of his girlfriend's book** (copy something someone else does, often in order to gain an advantage that they have) and go to bed at a reasonable time.

Exercises:

1. Match the beginning of each idiom on the left with its ending on the right.

- | | |
|-----------------------------------|---------|
| 1 sitting on the | home |
| 2 getting your foot in the | handle |
| 3 getting out of bed on the wrong | fence |
| 4 flying off the | picture |
| 5 putting someone in the | ends |
| 6 feeling at | door |
| 7 burning the candle at both | side |

2. Answer these questions.

1. Is a decisive person likely to sit on the fence or come down on one side or the other?
2. If a student takes a holiday job in a big company in order to get a foot in the door, what does that suggest about the student's plans?
3. In what circumstances do people often burn the candle at both ends?

4. Are you more likely to say that something important or something trivial is brought home to you?
5. Do you think someone would be pleased or displeased if you took a leaf out of their book?
6. If you keep someone in the picture, you are being honest to them or not?
7. How do you feel if you get out of bed on the wrong side?
8. If someone hits the roof, what sort of mood are they in?

3. Rewrite the underlined part of each sentence with an idiom.

1. It will take some time before the impact of the new legislation is fully felt by the person in the street.
 2. Sophie will make herself ill if she goes on allowing herself so little sleep.
 3. Before you take over the project, I'll let you know exactly what the situation with it is.
 4. The police think that DNA testing will provide the evidence necessary for providing who the murderer must have been.
 5. Lim's been in a really bad mood all day.
 6. The government can't postpone making a decision for ever.
 7. Rob gets really angry at the slightest provocation these days. (Give two answers)
 8. If you want to get fit, why don't you do as Katie has done and join a gym?
- 4. Write sentences using six of the idioms about your own life or experience.**

Buildings in metaphors

Buildings

Note how **cement** is used both to make buildings stronger and to make relationships stronger. It can be used in this way both as a noun and a verb: *Let's have a drink together to **cement** our partnership.*

Brick wall used metaphorically means a barrier: *When I tried to find out what had happened to my tax claim, I came up against a brick wall.*

Ceiling can be used to suggest a limit to something: *They put a **ceiling** of twenty thousand pounds on the redundancy payments.*

The **glass ceiling** is a phrase used to refer to an invisible barrier that stops people, especially women, from rising to top positions at work.

Roof as a metaphor: *The **roof** fell in on my world on the day he died.* Notice how the colloquial phrase **go through the roof** has two different meanings. *If price goes **through the roof**, he or she loses their temper.* **Hit the roof**, similarly, can be used about prices but it is far more commonly used to mean lose one's temper: *The teacher will **hit the roof** when she sees the mess we've made of this work.*

As a very tall building, tower conveys an idea of distance from ordinary people. If someone lives in an **ivory tower**, he or she does not know about the unpleasant and ordinary things that happen in life: *Academics are often criticized for living in their **ivory towers**.*

If a person is a **tower of strength**, they are extremely strong (in an emotional rather than a physical sense): *Our friends were a **tower of strength** when our house burnt down.*

If a person or thing **towers above** something or someone else, they are either outstandingly tall or outstanding in some other positive way: *Jack **towers above** all his classmates although he is actually one of the youngest pupils.*

Entrance

Gateway is used metaphorically in the phrase be a **gateway** to, meaning provide access. A degree in law is a **gateway** to a well-paid job.

Door can also be used in a similar way to gateway above, but it is also used in many other metaphorical phrases as well: *Failing his final exams **closed/shut** a lot of **doors** for him. Knowing several languages **opens doors** when it comes to finding work. The new century gives us the opportunity to **close the door on** our past and make a fresh start. Doing something **through/by the back door** suggests doing it unofficially: *Joe came into the business **by the back door** – the manager knew him from university.**

Key can be used as a noun or an adjective to suggest the importance of something: *This research may **provide/hold the key** to developing a cure for cancer. Knowing the right people is **the key** to success in that country.*

As an adjective **key** collocates with: *point; question; area; role; decision; reason; difference; element; factor; feature; issue moment; part; player.*

Exercises

1. Match the words on the left with those on the right to make metaphors. Explain what each metaphor means.

- | | |
|---------|---------|
| 1 glass | door |
| 2 ivory | feature |
| 3 brick | ceiling |
| 4 back | tower |
| 5 key | wall |

2. Complete these sentences by inserting the necessary verb.

1. The boss _____ through the roof when she saw Robert arriving late again.
2. We hope that this scientist's work may _____ the key to solving the problem.
3. A degree in economics _____ the door to a number of interesting job opportunities.
4. Whenever you try to initiate something in this company you find that, sooner or later, you _____ up against a brick wall.
5. Jan's father _____ the roof when he saw that she'd dyed her hair purple.
6. Bill _____ over all the other lawyers in his firm. He is by far the most able.
7. Her argument with the board last year has, unfortunately, _____ a lot of doors for her in this company.
8. The roof _____ in on their world the day that war was declared.

3. Rewrite the underlined parts of these sentences using one of the expressions on the opposite page.

1. My brother is always enormously supportive whenever I have a problem.
2. I would be reluctant to work for a company that does a lot of business in an unofficial way.
3. The fee for this work will depend on the time it takes but cannot be more than twenty thousand dollars.
4. The cost of petrol has risen dramatically in the last six months.
5. Having children often makes a marriage stronger.
6. Vancouver is the ideal place for starting to explore Western Canada.
7. The most important decision we have to take now is where to locate our business.
8. The professor has spent all his life in one university or another and really finds it very difficult to cope in the real world,

4. Here are some more metaphors based on aspects of buildings. Can you guess what the underlined expressions mean and rewrite them.

1. The company has been located in a legal battle for several years now.
2. The speaker's request for questions was met with a wall of silence.
3. Working on this project together should help to lay the foundations for a good relationship in the future.
4. Her eyes were locked on mine as she told me she was planning to go abroad.
5. When Jack returned to this country he found his marriage in ruins.
6. This government should clean up its own back yard before criticizing other countries.

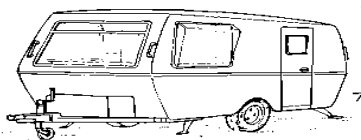
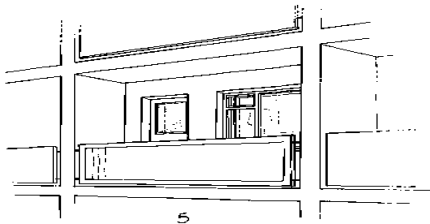
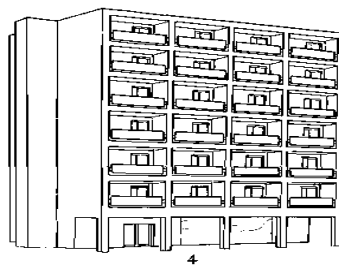
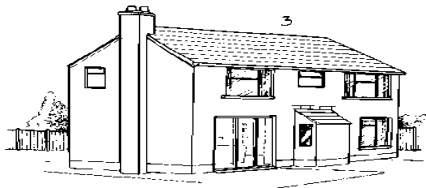
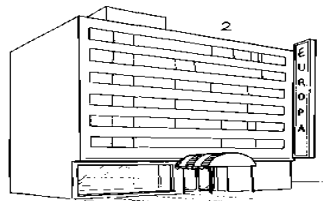
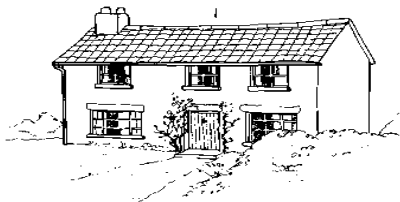
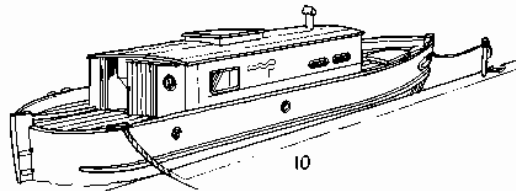
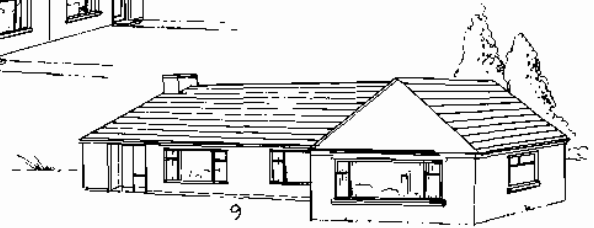
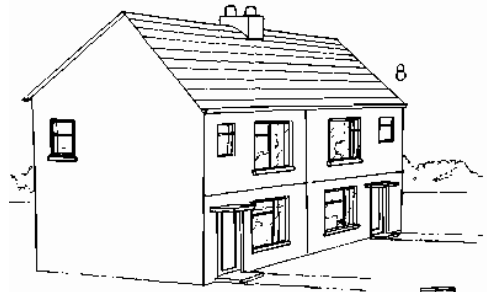
5. Which of the metaphors in this unit also work as metaphors when translated literally into your own language?

ADDITIONAL EXERCISES:

Places to live

Look at the drawings below and write the correct numbers 1–10 next to the following words.

- block of flats**
- bungalow**
- caravan**
- cottage**
- detached house**
- flat**
- hotel**
- houseboat**
- semi-detached house**
- terraced house**



Inside a house

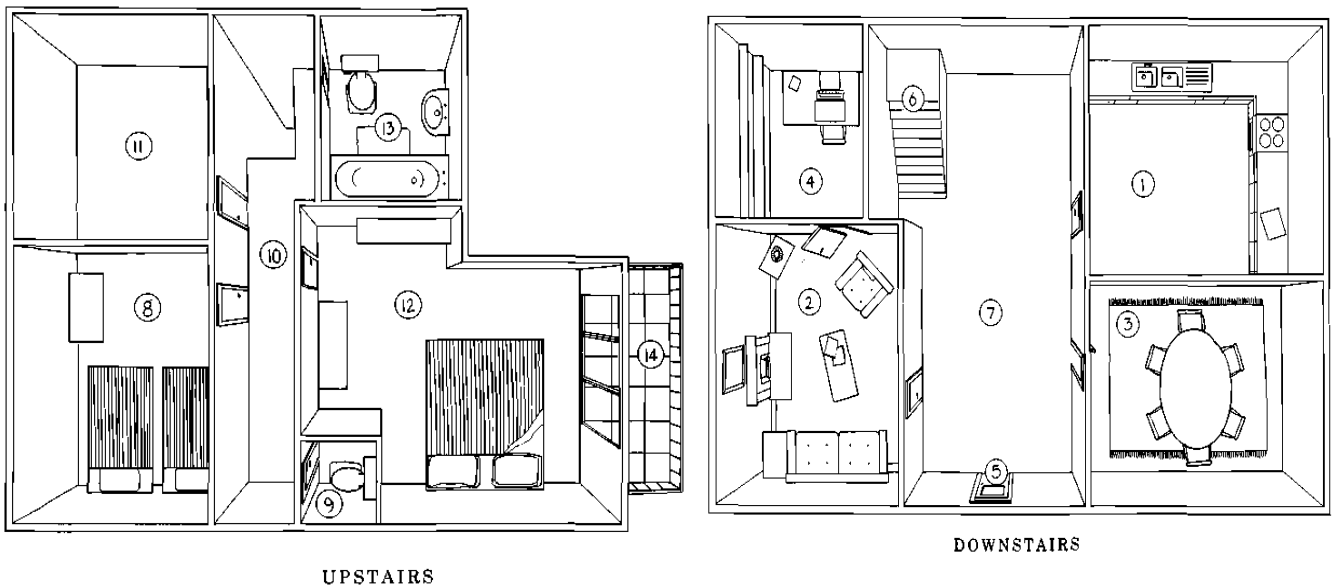
Read the following text and study the drawings on the opposite page. When you have finished, write the words in **bold type** in the text next to the correct numbers 1–14.

I live in quite a big detached house. Downstairs there are four rooms altogether. As you come in through the **front door**, the first thing you see is a very big **hall**. At the end of the hall is a **staircase** leading upstairs. The first room on the right is the **dining-room**. Opposite this, on the left, is quite a large **living-room**. A door from the living-room leads to a small **study**. Opposite the study, next to the dining-room, is the **kitchen**. This is very big and very modern. It's one of our favourite rooms.

Upstairs there are three bedrooms. As you walk along the **landing** towards the front of the house, there are two bedrooms on your right and one on your left. **Bedroom 1** is very large and has a **balcony** which overlooks the garden. We often have breakfast here in the summer. **Bedroom 2** is in the front of the house and the third bedroom, which we use as a **spare room**, is opposite the **bathroom**. At the end of the landing, on the left, is a separate **toilet**.

Write the words here.

- | | |
|---------|----------|
| 1 _____ | 8 _____ |
| 2 _____ | 9 _____ |
| 3 _____ | 10 _____ |
| 4 _____ | 11 _____ |
| 5 _____ | 12 _____ |
| 6 _____ | 13 _____ |
| 7 _____ | 14 _____ |



Outside a house

Read the following text and study the drawings on the opposite page. When you have finished, write the words in **bold type** in the text next to the correct numbers 1–20.

I think the front of my house is very attractive. The **front garden** is full of flowers and bushes, and around the house is a high **hedge**. There's a no parking sign on the **gate** and quite a wide **drive** leading up to the **garage**. From the gate to the garage is a low, brick **wall**.

The **back garden** is very large. At the bottom are several **fruit trees** and a **lawn** with a small **pond** in the middle of it. There is another lawn which comes up to the **patio**. There is also a **flower bed**

near the **back door** and a **path** that leads to the **garden shed** and the **greenhouse**, where we grow our own tomatoes. Between our house and our neighbour's is a wooden **fence**.

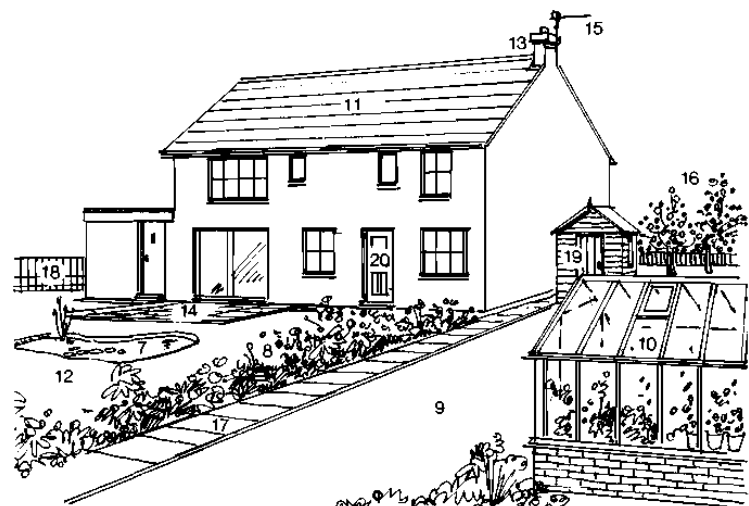
The only thing I don't like about the house is the **roof**. The **chimney** is very ugly, especially with an **aerial** attached to it. I wish someone would design an attractive television aerial!

Write the words here.

- | | |
|----------|----------|
| 1 _____ | 11 _____ |
| 2 _____ | 12 _____ |
| 3 _____ | 13 _____ |
| 4 _____ | 14 _____ |
| 5 _____ | 15 _____ |
| 6 _____ | 16 _____ |
| 7 _____ | 17 _____ |
| 8 _____ | 18 _____ |
| 9 _____ | 19 _____ |
| 10 _____ | 20 _____ |



FRONT



BACK

Rooms of a house: The kitchen

Look at the drawing below and write the correct numbers 1–20 next to the following words.

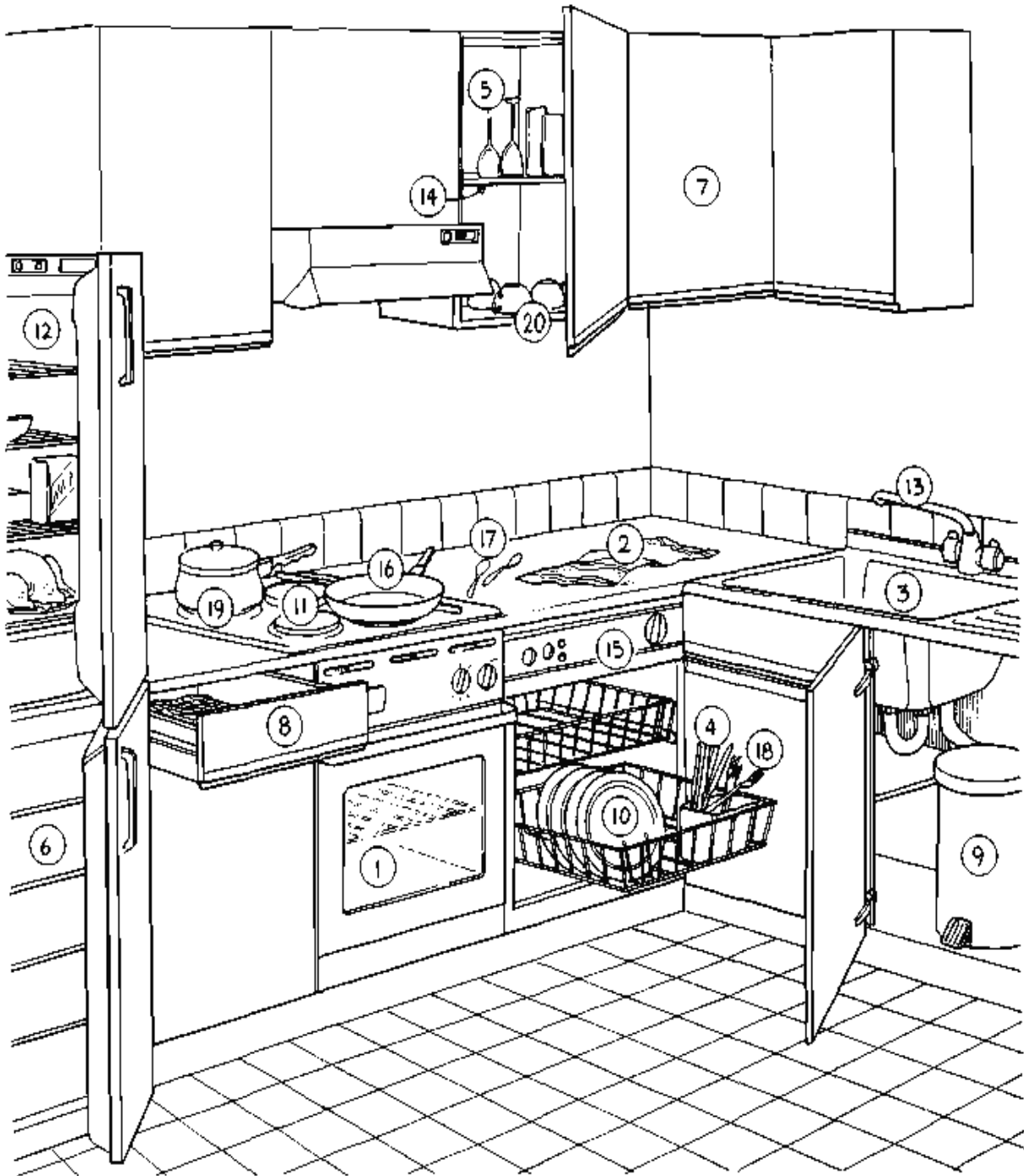
cooker/stove
forks
knives
sink

cupboard
freezer
oven
spoons

cups
fridge
plates
tap

dishwasher
frying pan
saucepan
towel

glasses
drawer
shelf
waste bin



Rooms of a house: The living-room

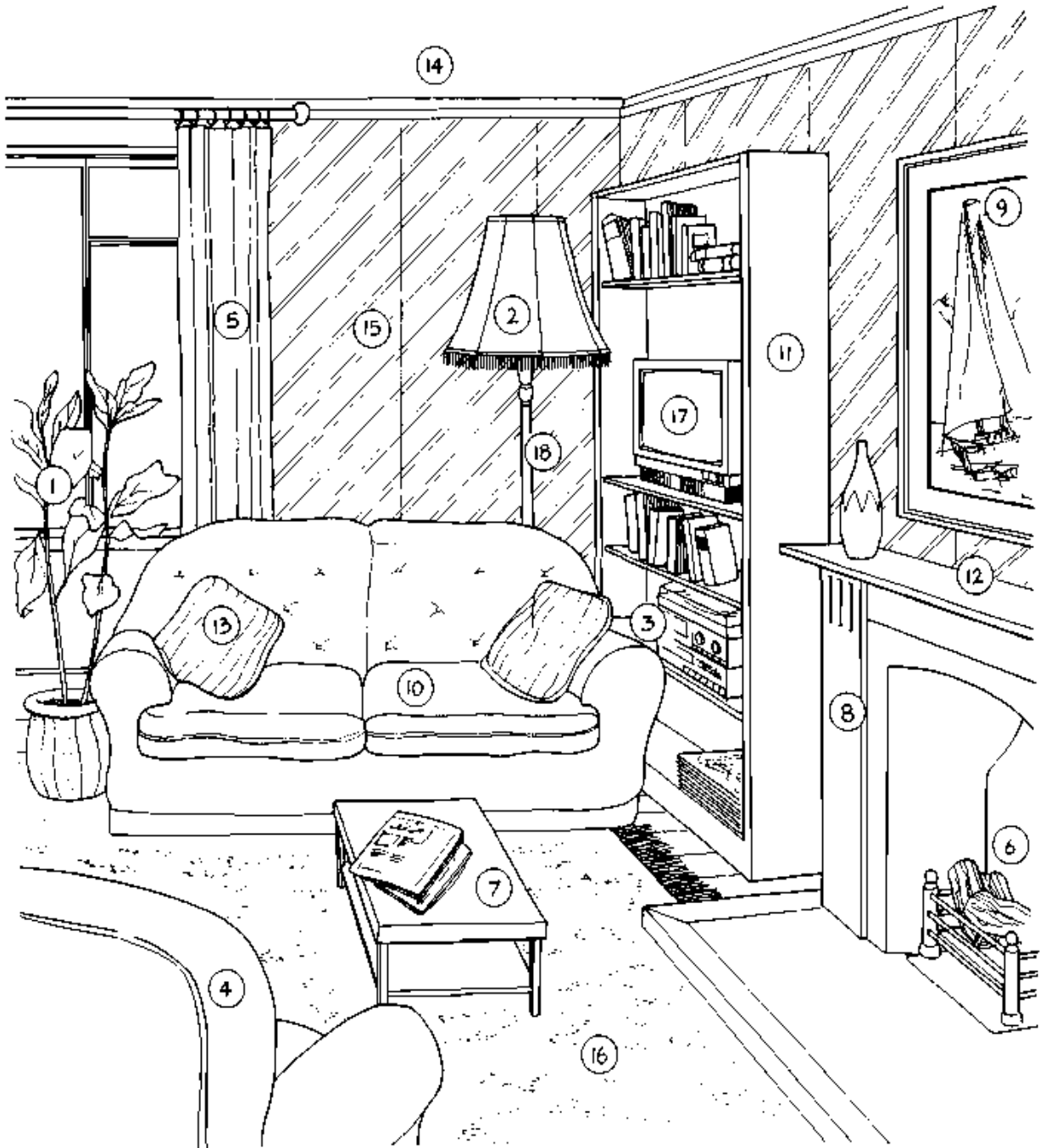
Look at the drawing below and write the correct numbers 1–18 next to the following words.

armchair
bookcase
carpet
ceiling
coffee table
cushion

curtains
fireplace
fire
fireplace
lamp

lampshade
mantelpiece
painting
plant

sofa
stereo
television/TV
wallpaper



Rooms of a house: The bathroom

Look at the drawing below and write the correct numbers 1–20 next to the following words

bar of soap
shower
bathroom cabinet
toilet paper

floor
towel
plug
wash-basin

shampoo
bath mat
toilet
electric razor

toothbrush
bath
mirror
scales
tube of toothpaste

light switch
tiles
comb



Rooms of a house: The bedroom

Look at the drawing below and write the correct numbers 1–18 next to the following words.

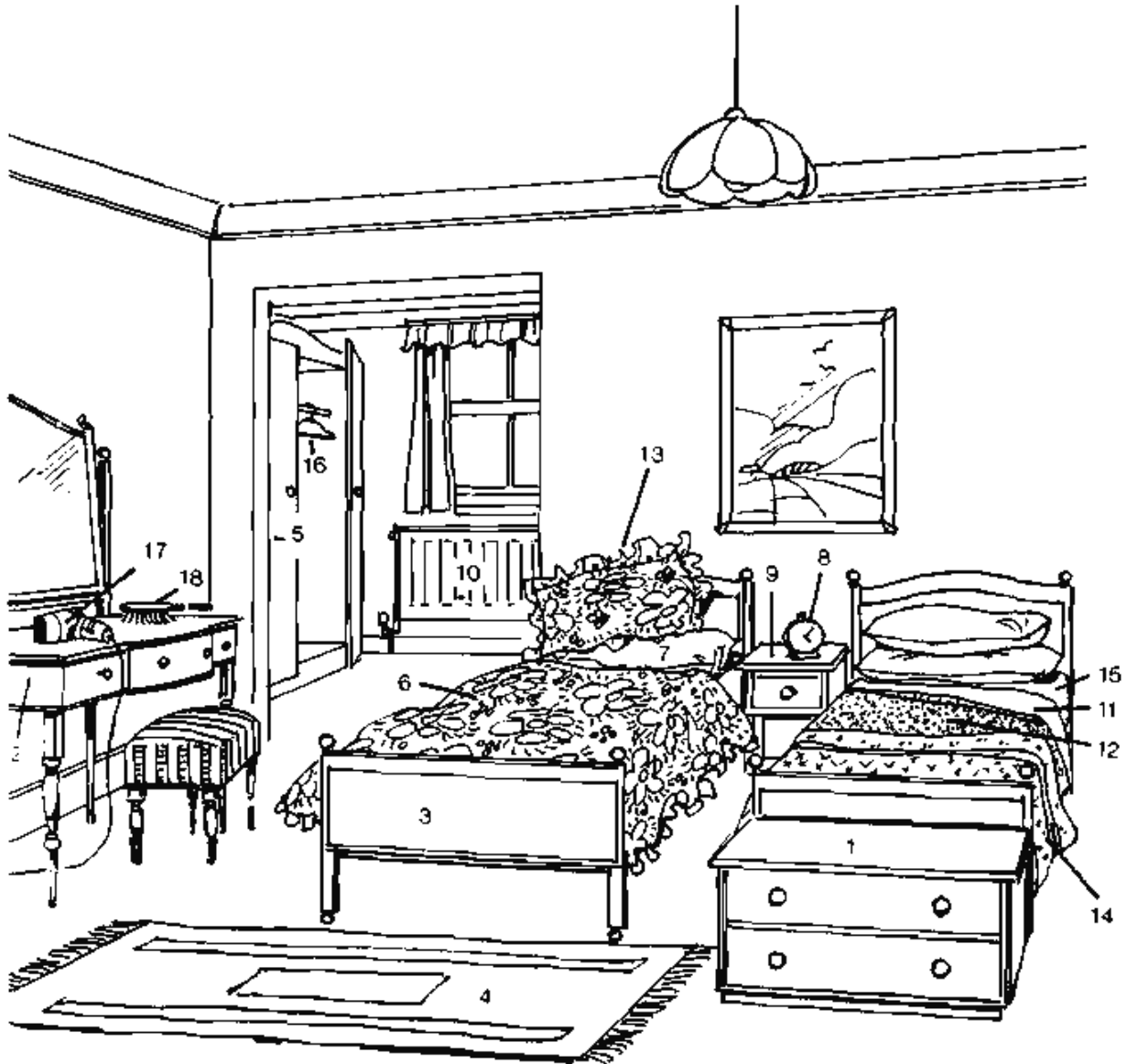
alarm clock
duvet
pillow
wardrobe

brush
mattress
sheet
blanket

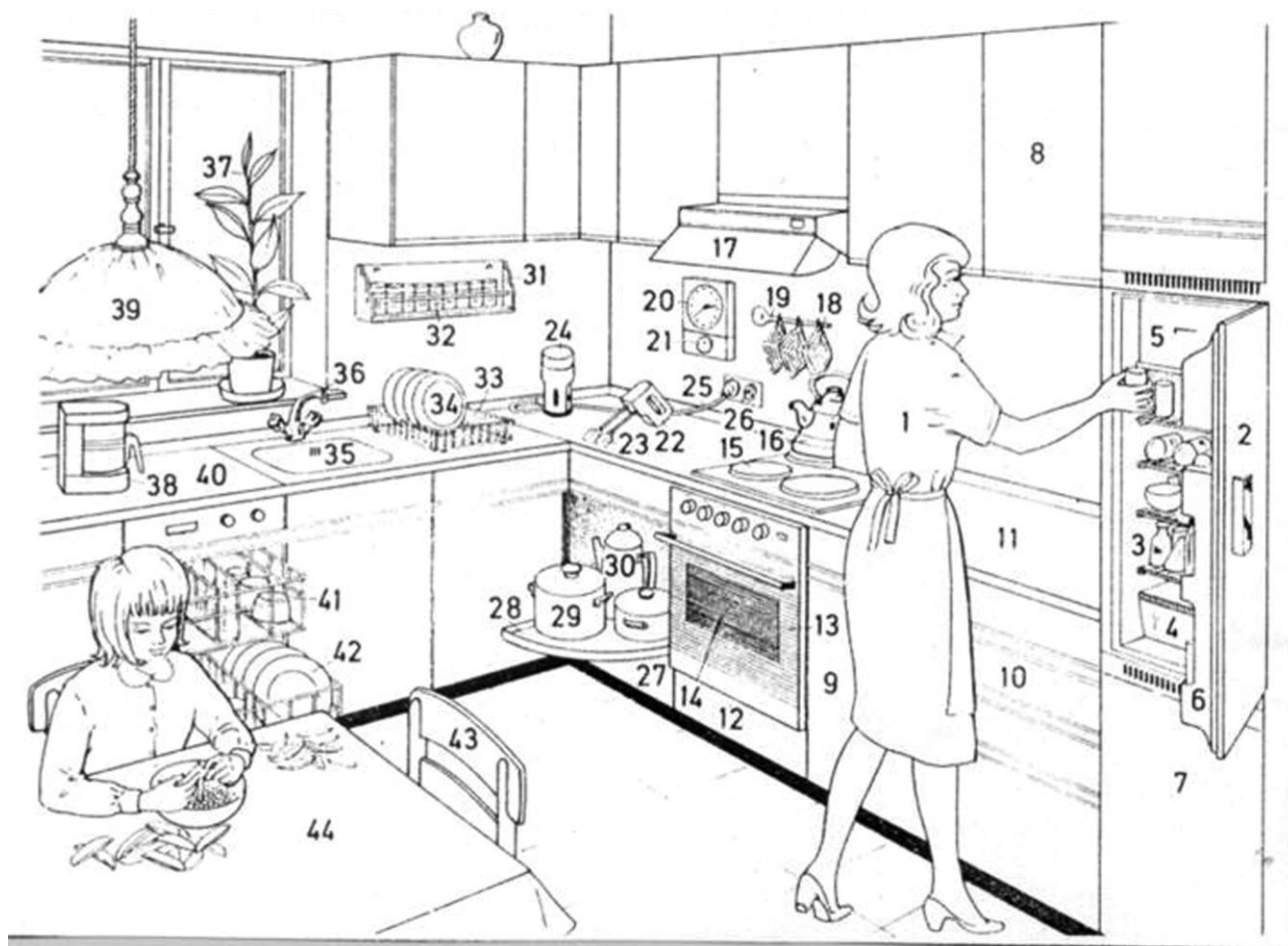
hair dryer
rug
bedspread
chest of drawers

radiator
bedside table
dressing-table

bed
coat hanger
pillowcase

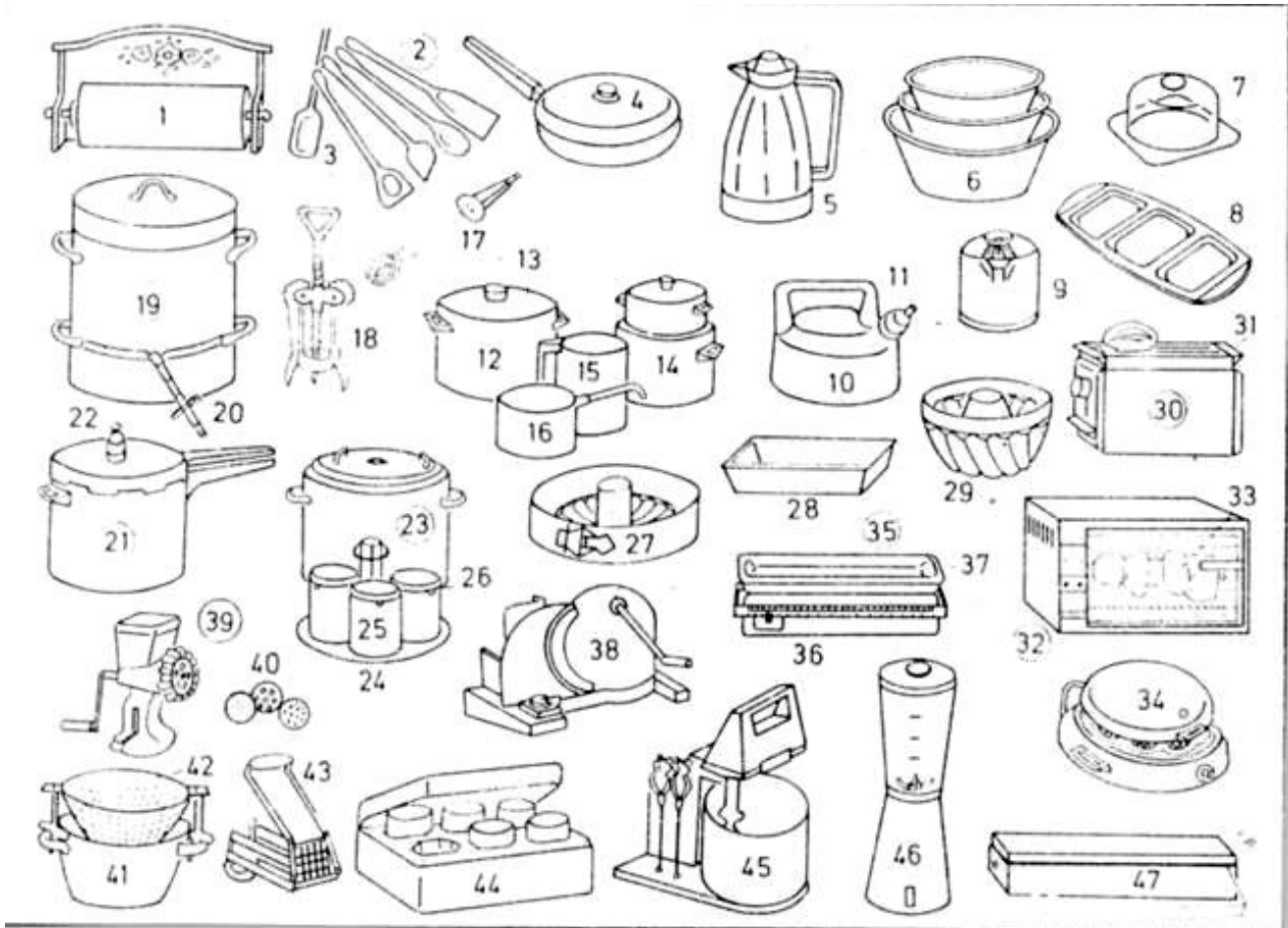


Kitchen



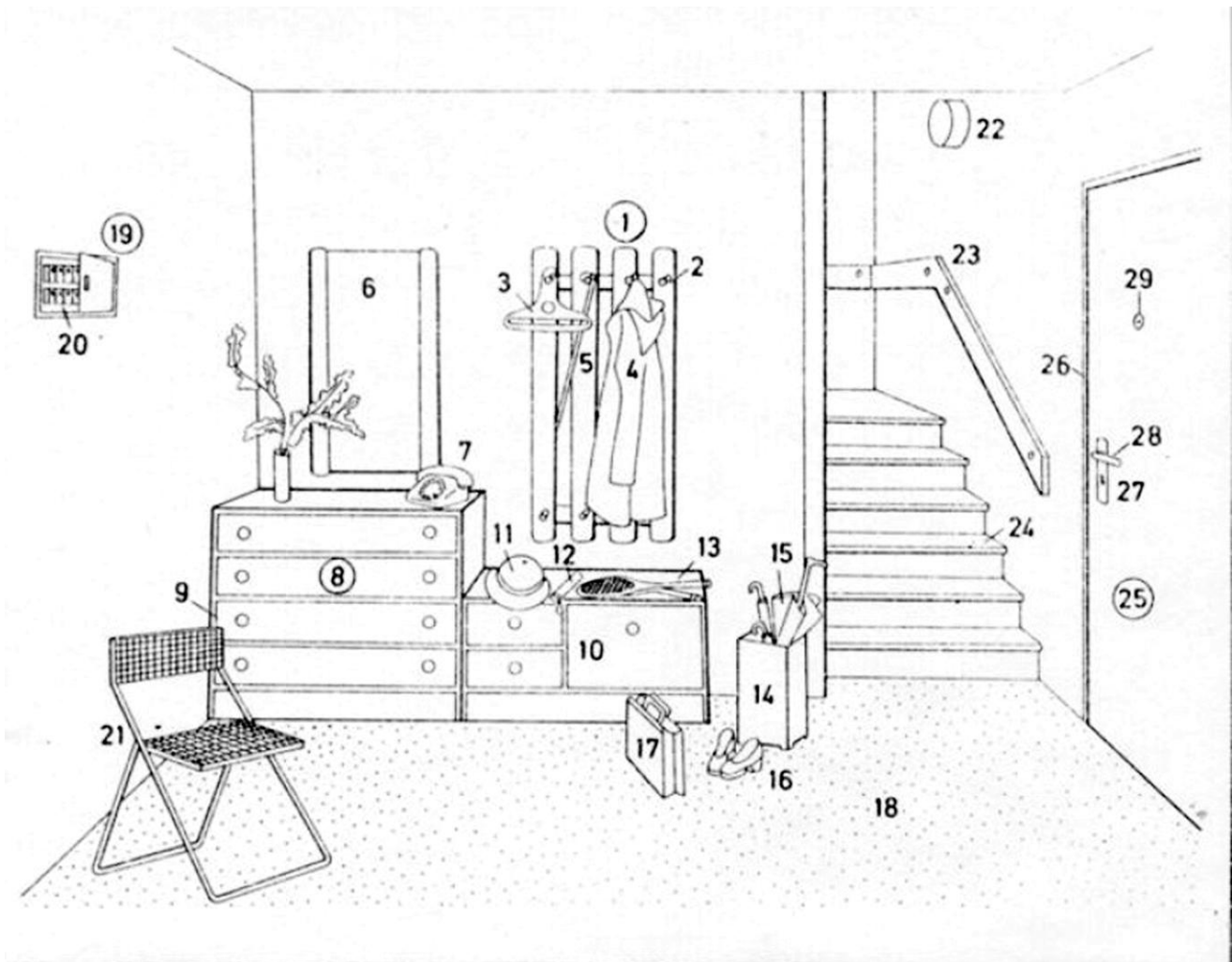
- | | |
|---|---|
| <p>1 housewife
 2 refrigerator (fridge, <i>Am.</i> icebox)
 3 refrigerator shelf
 4 salad drawer
 5 frozen food compartment
 6 bottle rack (in storage door)
 7 upright freezer
 8 wall cupboard, a kitchen cupboard
 9 base unit
 10 cutlery drawer
 11 working top
 12–17 cooker unit
 12 electric cooker (<i>also:</i> gas cooker)
 13 oven
 14 oven window
 15 hotplate (automatic high-speed plate)
 16 kettle (whistling kettle)
 17 cooker hood
 18 pot holder
 19 pot holder rack
 20 kitchen clock
 21 timer
 22 hand mixer
 23 whisk</p> | <p>24 electric coffee grinder (with rotating blades)
 25 lead
 26 wall socket
 27 corner unit
 28 revolving shelf
 29 pot (cooking pot)
 30 jug
 31 spice rack
 32 spice jar
 33–36 sink unit
 33 dish drainer
 34 tea plate
 35 sink
 36 water tap (<i>Am.</i> faucet) (mixer tap, <i>Am.</i> mixing faucet)
 37 pot plant, a foliage plant
 38 coffee maker
 39 kitchen lamp
 40 dishwasher (dishwashing machine)
 41 dish rack
 42 dinner plate
 43 kitchen chair
 44 kitchen table</p> |
|---|---|

Kitchen Utensils and Appliances



- | | | |
|---|---|---|
| <p>1 general-purpose roll holder with kitchen roll (paper towels)</p> <p>2 set of wooden spoons</p> <p>3 mixing spoon</p> <p>4 frying pan</p> <p>5 Thermos jug</p> <p>6 set of bowls</p> <p>7 cheese dish with glass cover</p> <p>8 three-compartment dish</p> <p>9 lemon squeezer</p> <p>10 whistling kettle</p> <p>11 whistle</p> <p>12–16 pan set</p> <p>12 pot (cooking pot)</p> <p>13 lid</p> | <p>14 casserole dish</p> <p>15 milk pot</p> <p>16 saucepan</p> <p>17 immersion heater</p> <p>18 corkscrew (with levers]</p> <p>19 juice extractor</p> <p>20 lube clamp (tube clip)</p> <p>21 pressure cooker</p> <p>22 pressure valve</p> <p>23 fruit preserver</p> <p>24 removable rack</p> <p>25 preserving jar</p> <p>26 rubber ring</p> <p>27 spring form</p> <p>28 cake tin</p> <p>29 toaster</p> <p>30 rack for rolls</p> | <p>31 rotisserie</p> <p>32 spit</p> <p>33 electric waffle iron</p> <p>34 sliding-weight scales</p> <p>35 sliding weight</p> <p>36 scale pan</p> <p>37 food slicer</p> <p>38 mincer (<i>Am.</i> meat chopper)</p> <p>39 blades</p> <p>40 chip pan</p> <p>41 basket</p> <p>42 potato chipper</p> <p>43 yoghurt maker</p> <p>44 mixer</p> <p>45 blender</p> <p>46 bag sealer</p> |
|---|---|---|

Hall

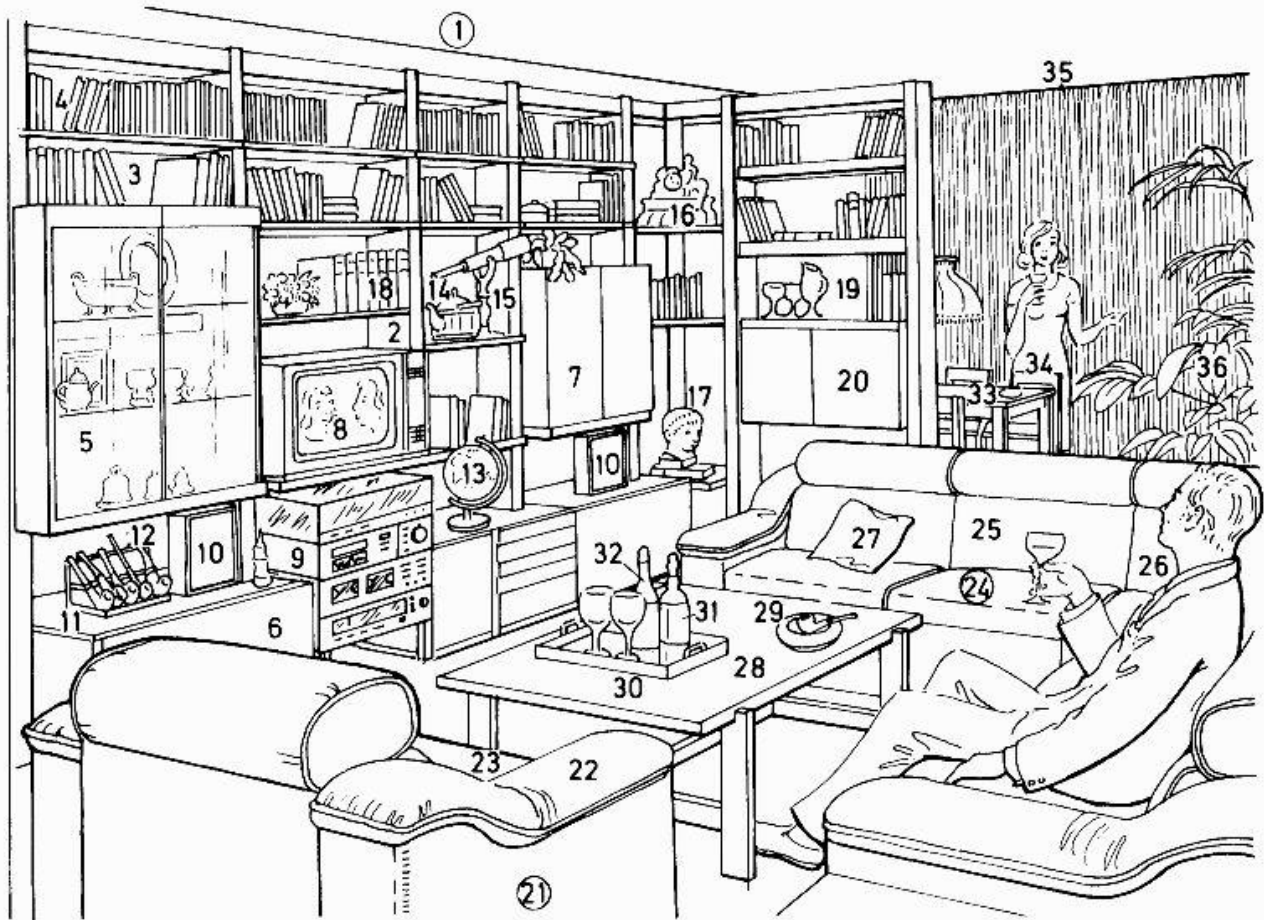


1–29 hall (entrance hall)

- 1 coat rack
- 2 coat hook
- 3 coat hanger
- 4 rain cape
- 5 walking stick
- 6 hall mirror
- 7 telephone
- 8 chest of drawers for shoes, etc.
- 9 drawer
- 10 seat
- 11 ladies' hat
- 12 telescopic umbrella
- 13 tennis rackets (tennis racquets)
- 14 umbrella stand

- 15 umbrella
- 16 shoes
- 17 briefcase
- 18 fitted carpet
- 19 fuse box
- 20 miniature circuit breaker
- 21 tubular steel chair
- 22 stair light
- 23 handrail
- 24 step
- 25 front door
- 26 doorframe
- 27 door lock
- 28 door handle
- 29 spyhole

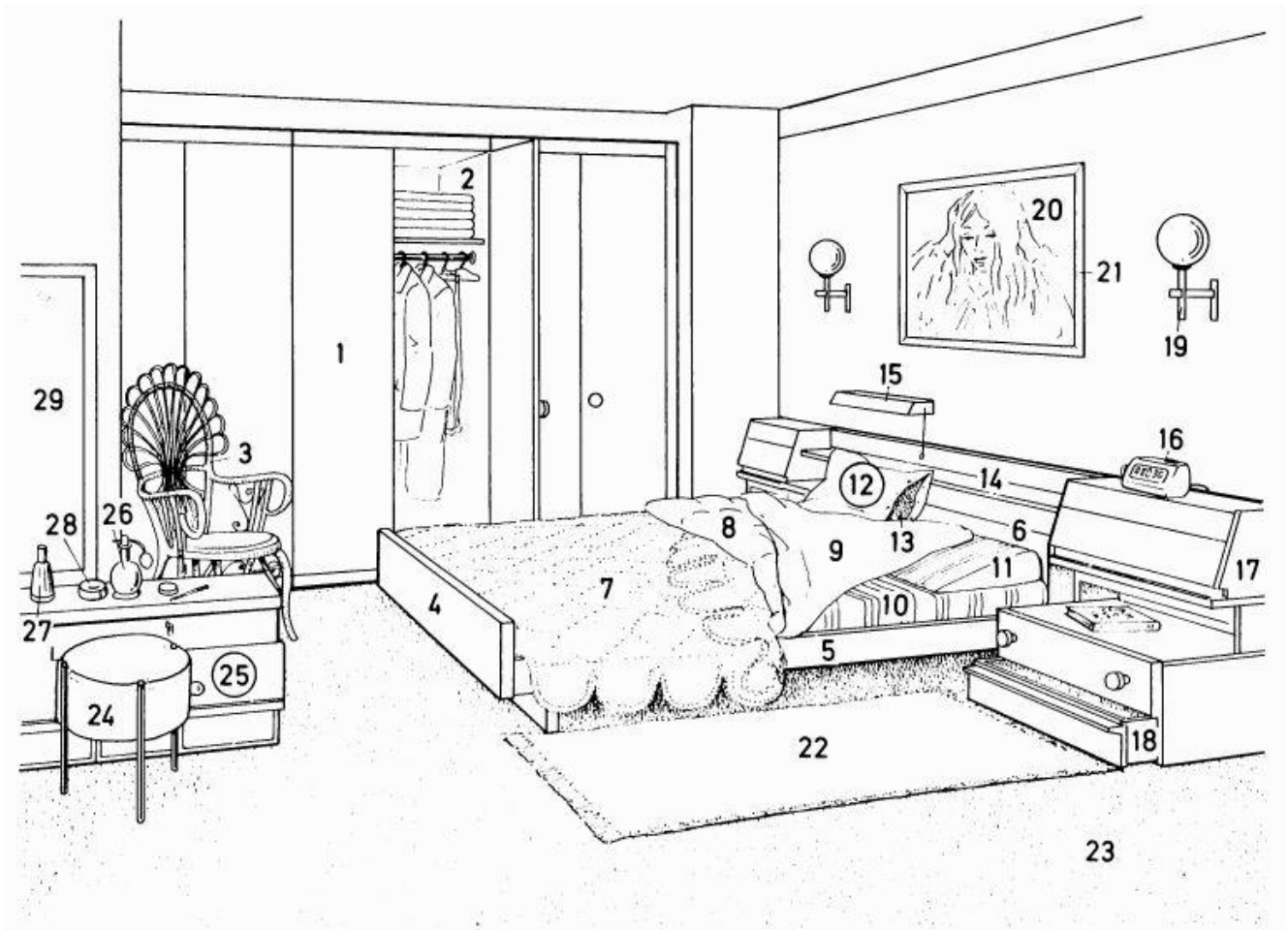
Living Room (Lounge)



(c) Dudenverlag

- | | | | |
|----|-----------------------------------|-------|--|
| 1 | wall units | 20 | drinks cupboard |
| 2 | side wall | 21–26 | upholstered suite (seating group) |
| 3 | bookshelf | 21 | armchair |
| 4 | row of books | 22 | arm |
| 5 | display cabinet unit | 23 | seat cushion (cushion) |
| 6 | cupboard base unit | 24 | settee |
| 7 | cupboard unit | 25 | back cushion |
| 8 | television set (TV set) | 26 | (round) corner section |
| 9 | stereo system (stereo equipment) | 27 | scatter cushion |
| 10 | speaker (loudspeaker) | 28 | coffee table |
| 11 | pipe rack | 29 | ashtray |
| 12 | pipe | 30 | tray |
| 13 | globe | 31 | whisky (whiskey) bottle |
| 14 | brass kettle | 32 | soda water bottle (soda bottle) |
| 15 | telescope | 33–34 | dining set |
| 16 | mantle clock | 33 | dining table |
| 17 | bust | 34 | chair |
| 18 | encyclopedia (in several volumes) | 35 | net curtain |
| 19 | room divider | 36 | indoor plants (houseplants) |

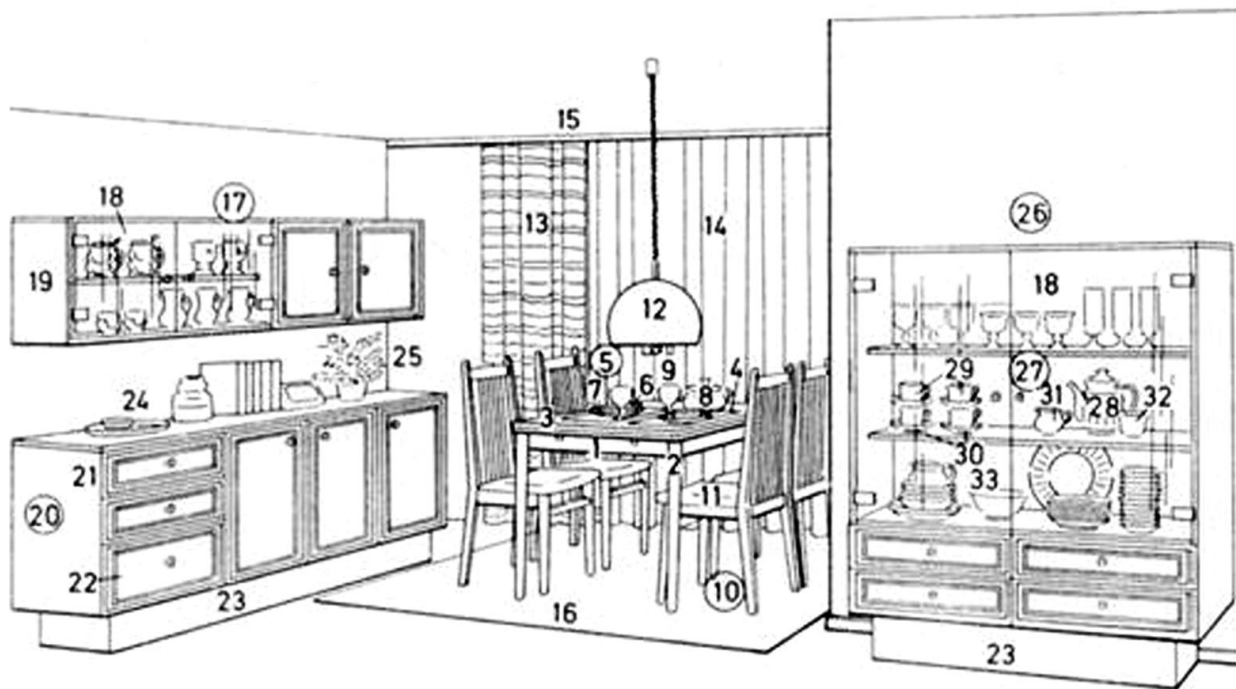
Bedroom



(c) Dudenverlag

- | | |
|--|--|
| 1 wardrobe (<i>Am.</i> clothes closet) | 14 bookshelf (attached to the headboard) |
| 2 linen shelf | 15 reading lamp |
| 3 cane chair | 16 electric alarm clock |
| 4–13 double bed (<i>sim.</i> : double divan) | 17 bedside cabinet |
| 4–6 bedstead | 18 drawer |
| 4 foot of the bed | 19 bedroom lamp |
| 5 bed frame | 20 picture |
| 6 headboard | 21 picture frame |
| 7 bedspread | 22 bedside rug |
| 8 duvet, a quilted duvet | 23 fitted carpet |
| 9 sheet, a linen sheet | 24 dressing stool |
| 10 mattress, a foam mattress with drill tick | 25 dressing table |
| 11 (wedge-shaped) bolster | 26 perfume spray |
| 12–13 pillow | 27 perfume bottle |
| 12 pillowcase (pillowslip) | 28 powder box |
| 13 tick | 29 dressing-table mirror (mirror) |

Dining Room

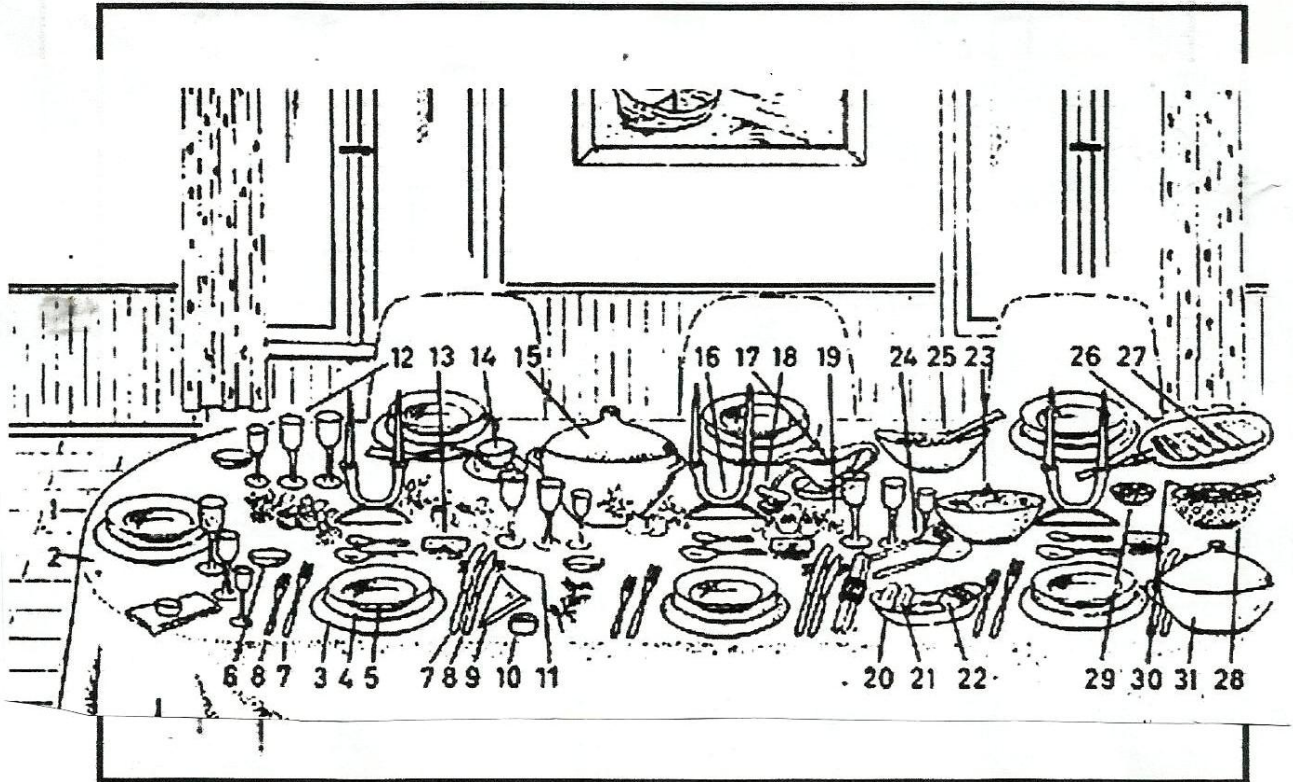


1–11 dining set

- 1 dining table
- 2 table leg
- 3 table top
- 4 place mat
- 5 place (place setting, cover)
- 6 soup plate (deep plate)
- 7 dinner plate
- 8 soup tureen
- 9 wineglass
- 10 dining chair
- 11 seat
- 12 lamp (pendant lamp)
- 13 curtains
- 14 net curtain
- 15 curtain rail
- 16 carpet

- 17 wall unit
- 18 glass door
- 19 shelf
- 20 sideboard
- 21 cutlery drawer
- 22 linen drawer
- 23 base
- 24 round tray
- 25 pot plant
- 26 china cabinet (display cabinet)
- 27 coffee set (coffee service)
- 28 coffeepot
- 29 coffee cup
- 30 saucer
- 31 milk jug
- 32 sugar bowl
- 33 dinner set (dinner service)

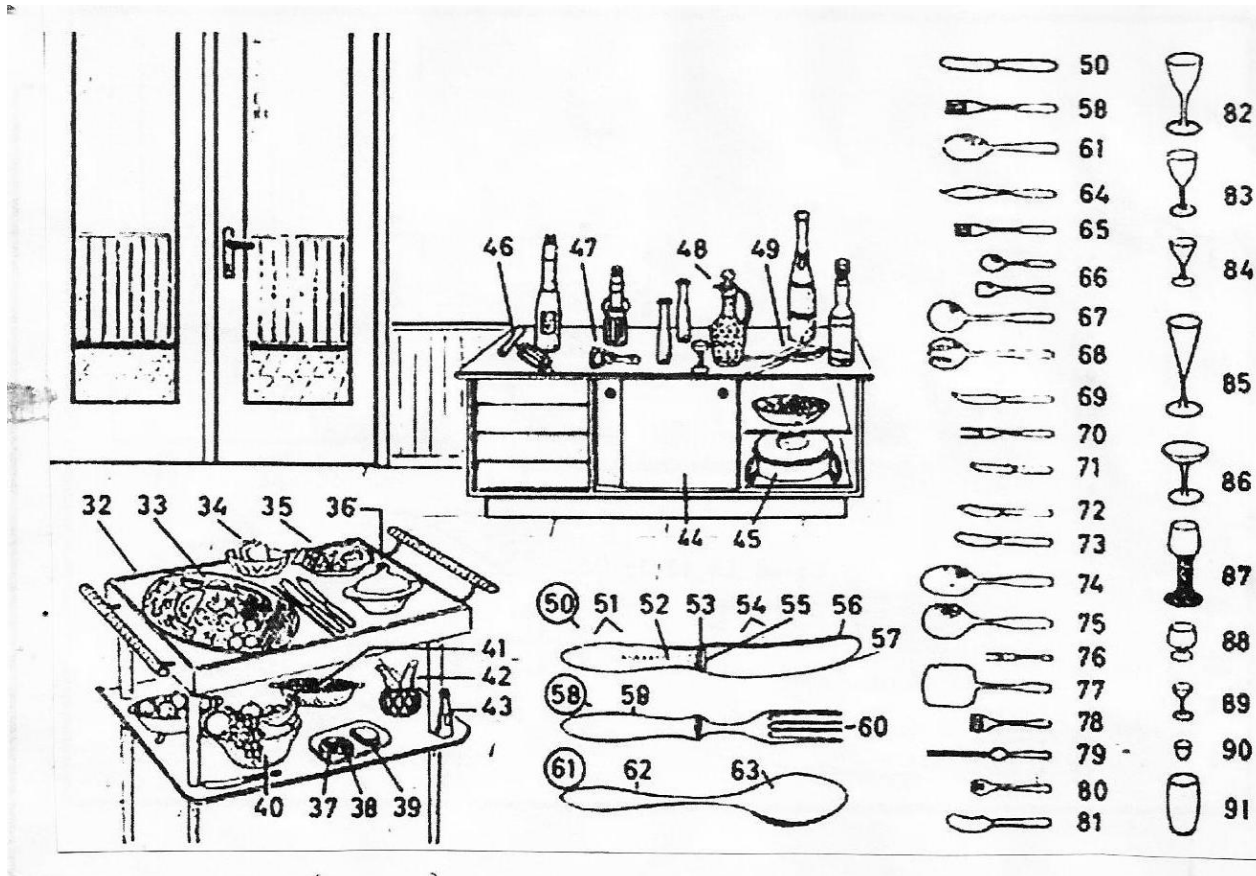
Tableware and Cutlery



- 1 dining table
- 2 tablecloth, a damask cloth
- 3–12 **place (place setting, cover)**
- 3 bottom plate
- 4 dinner plate
- 5 deep plate (soup plate)
- 6 dessert plate (dessert bowl)
- 7 knife and fork
- 8 fish knife and fork
- 9 serviette (napkin, table napkin)
- 10 serviette ring (napkin ring)
- 11 knife rest
- 12 wineglasses
- 13 place card
- 14 soup ladle
- 15 soup tureen (tureen)

- 16 candelabra
- 17 sauceboat (gravy boat)
- 18 sauce ladle (gravy ladle)
- 19 table decoration
- 20 bread basket
- 21 roll
- 22 slice of bread
- 23 salad bowl
- 24 salad servers
- 25 vegetable dish
- 26 meat plate (*Am.* meat platter)
- 27 roast meat (roast)
- 28 fruit dish
- 29 fruit bowl
- 30 fruit (stewed fruit)
- 31 potato dish
- 32 serving trolley
- 33 vegetable plate (*Am.* vegetable platter)

- 34 toast
- 35 cheeseboard
- 36 butter dish
- 37 open sandwich
- 38 filling
- 39 sandwich
- 40 fruit bowl
- 41 almonds (*also:* potato crisps, peanuts)
- 42 oil and vinegar bottle
- 43 ketchup (catchup, catsup)
- 44 sideboard
- 45 electric hotplate
- 46 corkscrew
- 47 crown cork bottle-opener (crown cork opener), a bottle-opener

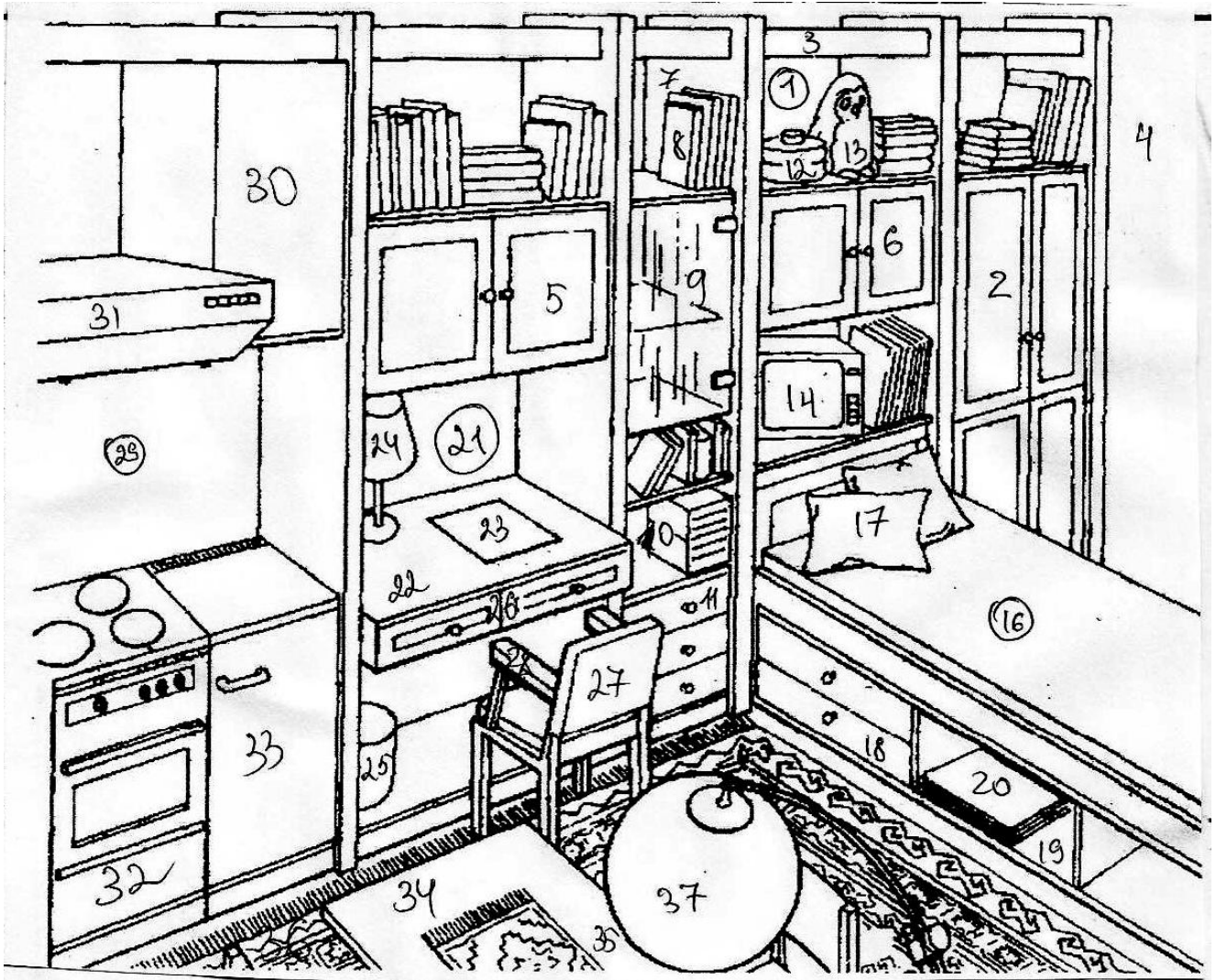


- 48 liqueur decanter
- 49 nutcrackers (nutcracker)
- 50 knife
- 51 handle
- 52 tang (tongue)
- 53 ferrule
- 54 blade
- 55 bolster
- 56 back
- 57 edge (cutting edge)
- 58 fork
- 59 handle
- 60 prong(tang-tine)
- 61 spoon *There:* dessert spoon
- 62 handle
- 63 bowl
- 64 fish knife

- 65 fish fork
- 66 dessert spoon (fruit spoon)
- 67 salad spoon
- 68 salad fork
- 69-70 carving set (serving cutlery)
- 69 carving knife
- 70 serving fork
- 71 fruit knife
- 72 cheese knife
- 73 butter knife
- 74 vegetable spoon, a serving spoon
- 75 potato server (serving spoon for potatoes)
- 76 cocktail fork
- 77 asparagus server(asparagus slice)

- 78 sardine server
- 79 lobster fork
- 80 oyster fork
- 81 caviar knife
- 82 white wineglass
- 83 red wineglass
- 84 sherry glass (madeira glass)
- 85-86 champagne glasses
- 85 tapered glass
- 86 champagne glass, a crystal glass
- 87 rummer
- 88 brandy glass
- 89 liqueur glass
- 90 spirit glass
- 91 beer glass

Flat (Apartment)



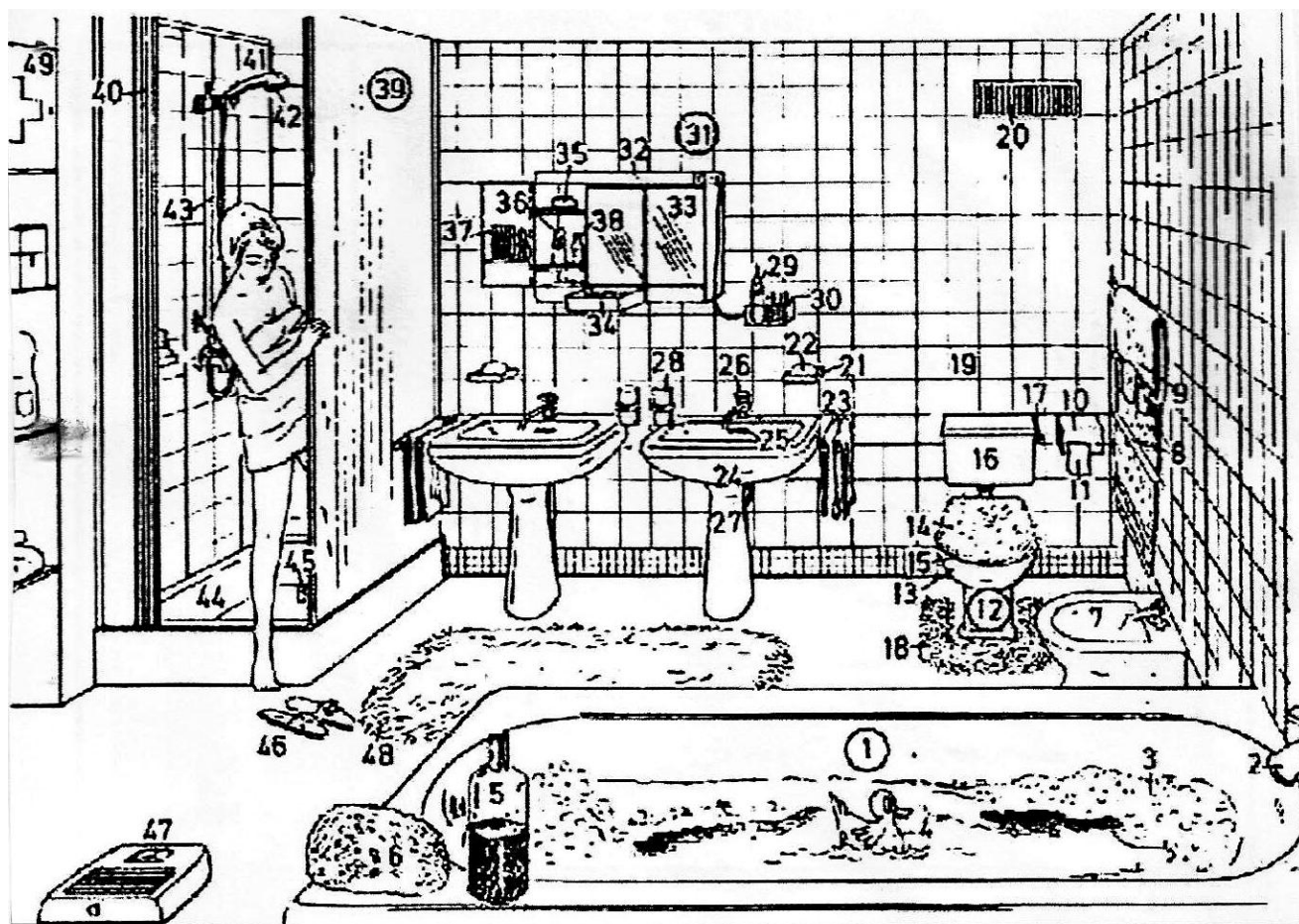
- | | | | |
|----|--|----|--|
| 1 | wall units (shelf units) | 19 | bed unit shelf |
| 2 | wardrobe door (<i>Am.</i> clothes closet door) | 20 | magazines |
| 3 | body | 21 | desk unit (writing unit) |
| 4 | side wall | 22 | desk |
| 5 | trim | 23 | desk mat (blotter) |
| 6 | two-door cupboard unit | 24 | table lamp |
| 7 | bookshelf unit (bookcase unit) [with glass door] | 25 | wastepaper basket |
| 8 | books | 26 | desk drawer |
| 9 | display cabinet | 27 | desk chair |
| 10 | card index boxes | 28 | arm |
| 11 | drawer | 29 | kitchen unit |
| 12 | decorative biscuit tin | 30 | wall cupboard |
| 13 | soft toy animal | 31 | cooker hood |
| 14 | television set (TV set) | 32 | electric cooker |
| 15 | records (discs) | 33 | refrigerator (fridge. <i>Am.</i> icebox) |
| 16 | bed unit | 34 | dining table |
| 17 | scatter cushion | 35 | table runner |
| 18 | bed unit drawer | 36 | oriental carpet |
| | | 37 | standard lamp |

Children's Room (Nursery)



- | | | |
|--|---|--|
| <p>1 children's bed,
a bunk-bed</p> <p>2 storage box</p> <p>3 mattress</p> <p>4 pillow</p> <p>5 ladder</p> <p>6 soft toy elephant,
a cuddly toy animal</p> <p>7 soft toy dog</p> <p>8 cushion</p> <p>9 fashion doll</p> <p>10 doll's pram</p> <p>11 sleeping doll</p> <p>12 canopy</p> <p>13 blackboard</p> <p>14 counting beads</p> <p>15 toy horse for rocking
and pulling</p> | <p>16 rockers</p> <p>17 children's book</p> <p>18 compendium
of games</p> <p>19 ludo</p> <p>20 chessboard</p> <p>21 children's cupboard</p> <p>22 linen drawer</p> <p>23 drop-flap writing
surface</p> <p>24 notebook (exercise
book)</p> <p>25 school books</p> <p>26 pencil (<i>also</i>: crayon,
felt lip pen, ballpoint pen)</p> <p>27 toyshop</p> <p>28 counter</p> <p>29 spice rack</p> | <p>30 display</p> <p>31 assortment of sweets
(<i>Am.</i> candies)</p> <p>32 bag of sweets
(<i>Am.</i> candies)</p> <p>33 scales</p> <p>34 cash register</p> <p>35 toy telephone</p> <p>36 shop shelves (goods
shelves)</p> <p>37 wooden train set</p> <p>38 dump truck, a toy
lorry (toy truck)</p> <p>39 tower crane</p> <p>40 concrete mixer</p> <p>41 large soft toy dog</p> <p>42 dice cup</p> |
|--|---|--|

Bathroom and Toilet



- | | | |
|--|--|---------------------------|
| 1 bath | 16 cistern | 33 mirror |
| 2 mixer tap (<i>Am.</i> mixing faucet) for hot and cold water | 17 flushing lever | 34 drawer |
| 3 foam bath (bubble bath) | 18 pedestal mat | 35 powder box |
| 4 toy duck | 19 tile | 36 mouthwash |
| 5 bath salts | 20 ventilator (extraction vent) | 37 electric shaver |
| 6 bath sponge (sponge) | 21 soap dish | 38 aftershave lotion |
| 7 bidet | 22 soap | 39 shower cubicle |
| 8 towel rail | 23 hand towel | 40 shower curtain |
| 9 terry towel | 24 washbasin | 41 adjustable shower head |
| 10 toilet roll holder (<i>Am.</i> bathroom tissue holder) | 25 overflow | 42 shower nozzle |
| 11 toilet paper (<i>coll.</i> loo paper, <i>Am.</i> bathroom tissue), a roll of crepe paper | 26 hot and cold water tap | 43 shower adjustment rail |
| 12 toilet (lavatory, W. C., <i>coll.</i> loo) | 27 washbasin pedestal with trap (anti-syphon trap) | 44 shower base |
| 13 toilet pan (toilet bowl) | 28 tooth glass (tooth mug) | 45 waste pipe (overflow) |
| 14 toilet lid with terry cover | 29 electric toothbrush | 46 bathroom mule |
| 15 toilet seat | 30 detachable brush heads | 47 bathroom scales |
| | 31 mirrored bathroom cabinet | 48 bath mat |
| | 32 fluorescent lamp | 49 medicine cabinet |

1–20 irons

- 1 electric ironing machine
- 2 electric foot switch
- 3 roller covering
- 4 ironing head
- 5 sheet
- 6 electric iron, a lightweight iron
- 7 sole-plate
- 8 temperature selector
- 9 handle (iron handle)
- 10 pilot light
- 11 steam, spray, and dry iron
- 12 filling inlet
- 13 spray nozzle for damping the washing
- 14 steam hole (steam slit)
- 15 ironing table
- 16 ironing board (ironing surface)
- 17 ironing-board cover
- 18 iron well
- 19 aluminium (*Am-* aluminum) frame
- 20 sleeve board
- 21 linen bin
- 22 dirty linen

23–34 washing machines and driers

- 23 washing machine (automatic washing machine)
- 24 washing drum
- 25 safety latch (safety catch)
- 26 program selector control
- 27 front soap dispenser [with several compartments]
- 28 tumble drier
- 29 drum
- 30 front door with ventilation slits
- 31 work top
- 32 airier
- 33 clothes line (washing line)
- 34 extending airier
- 35 stepladder (steps), an aluminium (*Am.* aluminum) ladder
- 36 stile
- 37 prop
- 38 tread (rung)

39–43 shoe care utensils

- 39 tin of shoe polish
- 40 shoe spray, an impregnating spray
- 41 shoe brush
- 42 brush for applying polish
- 43 tube of shoe polish

- 44 clothes brush
- 45 carpet brush
- 46 broom
- 47 bristles
- 48 broom head
- 49 broomstick (broom handle)
- 50 screw thread
- 51 washing-up brush
- 52 pan (dust pan)
- 53–86 floor and carpet cleaning**
- 53 brush
- 54 bucket (pail)
- 55 floor cloth (cleaning rag)
- 56 scrubbing brush
- 57 carpet sweeper
- 58 upright vacuum cleaner
- 59 changeover switch
- 60 swivel head
- 61 bag-full indicator
- 62 dust bag container
- 63 handle
- 64 tubular handle
- 65 flex hook
- 66 wound-up flex
- 67 all-purpose nozzle
- 68 cylinder vacuum cleaner
- 69 swivel coupling
- 70 extension tube
- 71 floor nozzle (*sim.:* carpet beater nozzle)
- 72 suction control
- 73 bag-full indicator
- 74 sliding fingertip suction control
- 75 hose (suction hose)
- 76 combined carpet sweeper and shampooer
- 77 electric lead (flex)
- 78 plug socket
- 79 carpet beater head (*sim.:* shampooing head, brush head)
- 80 all-purpose vacuum cleaner (dry and wet operation)
- 81 castor
- 82 motor unit
- 83 lid clip
- 84 coarse dirt hose
- 85 special accessory (special attachment) for coarse dirt
- 86 dust container
- 87 shopper

PART II
HALF A LOAF IS BETTER THAN NONE

Lead-in

ANSWER THE FOLLOWING QUESTIONS:

1. Are you a sensible eater?
2. Do you skip breakfast? If yes, why?
3. Do you prefer home cooked meals to junk food or snacks?
4. Which of the following foods/drinks do you include in your diet? Which re high in carbohydrates, protein, fat, vitamins?

raw vegetables	chicken
kiwi fruit	tuna
banana	yogurt
dried fruit	chilies
rye bread	ginger
white bread	coffee
burger	green tea
chocolate	water
ice cream	salt

5. What is a typical breakfast for you? What time do you usually have breakfast?
6. Which is the main meal of the day? When do you have it?
7. How often do you have snacks during the day? What do you usually have?
8. How often do you eat out? What kind of places do you usually go to?

1. Reading

1.1. A. Read the title of the article. Which of the following do you expect to read in it? Read and check.

have a healthy diet	skip breakfast
have a standard daily routine	plan what you eat
have regular checkups	spices
exercise faster reflexes	how to lose weight

B. Read the article and choose the most suitable paragraph from the list A-H that best completes the article. There is one extra paragraph which you need to use.

HOW TO BURN FAT ALL DAY LONG

You eat all the right foods and do plenty of exercise, so why aren't you losing any of that extra weight? Perhaps you need to think about a daily diet and exercise plan which tells you when you should be eating, drinking and exercising in order to burn fat more quickly.

0 _____ C _____.

After your hot drink, think about an early morning workout. This will help to **elevate** your energy levels and keep you **alert** all day long. But wait until your body temperature has risen and give yourself time to wake up. The best time to start exercising is half an hour after you open your eyes.

1 _____.

As you make your way through the first part of your busy schedule, don't forget that mid-morning **energy boost**. Eating just three meals a day makes the body **store** more food as fat. The secret of burning fat is to eat little amounts at regular intervals throughout the day. Keep away from unhealthy food like ice-cream and chocolate, though! A banana or kiwi fruit at around will give you all the energy you need.

2 _____.

It is always important to eat lunch earlier rather than later. The later you leave it, the easier it will be to fill up on fast food to satisfy your hunger. Try to plan your lunch menu and choose light carbohydrates and proteins such as tuna or chicken sandwiches **accompanied by** raw vegetables or fruit.

You shouldn't want to eat very much as you have already filled up with water.

3

Later in the day when you finish work and your body temperature it is at its peak is the best time to do some fast, powerful exercise. At this time, your muscles are more flexible and your reflexes are faster than usual, so make the most of it. Go for a run or even a fast walk. Do whatever you enjoy, as long as it gets you moving and burning fat.

4

If you plan well, this meal can be an important part of your fat-burning day. There are certain foods and spices that will actually help you body to burn up any unwanted calories, such as red peppers, chilies and ginger. These will make your **nervous system** work faster and raise your body temperature, which in turn will burn more calories. Don't leave your evening meal too late, though, as you need to give your body time to **absorb** the food before you sleep.

5

If you have trouble getting off to sleep, though, don't panic. There are plenty of healthy, low fat alternatives to help you **nod off**. Why not try a glass of warm **skimmed** milk, or even a cup of chamomile tea? These natural and low-fat drinks will help you to get sleep.

A The next step is to **stock up** on **carbohydrates** and liquids. This will help to give you the energy you need to get moving. Try to eat breakfast an hour after exercising so the carbohydrates will be turned into energy and not be stored as body fat. It's also a good idea to eat plenty of **unprocessed carbohydrates** such as fruit, yogurt and rye bread.

B Now, by mid afternoon, you will find that your **stress levels** are on the rise again. That means that you are in need of fuel to keep you going through the rest of afternoon. A small sweet snack would be the perfect choice. Try dried fruit, a banana or some fruit yogurt.

C Try to start the day with a cup of green tea. Green tea wakes you up and gets you ready for your hectic day ahead. You will feel **upbeat** and active and at the same time your **metabolism** will be off to a good start, burning up those extra calories.

D It makes sense if you become a calorie counter. Always read the back of packets and cans so that you know exactly what you are eating and what you are likely to gain from it. So, eat regularly, drink lots of water, keep active, relax and sleep well. You too will be well on the way to a fat-burning routine that will keep you healthy and slim.

F Then, instead of sitting down in front of the TV for those last few hours of your busy day, why not try a few deep breathing relaxation techniques. This will **guarantee** that your body is calm and ready for that deep sleep that you need to get ready for the next day.

G The next step is the evening meal. It is important to eat an hour or so after your evening workout. This will replace some of the energy you have lost so that you will be able to get up and get going again the next day.

H At around noon it's vital to drink lots of water. Water will help to **take the edge off** your appetite as it will fill you up. Experts recommend drinking cold water, as your body will have to use up calories just to warm it up!

C. Read the article again and explain the words in bold. Suggest synonyms for the highlighted words. Then, list all the names of foods/drinks mentioned. Which are the same in your language? How similar are your daily eating habits to what the article says?

1.2. Follow-up

Read the article again and make a timetable for the perfect fat-burning day. List the foods mentioned and the approximate times for eating, exercising etc.

2. Food

A. Read the list. Can you add to them? Which of these do you eat every day? Which is your favourite/least favourite?

Meat/Poultry

beef
veal
lamb
chicken

Fish

tuna
salmon
cod
trout

Seafood

oyster
mussels
shrimps
squid
octopus

Fruit

olives
pear
melon
grapes
pineapple
lemon
avocado
kiwi fruit
peach

Vegetables

cauliflower
aubergine
cabbage
beans
peas
mushroom
leek
onion
tomato
carrot
lentils

Dairy

milk
cheese
yogurt
eggs
butter

Other

bread
pasta
rice
salt
pepper
ketchup
mayonnaise
snails

B. What do you need to make

a chicken salad sandwich?
an omelette?
a fruit salad?

C. Which of the fruits and vegetables grow in your country? Are they the same in your language? Use the words in the list to say how you usually eat them.

raw	boiled	steamed
fried	grilled	baked
roasted	pickled	

Olives grow in my country. I usually eat them pickled.

3. Kitchen Utensils & Recipes

A. Match the verbs to the nouns. Can you think of any more foods to match each verb?

beat	flour
peel	cheese
stir	pastry
sieve	parsley
grate	potatoes
roll	eggs, cream
chop	soup

Which kitchen utensils do we use to do each of the above? Choose from the pictures, then make up sentences, as in the example.

peeler	wooden spoon
sieve	grater
knife	rolling pin
whisk	

We can beat eggs using a whisk.

B. Read the list of ingredients. What do ml, kg and g stand for? Which do we use to measure weight? Volume?

SEAFOOD PIE WITH LEEKS

Ingredients

1 kg potatoes
650 g cod
500 ml milk
500 g leeks
35 g butter
325 g large prawns
salt and pepper

for the cheese sauce:

200 g cheddar cheese
75 g butter
80 ml single cream
75 g plain white flour

C. Read the recipe and fill in the appropriate verbs from part a. then, talk about it using first, next, then, after that. First, you peel the potatoes.

METHOD

- Peel the potatoes and cut into slices. Cook for 5 minutes in salted boiling water. Drain thoroughly.
 - Poach the fish in 75 ml of milk and then separate into flakes.
 - Wash and 2) _____ the leeks into small pieces and then fry in the butter.
 - To make the cheese sauce: Melt the butter in a pan then 3) _____ the flour before adding it to the pan to make a smooth paste. Gradually pour in the rest of the milk, while constantly 4) _____ the mixture.
 - 5) _____ the cheese and slowly add it to the pan and 6) _____ well. Add the cream and salt and pepper.
 - Mix the fish, prawns, and leeks in a pie dish and cover with half the sauce.
 - Layer the potatoes on top and then pour on the remaining sauce.
 - Bake at 190° C for about 45 minutes, until it is bubbling and golden.
- Serves 4

4. Writing Project

4.1. Write the recipe of a famous dish from your country for an international students' magazine. First write the list of ingredients, next write the steps that need to be followed. End your recipe saying how many people the dish serves.

milk		cream
salt		butter
strawberries	and	sugar
bread		biscuits
cheese		pepper

Do you take milk and sugar in your coffee?

4.2. Match the opposite, then name foods or drinks which can go with each.

sweet	tough
tender	mild
fatty	bitter/sour
spicy	still
sparkling	lean

sweet chocolate – bitter coffee – sour lemon

4.3. Can you guess what each sentence is about?

- Oh, well done, please, I can't eat it if it's rare.
- Would you like still or sparkling, sir?
- There's no white left I'm afraid, you'll have to have brown.
- Yes, they do either a continental or a full English.
- Yes, there's still some in the pot. Would you like milk and sugar?

5. Ways of Cooking

How can each of these foods (potatoes, ham, fish, pepper, carrot, tomatoes, eggs, prawns) be prepared? In pairs, act out dialogues.

boiled	fried
baked	stuffed
roasted	grilled
poached	steamed

A: How can tomatoes be cooked?

B: They can be fried, stuffed or grilled.

6. Places to Eat

Write R (for restaurant), F (for fast food) or B (for both). Then make up sentences using these words.

- tablecloth _____ ;
- bill _____ ;
- tip _____ ;
- crystal glasses _____ ;
- menu _____ ;
- paper napkin _____ ;
- counter _____ ;
- plastic cup _____ ;
- waiter _____ ;
- till _____ ;
- cutlery _____ ;
- plastic chairs _____ ;
- three-course meal _____ ;
- tray _____ ;
- self-service salad bar _____ .

The tables were laid with expensive, white linen tablecloths.

7. Diner's Complaints

Match the adjectives to the nouns, then, in pairs, act out dialogues, as in the example.

dirty	order
chipped	soup
cold	steak
overcooked	knife
wrong	glass

A: Excuse me.

B: Yes, sir?

A: This knife is dirty.

B: I'm sorry, sir, I'll replace immediately.

8. Quantifiers

8.1. Fill in some, any, no, little or few. How do we use each?

- 1 Could I have some more coffee please?
- 2 Have we got _____ biscuits? I'm starving.
- 3 There is very _____ milk left; could you get a pint when you are out?
- 4 Maggie is so fussy, there are very _____ things that she will eat.
- 5 I'm sorry, sir, there is _____ lobster left; would you like to eat something else?
- 6 There are _____ sandwiches in the fridge if you are hungry.
- 7 I'm going to the market; would you like _____ fruit of vegetables?
- 8 There are a _____ olives left in the bottom of the jar.
- 9 I think you should add a _____ more pepper to the sauce.
- 10 _____ more potatoes for me, thanks, I'm full.

8.2. Complete the dialogue, then act out similar dialogues using the prompts.

A: Would you like 1) _____ more bread?

B: Yes, please. Is there 2) _____ pasta left?

A: Sorry, there's 3) _____ pasta left but there is a 4) _____ salad if you would like that.

B: No, that's OK. Thanks.

potatoes/beef/gravy

cake/tea/orange juice

water/curry/rice

chips/fish/sauce

8.3. A. Read the dialogue and underline the correct item.

A: It shouldn't take too long to do the shopping this week. I don't think we need 1) many/much.

B: Well, there's 2) no/any cheese left and only a 3) little/few bit of butter.

A: Yes, don't worry. They're both on the list. Can you think of 4) something/ anything else?

B: How 5) many/much eggs have we got left?

A: Oh, there should be plenty. I don't think we need 6) no/any more.

B: Why don't you get 7) some/any spaghetti and a 8) little/few mince and I'll make bolognaise for dinner tonight.

A: Oh, that would be nice I'll get a 9) few/little more tomatoes and 10) some/any mushrooms as well.

B. In pairs, look at the ingredients in 3.b and act out a similar dialogue.

8.4. Fill in a lot of, much, many, (a) few, (a) little, plenty of.

A: How 1) _____ orange juice have we got left?

B: There's 2) _____ bit, would you like to finish it?

A: How 3) _____ more potatoes would you like?

B: Just one, thanks. I'll have 4) _____ more carrots as well.

A: You should eat 5) _____ vegetables, they're really good for you.

B: I know. I try to eat at least 6) _____ portions each week.

A: There isn't 7) _____ bread left, so I can't make you a sandwich, I'm afraid.

B: That's OK. There's 8) _____ fruit eat some of that.

A: Would you like 9) _____ more lemonade?

B: No thanks, I'm trying not to drink so 10) _____ sugary drinks these days.

A: There's 11) _____ cream in this sauce, isn't there?

B: Yes, maybe I shouldn't have used so 12) _____.

9. Counters & Contents

Make up sentences using the words bag, box, carton, tin, bar, packet, bottle, jar.

Can I have a bottle of ketchup, please?

10. Countable/ Uncountable Nouns

Write C (for countable) or U (for uncountable) next to each of the nouns, then make up sentences.

Food: roast lamb ____; grape ____; olive ____; olive oil ____; ketchup ____; rice ____; spaghetti ____; bread ____; egg ____; oyster ____; mussel ____; beef ____; biscuit ____; aubergine ____.

Drink: milk ____; orange juice ____; lemonade ____; tea ____; Coke ____; coffee ____.

Other: accommodation ____; news ____; police ____; traffic ____; advice ____; warning ____; job ____; work ____; Physics ____; furniture ____; coin ____; travel ____; money ____; view ____; scenery ____; journey ____; rubbish ____; bag ____; luggage ____; information ____; weather ____; Maths ____; bottle ____.

I'd like some roast lamb, please.

11. Competition Game

In pairs, think of a recipe and list the ingredients you need. Stand in front of the class and use your list to act out a dialogue as if you are making a shopping list for this dish. Students, in teams, try to guess what you are planning to cook. The first team to guess correctly is the winner.

S1: *Have we got any eggs?*

S2: *No, we need to buy some.*

S1: *All right. What about butter?*

etc

12. Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap.

The Low-Down on Low-Fat Labelling

When you walk round a supermarket 0) these days you can easily be dazzled 1) _____ all the food labels claiming to be 'fat-free' or 'light', but are these foods as healthy 2) _____ they claim to be? Unfortunately, when you look more closely, 3) _____, becomes clear that they are not. For example, a product that claims to 4) _____ 80 % fat free is simply a product that contains 20 % fat, activity quite a high fat content. The 5) _____ goes for so-called light foods. Products 6) _____ as sausages and mayonnaise that are naturally high 7) _____ fat can be labelled 'light' even if 8) _____ fat content is only slightly reduced. Another problem is that 'low in fat' 9) _____ sometimes also mean low in taste. So, to make 10) _____ for this, some manufacturers add a lot 11) _____ salt and sugar to their low-fat products than is needed. This makes them 12) _____ bad as, if not worse than, the full fat equivalent. In the UK, the government is preparing guidelines that would strictly control 13) _____ use of phrases like 'low fat' and 'light' on food packaging, but until these come 14) _____ effect don't believe everything you read on the label. If something looks 15) _____ good to be true, it probably is.

13. Idioms & Fixed Phrases

13.1. A. Fill in the gaps with the correct word from the list and then explain the meaning of each expression:

beans

cake

soup

potato

nutshell

tea

1. I thought it would be really difficult to cook that Thai recipe, but in the end it was **a piece of** _____.
2. The children had a nap this afternoon so now they are **full of** _____.
3. I didn't go to see the film with Alex because it didn't sound like my cup of _____.
4. It's very simple. **In a** _____, all you have to do is call them and see what they want.
5. Labour relations is a bit of **a hot** _____ in our office at the moment.
6. Whenever she opens her mouth, she seems to land right **in the** _____.

B. Find other English food idioms and present them in class.

13.2. Underline the correct word and then explain each of the phrases in bold.

- 1 Publishing his new cookery book has brought him **into the public eye/tongue**.
- 2 His grandparents would tell him all sorts of stories about **the good/past old days**.
- 3 Jane is very happy with her new job as a chef. She seems to have found her **place in the sky/sun**.
- 4 The company donated £5000 to Feed the Children, which was very generous but unfortunately just **a drop in the sea/ocean** compared to what they actually need.

13.3. Match the American words to their corresponding British ones. Which of these are the same in your language?

<i>American</i>	<i>British</i>
meat grinder	biscuit
candy	sweets
jelly	tin
chips	mincer
can	crisps
cookie/cracker	mincemeat
eggplant	chips
french fries	courgette
zucchini	aubergine
ground meat	jam

13.4. Fill in the correct word then make up sentences.

loaf	grain
bunch	clove
piece	pinch

- 1 a piece of cake
- 2 a _____ of rice
- 3 a _____ of bread
- 4 a _____ of grapes
- 5 a _____ of salt
- 6 a _____ of garlic

Would you like another piece of cake?

14. Key-Word Transformation

14.1. Complete the second sentence using the word in bold. You must use between two and five words, including the word given. Do not change the word in bold.

1. There is only a little milk left in the bottle.
much There _____ in the bottle.

2. He said to us, "I can give you a lift to the station if you like."
offered He _____ a lift to the station.

3. "Don't forget to take an umbrella with you," she said to him.
reminded She _____ an umbrella with him.
4. I'm sorry, there's no coffee left.
run I'm sorry, we _____ coffee.
5. The fridge is almost empty.
hardly There _____ in the fridge.
6. "I'd cut down on salt if I were you, Tim," said Jo.
advised Jo _____ on salt.
7. What is the price of that saucepan?
much How _____, please?
8. "Why don't we invite Lisa to the party?" Rob asked.
 suggested Rob _____ to the party.

15. Error Correction

Read the text below and look carefully at each line. If the line is correct, put a tick (✓). If it has a word which should not be there, write this word on the line, as in the example.

Mood Food

Did you know that what you eat can have been a drastic	0 <u>been</u>
effect on how you feel? We all know	00 <u>✓</u>
that what we eat it affects us physically but did	01 _____
you know some foods affect us mentally, too? Studies	02 _____
have been shown that chocolate can lift your spirits and make	03 _____
you feel happier. However, the effect	04 _____
lasts only for a short time. The high fibre foods	05 _____
on the other hand can be make people feel positive,	06 _____
energetic and think quicker. Research shows that	07 _____
people who they eat a high fibre diet tend to be less	08 _____
stressed, less tired and less depressed than people are	09 _____
who don't. Also, they are able to think lots more	10 _____
quickly. Nevertheless, other foods can that have	11 _____
a negative effect on us such as coffee, eggs, sugar	12 _____
and foods that they contain a lot of artificial	13 _____
flavourings and preservatives. These all foods can	14 _____
make us feel sad, anxious and prone to panic	15 _____
attacks. Foods that have been proven to lift up your	16 _____
spirits are oily fish, salads, fruit, cereals and nuts.	17 _____

16. Speaking Skills

16.1. Your friend has put on a lot of weight recently and wants to do something about it. Talk to you friend and

- advise him/her on what to do in order to lose weight in a healthy way;
- tell him/her about a diet/exercise programme that has worked for you;
- encourage him/her to try it.

16.2. Lucy's son has invited his friends from the football team over for dinner. In pairs, decide which would be appropriate for Lucy to cook for her guests.

A: I think she shouldn't cook burgers because they too oily.

B: I couldn't agree more. A good idea would be ...

16.3. Accepting/ Refusing Invitations

A. Complete the dialogues 1–4 using one of the expressions from the boxes below.

ACCEPT

Enthusiastically: Thanks, I'd love to...; Thanks, that sounds great/like fun ...; I'd love to, thank you very much for asking/ inviting me.

Unenthusiastically: I guess so; I suppose so; I might as well; Why not?

REFUSE

Politely: Thanks for asking/ thinking of me but ...; It sounds lovely/great/wonderful but I'm afraid I ...; Sorry, I can't ...; I would love to, but I'm afraid I can't because ...; Thanks, but I'd rather not/I'm not very keen on

Firmly: No thanks, I don't enjoy/fancy/feel like

Impolitely: No, I don't want to/ I hate

1. A: We are all going out to that new Chinese restaurant tonight. Would you like to join us?
B: _____ (*accept enthusiastically*)
2. A: I'm having a party on Saturday night. I hope you can make it.
B: _____ (*accept unenthusiastically*)
3. A: I'm having a dinner party on Tuesday. Would you like to come?
B: _____ (*refuse politely*)
4. A: It's my daughter's birthday party on Sunday and all the children from her class will be there. You are coming, aren't you?
B: _____ (*refuse firmly*)

B. In pairs, use the phrases from the table and prompts below to act out similar dialogues.

Invite somebody to:

a wedding reception

a barbecue

a fancy dress party

an Italian restaurant

17. Writing an assessment report

TIP: An assessment report is usually written for someone in authority such as your employer. It presents and evaluates the positive and negative qualities of a place, person, etc in order to make some kind of judgment or recommendation. Reports always contain factual information.

We always begin a report by saying who the report is for and their position, the writer's name and position and what the report is about.

Introduction

In the **first paragraph** we present the purpose and content of the report.

Main Body

In the **main body**, we present each topic in detail under separate sub-headings.

Conclusion

In the **last paragraph** we summarise the information and state our general assessment or evaluation. We usually write reports in a formal, impersonal style. We write short sentences containing factual language so that the information can be understood easily. We normally use present tenses in assessment reports as well as the passive voice and full verb forms.

17.1. Analysing the Rubric

Read the rubric, underline the key words, and answer the questions.

The editor of the magazine where you work as an assistant editor has asked you to write a report assessing the good and bad points of the Taj Mahal Indian restaurant. Write your report describing the restaurant's food, prices, service, and atmosphere.

1) Who is going to read your report?

- a The restaurant's staff.
- b Your editor.
- c The restaurant's customers.

2) What is your position according to the rubric?

3) What subheadings should the report have?

4) Match the nouns to the adjectives, then say which of these are positive and which are negative.

slow	menu
high	service
helpful	atmosphere
warm	prices
varied	staff

slow service (negative)

5) What should(n't) a good restaurant have? Use your answers to make up sentences, as in the example.

A good restaurant should not have slow service.

However, it should have...

17.2. Analysing a Model Text

Read the report and fill in the appropriate subheadings from the list.

Conclusion
Service
Introduction
Atmosphere
Food and Prices

To: Mr C James, Editor

From: Al Thompson, Assistant Editor

Subject: Taj Mahal restaurant

1) _____

The purpose of this report is to assess the good and bad points of the Taj Mahal restaurant.

2) _____

The Taj Mahal offers a wide range of Indian cuisine, all of which is beautifully cooked and presented. What is more the meals are good value for money as the prices are quite reasonable.

3) _____

The waiters are very polite and friendly and they are able to make helpful suggestions about the menu. However, the service is a little slow, especially when the restaurant gets busy.

4) _____

The restaurant has a tasteful Eastern-style décor and thick carpets. In addition, the soft ethnic music helps to give the Taj Mahal a very pleasant atmosphere. Nevertheless, the lighting is poor, so it is difficult to read the menu,

5) _____

In conclusion, although the service can be slow and the lighting poor, the Taj Mahal is a pleasant restaurant that offers excellent food at reasonable prices. Therefore, I would certainly recommend it to anyone who enjoys Indian food.

Which are the positive/negative points that the writer makes? What linking words has he used to link contrasting ideas? Similar ideas?

17.3. Style

17.3.1. Replace the informal phrases with appropriate formal ones.

Informal	Formal
I've written this report to tell you ...	<i>The aim of this report is to assess ...</i>
There are lots of Indian dishes.	
It's a bit pricey.	
We couldn't see well.	
If you like Italian food, you should go there.	

17.3.2. Which of the following can you use to start/end a report?

The purpose/aim of this report is to assess...

On the whole...

I would (not) recommend ...

The report was carried out to assess

In spite of the (dis)advantages...

As requested, this report is to assess ...

To sum up...

17.4. Clauses of Concession

Join the sentences using words from the list, as in the example.

furthermore

however

despite the fact

in addition

although

what's more

1 The staff were courteous and helpful. The service was slow at times.

*The staff were courteous and helpful **although** the service was slow at times.*

***Despite the fact** that the staff were courteous and helpful, the service was slow of times.*

*The staff were courteous and helpful. **However**, the service was slow at times.*

2 The restaurant offers a wide variety of main courses. There was little choice for dessert.

3 The food was very reasonably priced. Drinks were cheap.

4 It is in a poor location. The exterior of the building looks shabby and run down.

5 The lights were too bright. The restaurant has a pleasant atmosphere.

6 It offers a wide variety of Japanese and Thai food. There are some English dishes for the less adventurous.

17.5. Discuss & Write

17.5.1. Which of the following would you expect to find in a fast food restaurant?

fast service

clean tables

helpful, friendly staff

low prices
silver cutlery
wide variety of foods
white tablecloths

17.2. A. Head the rubric, underline the key words and answer the questions the plan.

You are the assistant manager of Marco's, a fast food restaurant which is part of a large chain. The manager has asked you to write a report assessing the food and prices; service and atmosphere, and suggesting any changes that you think need to be made.

PLAN

To: Who are you writing to?

From: *Who are you?*

Subject: *What are you going to write about?*

Introduction

(Para 1) *Why are you writing the report?*

Main Body

(Paras 2–4) *What information about food and prices, service, atmosphere and facilities will you include?*

*What are the good and **bad** points?*

Can you make any suggestions?

Conclusion

(Para 5) *What is your overall impression ?*

What are your recommendations?

B. Now write your report (120-180 words). You can use the report in Ex. 17.2. as a model.

17.3. Try to explain these quotations in your own words. How do they relate to the theme of the unit?

Famous words

The proof of the pudding is in the eating.

Miguel de Cervantes (Spanish writer)

A balanced diet is a cookie in each hand.

Barbara Johnson (American cook and author)

18. Self-Assessment Module

18.1. Fill in the missing word.

1. Grilled chicken accompanied _____ steamed vegetables is a very healthy meal.
3. The restaurant offers a three-_____ meal for £10 per person.
4. Have we got _____ milk left?
5. Would you like still or _____ water, sir?
6. On you buy me a _____ of biscuits, please!
7. I'm afraid horror films are rat really my cup of _____ .
8. The test was really easy. It was a. _____ of cake.
9. Then you _____ the eggs with the whisk

18.2. Speaking

Answer the questions:

Which type of food do you prefer eating? Why?

Where do you enjoy going out to eat? How often do you go there? Why do you like it?

18.3. Writing an assessment report

You have a part-time job in the cafeteria in your college. The manager wants you to write a report assessing the cafeteria and suggesting any changes that you think need to be made to make it

more popular with the students. Use the notes as well as your own ideas to write your report (120–180 words).

PLAN

To: The Manager, Hillside Community College Cafeteria

From: your name

Subject: College Cafeteria

Introduction

(Para 1) purpose of report – assess college cafeteria – suggest changes

Main Body

(Para 2) food is inexpensive – suitable for students on a tight budget – well-cooked – not a very wide range of food – menu is boring

(Para 3) cafeteria is bright and cheerful – long tables no comfortable chairs

(Para 4) during the week – opens from 8 am to 6pm – more and more students have lessons at night – study in the library at night and weekends

Conclusion

(Para 5) inexpensive student cafeteria with a pleasant atmosphere – expand menu – buy new furniture – extend opening hours to 8am to 9pm – open on Saturdays and Sundays – attract more students

19. Read the following questions and answers below and pay attention to the phrases in bold. Use the 'Definitions' section to check the meaning of any phrases you don't understand.

Definitions

- **to be full up:** to eat to the point that you can no longer eat any more
- **to be starving hungry:** an exaggerated way of saying you are very hungry
- **to bolt something down:** to eat something very quickly
- **to be dying of hunger:** an exaggerated way of saying you are hungry
- **to eat a balanced diet:** to eat the correct types and amounts of food
- **to eat like a horse:** to eat a lot
- **to follow a recipe:** to cook a meal using instructions
- **to foot the bill:** to pay the bill
- **a fussy eater:** somebody who has their own very high standards about what to eat
- **to grab a bite to eat:** to eat something quickly (when you're in a rush)
- **to have a sweet tooth:** to enjoy sugary food
- **home-cooked food:** food cooked at home from individual ingredients
- **the main meal:** the most important meal of the day, usually eaten in the evening
- **to make your mouth water:** to make you feel very hungry for something
- **to play with your food:** to push food around the plate to avoid eating it
- **processed food:** commercially prepared food bought for convenience
- **a quick snack:** to eat a small amount of food between meals
- **a ready meal:** see 'processed food'
- **a slap up meal:** a large meal
- **to spoil your appetite:** to eat something that will stop you feeling hungry when it's meal-time.
- **a take away:** a cooked meal prepared in a restaurant and eaten at home
- **to tuck into:** to eat something with pleasure
- **to wine and dine:** to entertain someone by treating them to food and drink
- **to work up an appetite:** to do physical work that leads to you becoming hungry

Part 1 – style questions

Examiner: Do you like to cook?

Mandy: Not really no ... most of the time I eat **ready meals** and **take-aways** ... that's one of the reasons I love visiting my mum ... you can always guarantee lovely **home-cooked food** ...

Examiner: What time do you usually eat dinner?

Michelle: We have our **main meal** at around 7.00 ... I'm usually **starving hungry** by then ... in fact I often **grab a bite to eat** as soon as I get home from college ... a sandwich perhaps ... but not too much **to spoil my appetite** ...

Examiner: Are there any types of food you don't like?

Lionel: No not really ... I'm not a **fussy eater** at all ... actually I **eat like a horse** ... I do a lot of sport and **work up quite an appetite** ...

Part 2 – style task

Describe a restaurant that you like to use. You should say

- where this restaurant is
- what kind of food it serves
- how often you go there

and say why you like eating there so much.

Howard: OK ... this is a nice topic to talk about ... there's a restaurant just around the corner from where I live ... it's an Italian restaurant so as you'd expect you can eat various pasta dishes and pizzas and I usually go there with my family for a **slap-up meal** if we have anything to celebrate ... it's quite a posh restaurant ... the kind of place you would take someone if you wanted **to wine and dine** them ... we usually order a **3-course meal** ... a light starter then a main dish ... and I have quite a **sweet tooth** so I always look forward to the dessert ... I usually order Tiramisu ... it **makes my mouth water** just to think about it ... I'm always totally **full up** by the end ... why do I enjoy it there ... well ... it's not cheap ... my parents always **foot the bill** and we couldn't afford to go there regularly so it's always a nice treat ...

Part 3 – style questions

Examiner: How can we encourage people to eat more healthily?

Anna: I think the best approach is to have everything in moderation ... **processed food** won't kill you if you only eat it occasionally ... but people should also be encouraged **to eat a balanced diet** ... try to cook fresh ingredients at home a few times a week ...

Examiner: Do you think people enjoy their food as much as they should?

Florrie: I don't know really ... I suppose it's true that people will often eat a **quick snack** because they're bored not because they're **dying of hunger** ... and often they just **bolt it down** and don't savour it ... so yes ... perhaps we could take more time over our food ...

Examiner: Do you think cooking is a pleasure or a chore for people who have busy lives?

Julie: Well ... whether you **follow a recipe** or make something up as you go along ... I think cooking is a very creative process ... and cooking for other people is a particular pleasure ... there's nothing more satisfying than seeing people you love **tucking into** something you've cooked yourself ...

20. Food and Cooking

Fill each black with a suitable word or phrase from the list. Use each item once only.

add	additives	beat the eggs	list of ingredients
boil	dressing	breakfast cereal	local market
empty	simmer	fast food	low-calorie spread
stir	spices	main course	peel the potatoes
taste	vegetarian	speciality	slice of toast

1. The was so filling that I don't think I've got any room for a dessert.
2. I have to watch my figure so I use a instead of butter.
3. Over 5 million servings of the nation's favourite..... are eaten every day.
4. At the beginning of every recipe you'll find a
5. It certainly looks good but what does it.....like?
6. He's a....., so this limits the choice of things we can offer him.

7. If you could....., I'll see to the other vegetables.
8. You must.....thoroughly when you make an omelette.
9. Food bought at theis usually much fresher.
10. He loves every kind of....., especially enormous hamburgers.
11. To make soup from a packet you.....the contents into a saucepan, water, well, bring the mixture to theand allow to for five minutes.
12. Fish soup is aof this region.
13. The on the salad was a little too rich for me.
14. Do you want another..... or can I put the bread away?
15. Some are used only to make the food more attractive.
16. In many countries, herbs and are often used to add flavour to a dish.

How important is food in your country?
What kind of food do/don't you like?
Describe how to make your favourite dish or a traditional dish from your country.

One of our local/national dishes is called
 It's (quite/very) spicy/strong
 It's made from

Complete the column on the right with a word from the list below. Use each word once only.
 Space has been left for your own examples.

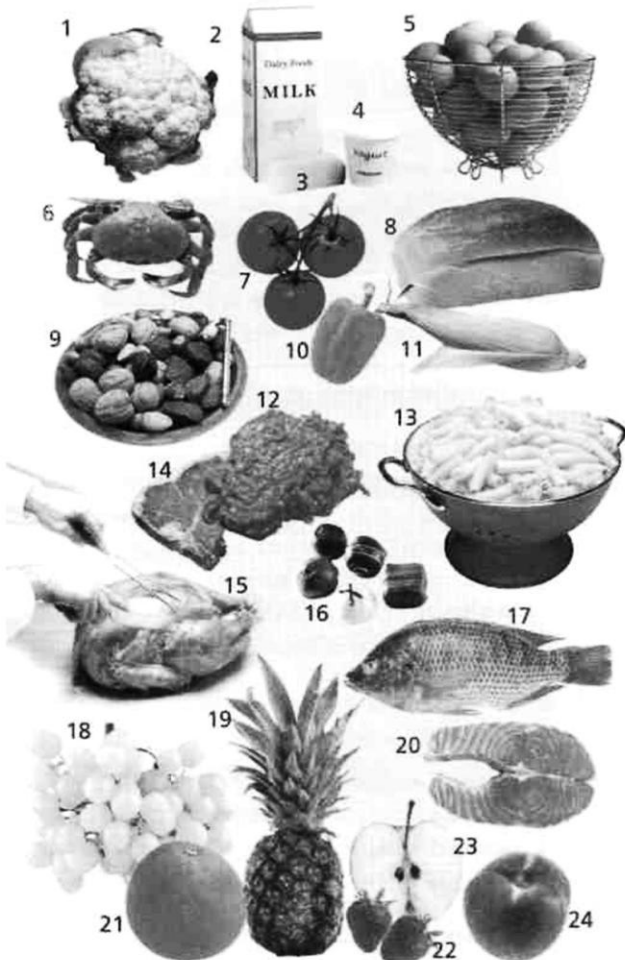
bake	beat	chop	cut	divide
grate	melt	pour	serve	sprinkle

- 1 the meat into thin slices.
- 2 the onion finely.
- 3 some cheese to use as a topping.
- 4 half of the milk into a large bowl.
- 5 the eggs thoroughly.
- 6 the dough into 2 balls.
- 7 the butter in a frying pan.
- 8 in a hot oven.
- 9sugar over the top of the cake.
- 10on a warm plate.

You Are What you Eat

Vocabulary

- 1 a. What can you see in the picture? Identify the foods and complete the table.



meat & poultry:

dairy products:

fish:

shellfish:

fruit:

vegetables: *cauliflower*,

other:

- b. Add three more foods to each category.
- c. How often do you eat these foods?

- 2 a. Fill in the table below to show how these foods can be cooked. Then, ask and answer, as in the example.

	grilled	fried	boiled	scrambled	roasted
chicken	✓				
fish					
steak					
potatoes					
rice					
eggs					

A: How do you like your chicken cooked?
 B: I prefer it grilled.
 A: Do you? I don't. I prefer roasted chicken.

- b. What do you like to put on your food? Ask and answer as in the example.

• salt • pepper • mustard • ketchup • oil • vinegar

A: I like to put ketchup on my chips.
 B: Me too, but sometimes I like salt and vinegar instead.

- 3 Replace the words in bold with words from below, as in the example. Some words can be used more than once.

• slice • jar • piece • cup • loaf • packet
 • tube • bottle

- 1 Can I have **some** bread? *a slice/loaf of*
- 2 Would you like **some** cake?
- 3 Do you have **any** toothpaste?
- 4 Can I get you **some** coffee?
- 5 Could you get **some** spaghetti from the supermarket?
- 6 I thought we had **some** coke in the fridge.
- 7 Do we need **any** jam?
- 8 Would you like **some** cheese in your sandwich?

- 4 Complete the sentences using the words below.

• accompanied • alert • guarantee • peak • flexible
 • boost • absorb • unprocessed • vital • stock up

- 1 It is to eat a balanced diet and exercise regularly if you want to stay fit and healthy.
- 2 Ben likes to eat something sweet to his energy levels in the late afternoon.
- 3 A good review will that the restaurant will be a success.
- 4 She likes to have a cup of milk by a piece of cake when she comes home from school.
- 5 Make sure that you with enough food for the trip before you set sail.
- 6 It's best to exercise when your energy level is at its

- 7 The body can certain sugars very quickly.
- 8 carbohydrates contained in fruit and grains are essential to a healthy diet.
- 9 Some people drink coffee to help them stay
- 10 If you warm up before you exercise, your muscles will be more

5 a. Match the pictures (1-9) to the Starters, Main Courses and Desserts (A-I) in the menu below. Then act out dialogues, as in the example.



Menu

Starters

- A Tortilla chips and dip
- B Pea soup
- C Chef's salad

Main Courses

- D Spaghetti Bolognese and garlic bread
- E Salmon steak with rice and green beans
- F Steak with baked potato and broccoli

Desserts

- G Ice cream sundae
- H Apple pie
- I Chocolate cake

- A: Good afternoon. May I take your order?
 B: Yes please. I'd like the tortilla chips and dip, followed by the spaghetti.
 A: And what would you like for dessert?
 B: I think I'll try the ice cream sundae.

b. Which of these foods are: sweet? salty? sour? bitter? spicy? creamy? juicy?

6 Circle the correct response.

- 1 A: We are going camping in the South of France. Would you like to join us?
 B: a Thanks for asking, but I'm not very keen on camping.
 b It's a great way to get closer to nature.
- 2 A: Hey, welcome back. How was your trip to Singapore?
 B: a It was terribly disappointing.
 b I wouldn't waste my time.
- 3 A: My sister is coming over for dinner tonight. Why don't you join us?
 B: a I suppose so.
 b I'd love to, but I'm afraid I can't.
- 4 A: What did you think of the new Brad Pitt film?
 B: a You've got to see it!
 b It's well worth a visit!
- 5 A: We are all going out after work. Do you fancy coming?
 B: a No, I don't want to do that.
 b Why not?
- 6 A: We're thinking of getting a microwave oven. Do you think it's worth it?
 B: a You must try it. It's so easy.
 b It's great for cooking meals quickly.
- 7 A: Are you going to Tony's New Year's Eve party?
 B: a I suppose so.
 b Sorry, I can't remember.
- 8 A: Why don't you come over on Sunday? You can help me clean out the attic.
 B: a Thanks, but I'd rather not.
 b I'd love to, thank you very much for inviting me!

7 Tick the correct preposition, then make sentences using the phrases, as in the example.

	on	to	from	in	for
rely	✓				
recover					
reply					
rich					
ready					
refrain					

You can rely on me for the help you need.

8 Complete the sentences with two to five words, including the words in bold. Do not change the meaning of the original sentence.

- 1 I fell asleep halfway through the film because it was so boring.
nodded The film was so boring that halfway through.
- 2 I thought Tina was married.
under I was that Tina was married.
- 3 It is very important to make sure that you are getting the necessary vitamins and minerals when you are on a diet.
vital Making sure you are getting the necessary vitamins and minerals on a diet.
- 4 A healthy diet and regular exercise will help you stay fit and lose weight.
accompanied A healthy diet will help you stay fit and lose weight.
- 5 Watch out for pickpockets when you use public transport.
alert You should always be when you use public transport.
- 6 The phone rang just as I was about to leave the house.
point I was the house when the phone rang.
- 7 Your neighbours are so noisy! I don't know how you can live here.
put I don't know how you can noisy neighbours.
- 8 To be a good driver you should concentrate on what you are doing and be able to react quickly if something unexpected happens.
reflexes You need fast as great concentration to be a good driver.

9 Match the words/phrases in the two columns. Then, use the phrases to complete the sentences.

the good
put
under
a drop
a piece
full of
a hot
against

potato
of cake
all odds
beans
control
in the ocean
old days
off

- 1 He's a professional chef, so preparing everything for the dinner party will be for him.
- 2 Don't telling your parents that you broke the window; they are going to find out sooner or later.
- 3 I don't know why my grandparents keep going on about I think life is a lot easier now than it was 60 years ago.
- 4 The police arrived and soon had the situation
- 5 The children were after their long sleep.
- 6 His donation is compared to the amount that is needed to feed the poor.
- 7 When the lawyer saw that her client was not to be trusted, she dropped him like
- 8, he managed to finish his new novel.

Speaking

10 a. Look at the picture and complete the dialogue.



- A: Where do you think the picture was taken?
B: 1)
A: Can you describe it?
B: 2)
A: What do you think they are celebrating?
B: 3)
A: What are they eating?
B: 4)
A: How do you celebrate your birthday?
B: 5)
A: What food do you usually serve?
B: 6)

b. Look at the pictures and in pairs, act out similar dialogues.



Reading

- 11 a. Read the title of the article. What do you expect to read in the article? What illnesses is an overweight person likely to suffer from?
- b. You are going to read an article about a woman named Kathy. Five paragraphs have been removed from the article. Choose from the paragraphs A–G the one which best fits each gap 1–5. There is one paragraph which you do not need to use. There is an example (0) at the beginning.

Kathy is on a special diet. She weighs 45kg and her target weight is 50kg. Very few people try to put on weight, but Kathy has a very good reason for eating more. She is recovering from the killer disease known as anorexia.

Dying to be Thin

0 E

Kathy took those words to heart and began a diet which would last for the next twenty years of her life. She quickly lost a lot of weight and began to look too thin. Her mother was very worried and took her to see the doctor. "In those days, anorexia was not taken seriously," says Kathy. "The doctor just told me to go home and eat plenty of big dinners!"

1

Modelling didn't work out for Kathy, so, at the age of eighteen, she joined the police force. She continued to lose even more weight and soon her friends began to ask her if she was ill. "I thought they were jealous of me for being so thin," she smiles sadly, "but actually I looked awful."

2

When she was twenty-three, Kathy married an engineer named Steven. They had two children, David, who is now twelve, and Christine, who is ten. "I ate normally while I was pregnant," Kathy says. "but as soon as the babies were born, I started starving myself again." Soon she was down to a pitiful 30kg.

3

Then, one day, Kathy read a magazine article which changed her life. It was about a young woman who had died of cancer. "I suddenly realised that I had everything I could ask for and I was throwing it all away. While other people were fighting for their lives, I was killing myself with my eating disorder."

4

She has had a very good response from her talks, although it upsets her that many teenagers seem to believe that it is attractive to be dangerously thin. The fascination with celebrities and their weight is one issue that she feels very strongly about. "I believe that there is a link between media images and eating disorders. It makes me angry that the media only shows the positive side of thinness."

5

Kathy and her family are relieved and happy that she has managed to overcome her problem and now her main ambition is to prevent others from going through the same nightmare. "I am very lucky," she says. "A lot of people never recover from anorexia. Now, if I can save just one person from the horrors of eating disorders, it will make my experience seem worthwhile."



- A When Kathy left school later that year, she began a modelling course. Unfortunately, this only made her problem worse. "Modelling was possibly the worst career I could have chosen," she admits. "I was surrounded by girls who were even thinner than me, and it made me feel terrible."
- B Kathy was still living at home with her family, so she found it difficult to go without food. Instead, she would eat and then make herself sick straight afterwards. "I realised that it was wrong," she says. "I didn't know what anorexia or bulimia were, but I knew that I had a problem. The trouble was I couldn't stop."
- C She feels that magazines not only fail to inform their readers about how celebrities stay so fashionably slim but also about the risks of excessive dieting. "I want children to understand that their health is more important than trying to conform to a certain image," said Kathy.
- D "All I ever ate was salad and apples," Kathy admits. "I drank water and black coffee and I used to run up and down the stairs trying to burn off the few calories I gained." But even though her bones showed through her skin and she was dangerously underweight, Kathy still believed that she was fat.
- E Kathy's problems began when she was sixteen years old. She had always been conscious of her figure, but had never thought of dieting until one summer's day at school. As she sat on a low wall in the playground enjoying an ice cream from the school canteen, a teacher jokingly told her that she would get fat if she ate too many sweets.
- F Thanks to the good advice her doctor gave her, Kathy was able to recover from her illness. She began eating healthy meals and stopped weighing herself. Soon she had put on ten kilos and was beginning to look like a healthy human being again.
- G At that very moment, Kathy made up her mind to get over her illness. She gave up exercising, stopped making herself sick and started writing a book about her experiences. She also gave a talk on eating disorders at her children's school. It was such a success that she was invited to visit other schools around the country.
- c. Read the article again. What role did advertising and career play in Kathy's obsession with her weight? What advice would you give to those suffering from anorexia?

• Eating habits

1 Add two more words to each category in the spidergram.

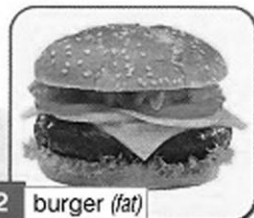


2 Look at the pictures and answer:

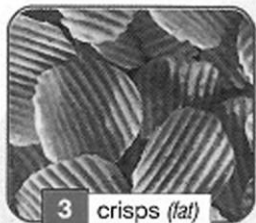
- What would be a healthy snack?
- What would you avoid if you were on a diet?



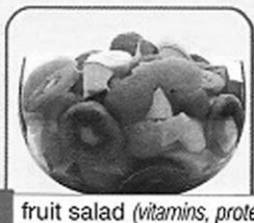
1 milk & cheese (protein, vitamins, minerals, carbohydrates)



2 burger (fat)



3 crisps (fat)



4 fruit salad (vitamins, protein)



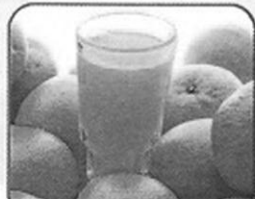
5 chocolate cake (fat)



6 salmon (protein, vitamins)



7 salad (protein, carbohydrates, vitamins)



8 orange juice (carbohydrates, vitamins)



9 wholegrain cereal (protein, carbohydrates)

► Fruit salad, salad or wholegrain cereal would be a healthy snack, as they are high in protein, carbohydrates and vitamins.

3 Use the pictures and the information in Exs. 1 and 2 to make sentences about your eating habits.

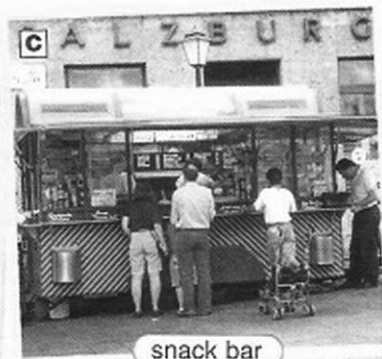
- | | |
|-----------------------------|-----------------------------------|
| 1 I don't really like | 4 Ion a daily basis. |
| 2 I never eat | 5 I only eatat school/work. |
| 3 I can't stand | 6 I rarely drink |

Word power

• Places to eat out

1 a) Look at the pictures. In which of the places could you

- enjoy a quiet and formal atmosphere?
- meet with other young people for a burger?
- try some traditional food?
- have some light refreshment while out shopping?
- have lunch with a business colleague?
- celebrate a special occasion?



b) How do these places compare with places to eat in your country?

- We have a lot of cafés and fast food restaurants but not many snack bars.

2 Using the table, choose two places to eat and say what you do or don't find appealing about them.

	▲ ADVANTAGES ▼	▼ DISADVANTAGES ▲
<p>Café</p>	convenient, good place to socialise, sit outside in good weather	can be noisy and crowded, very limited menu
<p>FAST FOOD Restaurant</p>	cheap, quick service, informal atmosphere	can be crowded, unhealthy food, limited choice, noisy
<p>SNACK BAR</p>	convenient, quick service	limited choice of meals such as sandwiches and also drinks, cannot sit down
<p>Restaurant</p>	suitable for formal/special occasions, varied menu, traditional food, comfortable	more expensive, reservations sometimes necessary, quite formal

- *What I like about fast food restaurants is that you get quick service and the food is quite cheap. However, they can get noisy and crowded, and I must admit the food is rather unhealthy.*

- Complaints

3 Look at the list of complaints some people have when eating out. Can you think of any other complaints when eating out?

food	salty soup, tough/undercooked steak, overcooked vegetables, small portions
service	rude/slow waitress, (The food took ages to come.) slow
atmosphere/decor	bright light, loud music, dark and depressing
price	overcharged, extremely expensive, charged a fortune
hygiene	dirty tablecloths/glasses/cutlery, no towels in the toilets

► Sometimes the tablecloths are stained, which is really horrible. Other diners sometimes get served before you, when it is not their turn, which is very annoying.

Developing your speaking skills

- Expressing dissatisfaction

4 In pairs, tell each other about a time you ate out and were dissatisfied. Use the ideas from Ex. 3 and the useful language below. You can also use your own ideas.

Useful language

Dissatisfaction

The worst (*meal*) I've ever had was ..., The (*service*) was absolutely awful/terrible/disgraceful, I wouldn't have minded if ... but ..., What really bothered me was ...

- A: *The worst meal I've ever had was when my parents and I were on holiday this year. We went to a restaurant and the food was absolutely terrible. They charged us a fortune for it, too.*
- B: *That's awful! I'll never forget going out for a meal on my birthday. We went to an expensive restaurant but the steak was so tough you couldn't eat it.*



What would you enjoy about eating in places like these?

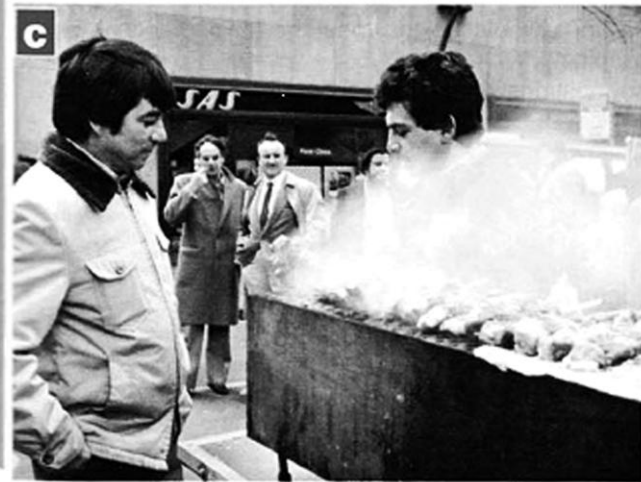


How do you think these people's eating habits might affect their health?



EATING PLACES

Why might people eat at places like these?



Candidate B: Compare the photographs and say why people might eat at places like these. (1 minute)

Candidate A: Do you ever eat at these kinds of places? (20 seconds)

○ Useful language – Expressing opinion / Making assumptions

- I think that *(the person in the first photograph)* ...
- The people *(in the second photograph)* are obviously ...
- My guess is that ...
- I suppose people eat at this sort of place when ...
- It would probably be a place to go if ...

KEY LANGUAGE

Positive Points

Negative Points

barbecue stall

cheap, convenient, grab a bite to eat when you're on the go/there's no time for a sit-down meal, appetising smell, central location (attracts busy shoppers), fairly wholesome food

unprotected from the weather, only a snack (might not be satisfying if you are very hungry), eating in a rush is unhealthy

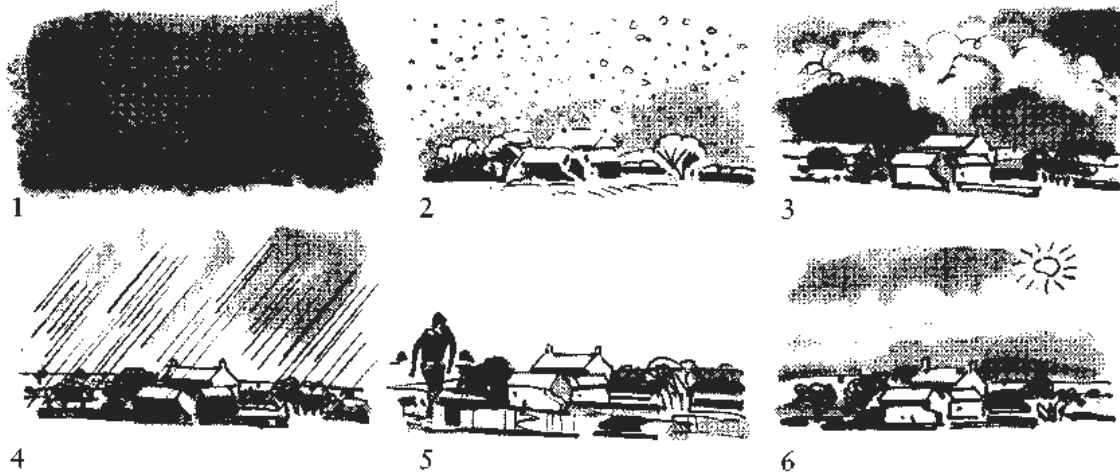
fast food restaurant

good place to socialise, catch up on each other's news, serves tasty food, relatively cheap, cheerful relaxing atmosphere, meeting point for friends, comfortable seating, can usually stay as long as you want

fast food not very nutritious, can waste a lot of time there, better outdoors taking some exercise

Exercises:

1. Identify the weather conditions in these pictures:



2. True or false? If a sentence is false, write a true sentence about the weather conditions in the sentence.

- 1 It often pours with rain in the desert.
- 2 It gets quite chilly in the desert in the evening.
- 3 Thunder makes a noise.
- 4 Lightning can kill people.
- 5 A shower is a gentle breeze.
- 6 A spell of hot weather may end in a thunderstorm.
- 7 If it is humid, the air will be very dry.
- 8 Below zero, water turns to ice.
- 9 Heavy rain means that it is pouring with rain.
- 10 When it's foggy you need sunglasses.

3. Complete these scales.

..... → wind → strong wind → → hurricane
..... → hot → warm → not very warm → cold

4. Complete this text with suitable words.

The single greatest influence on Japanese weather is the wind. During the summer it (1) _____ from the Pacific, causing (2) _____ and humid weather, but in winter, the north-westerly (3) _____ from Siberia are very cold and it (4) _____ heavily on the mountains of the north west. The south-eastern parts receive cold dry air. Between June and mid July, there is a (5) _____ of wet weather when the rice fields get the water vital for growth. After that, there is less (6) _____ rain, but the air is still (7) _____. Autumn, however, is drier, and usually very pleasant.

5. Write a paragraph about the weather in your own country, or a specific part of your country, e.g. your own region. Try to use as many words as possible.

**Weather and Climate
Weather conversations**

Here are some more unusual but still useful words about weather so that you can have typical weather conversations where you agree with someone by using a synonym. In these examples B replies more informal language.

- A: **Bit chilly** today, isn't it?
 B: Yes, it's **freezing/nippy**, isn't it?
- A: It's **hot**, isn't it?
 B: Yes, it's **boiling/sweltering/roasting!**
- A: It's a **bit windy** today!
 B: Yes, really **blowy/breezy**, isn't it?
- A: What **oppressive/sultry** weather!
 B: Yes, isn't it **stifling/heavy/close?**
- A: What a **downpour/deluge!**
 B: Yes, it's **chucking it down/it's pouring!**
- A: Isn't it **humid** today?
 B: Yes, horribly **muggy/clammy**.

Climate and metaphors

Climate metaphors are often used, particularly in written English. The word climate can refer to the general atmosphere or situation in society.

His dishonest policies towards the workers created a **climate of distrust**.

The government reforms have created a **climate of change**.

The words **cultural, current, economic, financial, moral, political, social** and **prevailing all** collocate **strongly with climate** in this social sense.

She has a very **sunny disposition** – she's hardly ever miserable.
 Job prospects are **sunny**.

Unfortunately, our plans met with a **frosty** reception.
 'You lied to me, didn't you?' she said **icily**.
 I'm **snowed under** with work – I'll never get through it all in time.

After the company accounts were examined, the manager was left **under a cloud of suspicion**.
 Don't let your love for him **cloud your judgement**.

The soldiers were hit with a **hail of bullets**.
 The Prime Minister was greeted with a **hail/storm of abuse**.

After the long flight I was **in a haze** for a day or two.
 I've only a **hazy idea** what you mean.

The truth is hidden **in the mists of history**.
 She looked at him **misty-eyed** – clearly in love.

The article sparked off a **whirlwind** of speculation.
 They had a **whirlwind romance**.

The horses **thundered** down the race track.
Thunderous applause followed his speech. (Note that **thundery** is used to describe stormy weather while **thunderous** describes a loud noise.)

The **winds of change/discontent/democracy** are blowing across the country.

Exercises

1. Respond to these statements about the weather. Agree using slightly more formal language.

1. It's a bit nippy outside, isn't it?
2. What a sweltering day!
3. Isn't it muggy here?
4. It's blowy, isn't it?
5. Close today, isn't it?
6. It's chucking it down!
7. It's clammy today, isn't it?
8. What a stifling day!

2. What is the link between the literal and metaphorical meanings of these words?

EXAMPLE sunny – pleasant and positive

- 1 frosty
- 2 icily
- 3 snowed under
- 4 whirlwind
- 5 hail
- 6 under a cloud
- 7 in a haze
- 8 to thunder

3. Find collocations for these words. You will find some on the opposite page, but use a dictionary to find more if necessary.

- 1 _____
_____ climate
2. _____
prevailing _____
3. _____
to cloud _____

4. _____
the wings of _____
5. _____
a frosty _____
6. _____
a hail of _____

4. Read the text below and find words in the text which mean the following:

- 1 average
- 2 dry
- 3 height above sea level
- 4 distance from the equator
- 5 rain and snow
- 6 rays from the sun
- 7 make less extreme
- 8 situated very far from the sea
- 9 different weather conditions at different times of the year

Schemes for dividing the Earth into climatic regions are based on a combination of indices of mean annual temperature, mean monthly temperature, annual precipitation totals and seasonality. The climate of a place is affected by several factors. Latitude affects the amount of solar radiation received, with the greatest in equatorial regions and the least in polar regions. Elevation affects both temperature and precipitation; mountainous areas are generally cooler and wetter. Location close to the sea or to large bodies of water moderates temperature; continental areas are generally more arid and more affected by extremes of temperature.

5. Are climate and weather words used metaphorically in your own first language or in other languages that you know well? If so, do specific weather features evoke the same images in other languages as in English?

The Weather

Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

(1) cold, but not very (2) thin white coat of ice on everything (3) rain and snow mixed (4) dirty, brownish, half-snow, half-water (5) staying as a white covering (6) snow blown by high winds (7) deep banks of snow against walls, etc. (8) change from hard, frozen state to normal (9) change from solid to liquid under heat

Warm/hot weather

close [warm and uncomfortable]

stifling [hot, uncomfortable, you can hardly breathe]

humid [hot and damp, makes you sweat a lot]

scorching [very hot, often used in positive contexts]

boiling [very hot, often used in negative contexts]

mild [warm at a time when it is normally cold]

Note also: We had a heatwave last month, [very hot, dry period]

Wet weather

This wet weather scale gets stronger from left to right.

damp -» *drizzle* -» *pour down / downpour* -» *torrential rain* -» *flood*

Autumn in London is usually chilly and damp with rain and drizzle. It was absolutely pouring down, *or* There was a real downpour.

In the Tropics there is usually torrential rain most days, and the roads often get flooded. *or* There are floods on the roads.

This rain won't last long; it's only a shower. [short duration]

The storm damaged several houses. [high winds and rain together]

We got very wet in the thunderstorm. [thunder and heavy rain]

Hailstones were battering the roof of our car. [small balls of ice falling from the sky].

Note also hail (uncountable).

The sky's a bit overcast; I think it's going to rain. [very cloudy]

We had a drought last summer. It didn't rain for six weeks.

Mist and fog

Nouns and adjectives:

haze/hazy [light mist, usually caused by heat]

mist/misty [light fog, often on the sea, or caused by drizzle]

fog/foggy [quite thick, associated with cold weather]

smog [mixture of fog and pollution (smoke + fog)]

Wind

There was a gentle breeze on the beach, just enough to cool us.

There's a good wind today; fancy going sailing?

It's a very blustery day; the umbrella will just blow away.

There's been a gale warning; it would be crazy to go sailing.

People boarded up their windows when they heard there was a hurricane on the way.

Exercises:

1. Match each word

thunder
torrential
down
heat
hail
snow
gale

stones
drift
storm
warning
rain
wave
pour

2. Fill the gaps with appropriate words.

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown (1) _____ with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly (2) _____. Apart from that, British winters meant a bit of white (3) _____ on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the (4) _____ and (5) _____ that can paralyze a whole city in less than an hour and close roads completely. However, when the earth finally (6) _____ and all the snow (7) _____ away in spring, everything comes to life again and looks more beautiful than ever.

3. What kinds of weather do you think caused the following to happen? Write a sentence which could go before each of these.

1. We had to sit in the shade every afternoon.
2. The sweat was pouring out of us.
3. I can hardly breathe; I wish it would rain to cool us down.
4. Cars were skidding out of control.
5. Even the postman had to use a boat to get around.
6. They had to close the airport; the snow was a metre deep.
7. We were able to sit in the garden in the middle of winter.
8. The earth became rock-hard and a lot of plants died.
9. It blew the newspaper clean out of my hands.
10. A row of big trees had been uprooted like matchsticks.
11. I could hardly see my hand in front of my face.

4. What types of weather are bad and good for doing these things?

Example: Skiing - bad: mild weather which makes the snow melt- good: cold, clear day

1. Planting flowers in a garden
2. Having an evening barbecue
3. Going out in a small sailing boat
4. A day of sightseeing in a big city
5. Camping out in a tent
6. Looking at ships through binoculars

5. This chart shows anyone who wants to visit the West of Ireland what weather to expect at different times of the year. Make a similar chart for your country or home region.

<i>Dec-Mar</i>	<i>April-June</i>	<i>July-Aug</i>	<i>Sep-Nov</i>
coldest months; usually quite wet; snow on high ground	generally cool, often wet and windy but improving	warmest months; bright with showers; cool sea breezes	often mild becoming cold; mist and fog

6. Put these words into the cold, hot, or wet/dry column, as appropriate.

frost stifling drought chilly scorching
freezing.....downpour close ~~rainy~~ heatwave
flood

cold	hot	wet/dry
		rainy

7. What do we call? The first letter is given.

Example: A light that flashes in the sky during a storm? **lightning**

- | | |
|--|----------|
| 1. Deep piles of snow blown by the wind? | s |
| 2. Snow and rain mixed together? | s |
| 3. A heavy snowstorm with high winds? | b |
| 4. Dirty, brownish, melting snow in the streets? | s |
| 5. Very light, fine rain? | d |
| 6. Rain that only lasts a very short time? | s |
| 7. Little balls of ice that fall from the sky? | h |
| 8. Thunder and heavy rain at the same time? | t |
| 9. A very light fog? | m |
| 10. Fog and smoke/pollution together? | s |

8. Fill the gaps. The first letter is given. One mark per gap.

1. In the spring the ice m , the ground t and plants start to grow again.
2. Normally, at that time of year, the weather is very cold, but that day it was very mild , with a temperature of 12 degrees and sunshine.
3. It snowed last night but it didn't s , so the roads are clear.
4. As I looked out to sea, the horizon was h , and the sky and sea seemed to be one blue mass.
5. It was hot on the beach, but there was a gentle b that cooled us a little.
6. The sky was very o , and then it p down.
7. It was a b hot day, but it was also extremely h , which made us sweat, so all we could do all day was sit inside with the air conditioning on.
8. There was a violent s last week. There was t rain all day and all night, and the streets got f .
9. The north is usually cold and d , while the south is warmer and very dry.
10. The weather was rather m that day, and I found it difficult to concentrate on my work. I just wanted to fall asleep all the time.
11. There was h and rain falling at the same time, and all the garden was white for just a few minutes.

9. Put these words on a scale from 'strong' to 'weak'.

gale breeze blustery winds hurricane

The Weather

Complete each sentence with a word or phrase from the list below. Use each item once only.

- | | | | |
|------------|--------------|---------------|--------------------|
| changeable | dark clouds | bitterly cold | global warming |
| cut off | heavy rain | gust of wind | stuck by lightning |
| hot spell | turned out | mild climate | weather forecast |
| sticky | we're in for | pouring down | widespread damage |

1. This area has got a fairly.....so we didn't expect the temperature to fall so sharply.
2. A.....blew my hat off and sent it flying across the road.
3. Tomorrow's weather will be.....with sunny periods and scattered showers.
4. The rain came.....and we got soaked to the skin.
5. Some scientists claim that the unusual weather is the result of.....
6. The hurricane swept through the islands, causing.....
7. Many villages were.....by heavy snow drifts and emergency supplies had to be taken in by helicopter.
8. That blackened tree over there was.....during a violent thunderstorm.
9. It was so hot and.....during the day that we soon got worn out if we tried to do any hard physical work.
10. If this.....continues, water will have to be rationed.
11. In the distance,.....covered the sky and you could hear the rumble of thunder.
12. – It's.....nice again, hasn't it?
– Yes, it has. Let's hope it lasts.
13. It looks as if.....a spell of showery weather over the next few days.
14. It was so.....that I kept the central heating at maximum and put on a heavy pullover.
15. Due to..... the pitch was flooded and the match had to be abandoned.
16. According to the....., the maximum temperature today should be about thirty degrees.

**Describe the climate of your country. Does it vary from region to region?
 What is the weather like today? What is the forecast for tomorrow and the outlook for the next few days?
 Have you ever had a good or bad experience as a result of the weather? If so, describe what happened.**

**The climate in my country varies a lot according to the season / doesn't change very much except
 (In the spring / summer /autumn /winter) it is (often / usually / sometimes) very hot / bitterly cold
 The temperature can reach as high as / fall as low as
 We have a lot of thunderstorms / snow**

**Tomorrow it will / should be sunny / cloudy / changeable
 There will be scattered showers / dense fog
 The maximum / minimum temperature will be**

**It didn't rain for months. As a result,

 One night there was a terrible storm / hurricane / gale / blizzard

 It was so hot / cold that**

It's hardly surprising that weather is a favourite topic for so many people around the world - it affects where we choose to live, what we wear, our moods, and perhaps even our national characteristics. A sunny day can relieve the deepest depression, while extreme weather can destroy homes and threaten lives.

The effects of weather

Palm trees bent double in hurricane force winds, cars stranded in snow drifts, people navigating small boats down flooded city streets - images we are all familiar with from news reports of severe weather spells. But many of the effects of the weather are less newsworthy. 'I'm feeling a bit under the weather' is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods. Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy. Some suggest that the weather also leaves its mark on character, giving people from the same region similar temperaments; although it seems that economic, political and social factors are likely to have a much stronger effect than the weather.

What causes changes in the weather?

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called 'lows', and anticyclones, also known as 'highs'. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind. The weather systems in tropical climates are very different from those in mid and high latitudes. Tropical storms develop from depressions, and often build into cyclones, violent storms featuring hurricanes and torrential rain.

In modern times, human activity seems to be altering weather patterns. Gases produced by heavy industry change the temperature of the Earth's surface, and affect cloud formation. Some researchers say that factories in Europe and North America may have been one of the causes of the droughts in Africa in the 1980s.

Can we predict the weather?

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular poems include:

Red sky at night, shepherds' delight;
Red sky in the morning, shepherds' warning
Ash leaf before the oak, then we will have a summer soak;
Oak leaf before the ash, the summer comes without a splash
Flies will swarm before a storm.
Rain before 7, clear by 11.

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain, when the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today's methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centers with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However, it is possible that these people would use their talent in another way, since the same group had considerable success in forecasting changes in another chaotic system - the stock market.

It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease. An Ebola epidemic in Uganda in the year 2000 came after the same rare weather conditions that had been present before an outbreak 6 years earlier. Efforts to limit the spread of airborne diseases such as foot and mouth, are also strongly dependent on favourable wind conditions.

Extreme weather

Although people in Britain often moan about the weather, we should spare a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flashfloods regularly kill thousands of people and leave many others homeless.

While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kiteboarding, ice-climbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks. Even more extraordinary are storm-chasers -weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.

Glossary

adrenaline (n): a hormone produced by the body when you are frightened, angry or excited, which makes the heart beat faster and prepares the body to react to danger.

ash (n): a forest tree which has a smooth grey bark, small greenish flowers and seeds shaped like wings.

blizzard (n): a severe snow storm with strong winds.

climate (n): the general weather conditions usually found in a particular place.

drought (n): a long period when there is little or no rain.

humid (adj): (of air and weather conditions) containing extremely small drops of water in the air.

hurricane (n): a violent wind which has a circular movement, especially found in the West Atlantic Ocean.

latitude (n): the position north or south of the equator measured from 0° to 90°.

oak (n): a large tree that is common especially in northern countries, or the hard wood of this tree.

pine cone (n): the hard egg-shaped part of the pine tree which opens and releases seeds.

psychologist (n): someone who studies the human mind and human emotions and behaviour, and how different situations have an effect on them.

reflex (n): an uncontrollable physical reaction to something.

shepherd (n): a person whose job is to take care of sheep and move them from one place to another.

tornado (plural tornados tornadoes) (n) (US INFORMAL ALSO twister): a strong dangerous wind which forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground.

torrential (adj): used to refer to very heavy rain.

After reading

Exercise 1

Choose the correct answer to each of the following questions about the text.

1. When the weather keeps changing:
(a) people's reaction slow down
(b) people become irritable
(c) people find it hard to focus on their work

2. The weather in Britain:
 - (a) is very changeable
 - (b) is depressing
 - (c) is random

3. Violent storms are common:
 - (a) in mid and high latitudes
 - (b) in Britain
 - (c) in tropical climates
4. Anticyclones often:
 - (a) bring cloudy weather
 - (b) bring rain and wind
 - (c) bring fine weather

5. Weather forecasting:
 - (a) is always wrong
 - (b) has been done for a long time

6. According to a traditional rhyme, if there is a red sky at night:
 - (a) the next day will be fine
 - (b) the next day will be rainy
 - (c) the next day will be windy

7. When the air is humid:
 - (a) pine cones close
 - (b) seaweed feels dry
 - (c) the weather will be fine

8. According to the article, weather is linked to:
 - (a) the stock market
 - (b) the outbreak of disease
 - (c) successful studying

9. Extreme sports are:
 - (a) dangerous
 - (b) routine easy

Predicting the Weather

Read the paragraph. Complete the sentences with the correct form of the underlined words.

Predicting the weather on the planet is a science known as meteorology. Meteorologists study the earth's atmosphere. Moving air masses in the atmosphere, or fronts, often cause changes in the weather. Meteorologists use devices such as thermometers, radars, and satellites to make predictions about fronts and other weather factors. They always want to be accurate. Many people listen to the weather forecast to plan their day.

1. A _____ is a scientist who studies the earth's atmosphere.
2. A _____ is a statement about what will happen in the future.
3. A _____ is a device that uses radio waves to locate an object.
4. _____ is the study of the earth's atmosphere and weather.
5. A _____ is a line where warm and cold air masses meet.
6. A weather _____ tells us what will happen with the weather.
7. A _____ is a device that measures the temperature of the air.
8. A _____ is a piece of equipment that sends and receives signals in space.

Look outside your window. It may be very different to what you saw just a day or two ago. Yesterday may have been cloudy and rainy, today may be beautiful and sunny. But what about tomorrow? Well, you may just want to stay inside!

What is it that causes these changes? It's the weather. Weather is something which we experience every day, and yet it's very complicated. Weather is the temporary state of the earth's atmosphere. It can be very different from place to place at any one time. This is because it depends on the complex relationship between the air, water, and heat from the sun

How does the weather work?

The weather depends on the movement of the earth, and the earth itself is a planet that is always changing and moving. Its atmosphere is like a vast weather engine – an engine that gets its power from the Sun.

The Sun heats up more air over the equator than it does at the poles. This causes huge movements of air across the surface of the earth. The warm, **moist** (slightly wet) air near the equator rises and flows towards the poles. The cool air from the poles then drops down and flows back towards the equator. This creates a continuous cycle of moving air.

As this air moves quickly across the earth's surface, it continuously interacts with the land and the sea. These components exchange heat and **moisture** (small drops of water in the air), and create the earth's changing weather. That's why we get things like **heat waves** (a period of time with usually hot weather) and hailstorms, snowstorms and sandstorms, typhoons and tornadoes. All of these are types of extreme, or dramatic, weather.

Fronts can also cause dramatic weather, but what are they?

Fronts are an important part of weather forecasts. Fronts are formed when warm air masses and cold air masses come together. These fronts can be cold or warm. A cold front is created when a mass of cold air forces itself underneath warmer, lighter air. The cold air pushes the warmer air out of the way. This often brings dramatic changes in the atmosphere, such as heavy clouds and violent storms.

Warm fronts happen when a warm air mass pushes cold air forwards. The weather is usually less dramatic during warm fronts. It may get hotter and more **humid** (a type of weather that is hot and slightly wet), but rain and thunderstorms may also occur.

Scientists can often forecast tomorrow's weather by observing and analysing the atmospheric conditions today. This science is called meteorology, and it's how the meteorologist on television knows if you should pick up your umbrella, put on some sunglasses, or dress warmly.

Meteorologists, or weather forecasters, watch six key conditions of the atmosphere. These are: air pressure (or the weight of the air above a certain point on the earth's surface); humidity (or the amount of moisture in the air); temperature; clouds; wind; and precipitation (such as rain or snow). Then, they try to make an accurate prediction of what the weather will be like tomorrow, or even next week.

Of course, it's very useful to be able to know what the weather will be like in the future. But how is it done? Simple devices like barometers (the instrument that measures air pressure) and thermometers, or more complicated ones like radars and satellites, are used to measure weather conditions. This data is then used to predict different types of weather.

By measuring a rise in air pressure, for example, barometers can generally tell you to plan for nice weather. If the air pressure drops, there may be storms. Barometers are one way that you can forecast the weather yourself, without the help of a meteorologist. Many people have them at home.

Thunderstorms are one of the most common forms of extreme weather. About 45,000 thunderstorms occur every day around the world. They usually begin with warm, humid air moving upwards. This is called an 'updraft'. These updrafts rise above the earth and form clouds. Then, ice crystals or water drops form in the clouds as the air cools. Finally, this moisture becomes heavy and falls to the earth as rain.

However, it's not always just rain. If the air temperature is very cold, the moisture can become snow. It can also become hail or **sleet** (frozen rain: a mixture of snow and rain), depending on the temperature.

We may not always be happy about the weather, but everyone needs weather forecasts. They help us to plan our daily lives. Farmers depend on accurate forecasts to tell them when to plant and **harvest** (gather fruits, vegetables, or other fruits) crops. Airlines need to consider weather conditions so that

their planes can reach their destinations quickly and safely. And you? Well, a good understanding of the weather might help you to decide whether you should go out tomorrow... or not.

After You Read

1. Weather can change at _____ time.
A no
B any
C the
D some
2. The phrase 'temporary state' describes something that is
A never changing
B always the same
C complex
D always changing
3. The weather depends on the _____ relationship between air, water and the heat from the sun.
A simple
B different
C complicated
D experienced
4. Warm, moist air near the Poles rises towards the Equator,
A True
B False
C Not in text
5. Fronts are _____ important part of weather forecasts.
A two
B all
C an
D the
6. Barometers measure air pressure.
A True.
B False.
7. If the air pressure rises, you will probably:
A pick up an umbrella
B put on a jumper
C put on sunglasses
D dress more warmly

Global Warming

The average temperature on the earth's surface constantly goes up and down. These changes are most often the result of differences in the amount of heat from the sun or natural changes in the atmosphere. It usually takes thousands of years for the temperature to change by even one degree Celsius. However, recent measurements show that the earth's temperature may have increased by almost this much in only the past 100 years. Some scientists believe that this rapid temperature change is the result of human, not natural, activity. The name for this kind of unusual change is global warming, and some scientists and meteorologists predict that it may cause serious problems around the world in the near future. Some even believe these problems are already beginning to occur.

While not all meteorologists and scientists agree that global warming is a reality, those who do agree have some serious concerns. They expect an increase in heat waves along with extremely heavy thunderstorms and floods in the near future. Some also predict that snowstorms will become more frequent and intense as global warming causes the level of moisture in the air to rise. In addition, others predict that the size and strength of hurricanes and typhoons will increase as ocean temperatures rise.

These scientists also emphasize that people living in cities near the ocean or on small islands should be particularly concerned. They suggest that, as the earth's temperature increases, the ice at the north and south poles will begin to melt and cause sea levels to rise. This rise in the world's oceans will, in turn, cause coastal flooding. One prediction is that by the year 2100, sea levels will be three feet higher than they are today. This would mean that cities like Venice in Italy, and Miami in the U.S. could lose significant amounts of land to the ocean. Although these are only predictions, governments in most major countries are beginning to take them seriously.

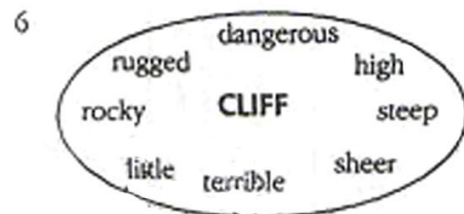
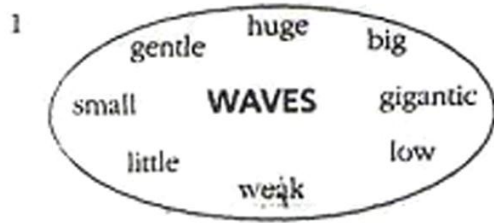
Exercises:

Use words from the box to complete the sentences. Do not use any word more than once. Hint: You will not use all the words.

- | | | |
|-------------|------------|----------------|
| lightning | tropics | thermometer |
| sunny | wind | hailstone |
| tornadoes | Fahrenheit | summer |
| rain | humidity | degrees |
| temperature | volcano | arid |
| arctic | weather | meteorologists |
| storm | snow | |

1. The fastest _____ change on record happened about 70 years ago in Spearfish, South Dakota. In just two minutes, the _____ reading went from -4° to 45° – a rise of 49 _____!
2. During a severe _____ at Coffeerville, Kansas, a _____ weighing more than one and a half pounds struck the ground.
3. Because _____ said that June 2 was the most consistently _____ day on the calendar, Queen Elizabeth chose that day for her coronation in 1953. As usual, they were wrong; it _____ that day.
4. Every year, _____ kills more Americans – about 400—than any other natural disaster.
5. An average of 140 _____ occurs every year in the United States.
6. In 1816, there was no _____ in many areas of the world. In New England, stayed on the ground all year. Dust from the eruption of a _____ in Indonesia had apparently blocked the rays of the sun.
7. The highest _____ velocity ever recorded on Earth – 231 miles per hour – swept across New Hampshire's Mount Washington in 1934. The consistently bad _____ there is caused by the clash of two storm tracks: one from the torrid _____ and one from the frigid.

WEATHER and COASTAL FEATURES



1. Put a X through two words in each circle which do not normally collocate with the-word-in-the-centre.

2. A. Complete the gaps in the opening paragraph of this short story. There is more than one possible answer for most of the gaps.

WEATHER or not...

The weather took its emotional hold over the coastal town, making daily bold statements about its power to shatter lives and land. Its first violent attack arrived on Sunday with (1) howling winds. The waves crashed against the (2) _____ cliffs which normally offered ample protection. But the unseasonable nightmare held the inhabitants of Cleveland in fear for their lives, and sandbags were hastily placed in doorways in case of flooding. But Tom's heart was frozen over and he alone paid no attention to the thread that lay outside his door.

By Wednesday it had calmed somewhat though the winds were still (3) _____ enough to dissuade people from leaving their homes unless out of necessity. But by Friday the weather had taken pity on everyone, and temperatures, having been only a few degrees above freezing, suddenly rose into the twenties. The gale- (4) _____ winds were replaced by (5) _____ breezes and waves gently lapped against the shore. The people of Cleveland poured onto the (6) _____ beach and soaked up the sun as it softly stroked their cheeks.

The climate of Tom's soul was, however, still frozen over, incapable of change...

B. Continue the story.

The Environment

Complete the passage by using the words and phrases in the list below. Use each item once only.

- alternative sources
- cut down on
- dramatic increase
- exhaust fumes
- food chain
- nuclear waste
- pesticides
- polluting
- public transport
- quality of life
- research
- rush hour
- subsidised fares
- switch to
- traffic jams

Our environment is being destroyed but we still have time to do something about it. Every day during the 1..... you can see cars stuck in 2..... sending their 3..... up into the atmosphere, 4..... our environment. If we had an integrated 5..... system with 6..... commuters would be encouraged to leave their cars at home and 7..... a more efficient form of transport. It is not only in towns that the 8..... is being threatened. Although farmers say they have to spray 9..... on their crops, some experts believe that these chemicals could get into the 10..... which will result in a 11..... in the number of people affected by cancer and various allergies. More 12..... needs to be carried out so that we can 13 the use of harmful chemicals but still produce the food we need.

Potentially the most dangerous threat to the environment is 14..... from power stations. Can it really be stored safely? By developing 15..... of energy, such as wind and wave power, we can make our world much safer to live in.

Answer the questions:

1. Have there been any natural disasters in your country (earthquakes, flooding, severe thunderstorms, etc.)? If so, what happened? What damage was caused?
2. Can you think of any ways in which pollution is affecting the environment? What can be done about it?.
3. Are you optimistic or pessimistic about the future? Why?

Make up your own report.

(Some years ago) there was.....
 A lot of buildings collapsed / were destroyed /
 Several people were injured / lost their homes
 In the pastused to
 but now

In my opinion, I believe	more research should be carried out.
	dangerous pesticides should be banned.

In addition to this, At the same time,	I think.....
---	--------------

I suppose I'm quite optimistic about	the future.
I'm afraid I'm rather pessimistic about	what can be done
because	

WEATHER AND LIFESTYLE

How does the weather affect these people's lifestyles?



Candidate B: Compare the pictures and say how the weather affects these people's lifestyles. (1 minute)

Candidate A: Which lifestyle would you find harder to get used to? (20 seconds)

Useful language

Expressing cause/reason	Expressing effect/result
<ul style="list-style-type: none"> • Due to/Owing to/In view of (<i>the extreme heat</i>), ... • Seeing that (<i>the heat is so extreme</i>), ... 	<ul style="list-style-type: none"> • (<i>The weather is</i>) so (<i>cold</i>) that/(<i>there is</i>) such (<i>cold weather</i>) that ... • For this reason, ... • As a consequence, ...

KEY LANGUAGE

	Hot Climate	Cold Climate
weather	scorching heat, blazing sun, dry and dusty	freezing temperatures, severe cold, ice and snow
clothes	light loose clothing to protect from the sun, long flowing robes to cover the whole body	warm heavy clothing to insulate body against the cold
travel and movement	movement avoided during hot part of the day (siesta time), travel in search of food and water, pace of journeys slow and tiring, camels frequently used	can be hazardous (ice and snow on road), risk of accidents (slipping/skidding), sledges and snowmobiles may sometimes be used
food and eating habits	food prepared and eaten outdoors, simple cooking methods (cooking over a wood fire), frequent small meals eaten rather than fewer large ones	hearty and warming meals needed to beat the cold, meals an occasion to get together with friends indoors, food high in fats and carbohydrates (body has increased energy needs in cold weather)

Word Power

• Natural Disasters

4 Match sentences A-H to disasters 1-8.



1 hurricane



2 drought



3 volcano



4 tsunami



5 forest fire



6 flood



7 earthquake



8 heatwave

- A The furniture started shaking and we felt the earth moving beneath us.
 B There was heavy rain and the poor drainage system couldn't hold the water.
 C People couldn't catch their breath and were coughing and choking.
 D A huge wave came rushing towards us.
 E The tremendous winds caused major damage and many buildings collapsed.
 F People were taken to hospital suffering from heatstroke.
 G The land was dried up. It hadn't rained for months.
 H We heard a loud rumbling sound and turned to see the huge eruption.

5 In pairs, discuss the causes and effects of natural disasters. Use the ideas from the table.

Natural Disasters

	Cause	Effect
hurricane	winds and warm tropical air combine to create strong circular storm patterns	destruction of property/homes/buildings, loss of life or livestock, flooding
drought	shortage of rainfall over a long period of time	water shortages, reduced production of hydro-electricity, loss of crops & livestock, disease
tsunami	water displaced in the ocean due to rapid movements from earthquakes, volcanic eruptions, underwater explosions	destruction of buildings/land and loss of life
forest fire	drought, human error, irresponsibility, arson	loss of life (human/animal/ plant), loss of oxygen needed from trees, loss of natural habitat
flood	intense rain, severe storms, poor drainage systems	cannot use the land to grow crops, risk of widespread disease due to contaminated waters, damage to property, food/water shortages

- A: A hurricane is usually caused by winds and warm tropical air combining to create strong circular storm patterns.
 B: That's right. And if a hurricane hits land, it can result in flooding and the destruction of property.

6 Use the ideas below to suggest ways to help people after a natural disaster has occurred. Can you think of some more ways?

call emergency services to help anyone who is trapped

bring food and water supplies

donate money to an emergency fund

give warm clothes and blankets

- A: If there was a tsunami, I would donate money to an emergency fund to help the people in the affected areas.
 B: I'd also join a volunteer group to help those in need.

Word power

• Wildlife

1 a) Which of these animals can you see in the pictures?

- whale
- deer
- polar bear

- sea turtle
- tiger
- cheetah

- penguin
- rhino
- elephant


- crocodile
- golden eagle


Wildlife


food
plants, grass, leaves, meat, fish, insects, shellfish, seals


habitat
the jungle, forests, the sea, lakes, rivers, the savannah, the Arctic


animal types
birds, reptiles, amphibians, mammals


Save us! Buy fake fur!


Don't destroy our eggs! Let them hatch!


Save us! Don't let our home melt!


Save our tusks!


Save our skins!


Don't turn us into fashion accessories!


b) Talk about the animals in the pictures as in the example. Then use the captions to explain why they are endangered.

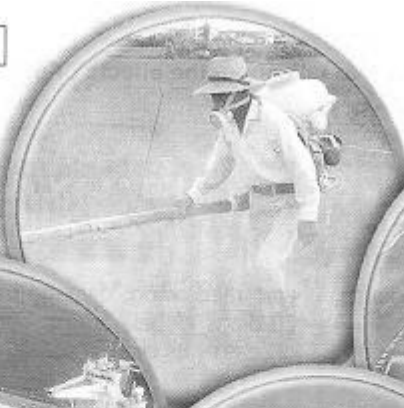
- *Polar bears are mammals that live in the Arctic. They eat seals and fish. They are endangered because people hunt them for their fur.*

Word power

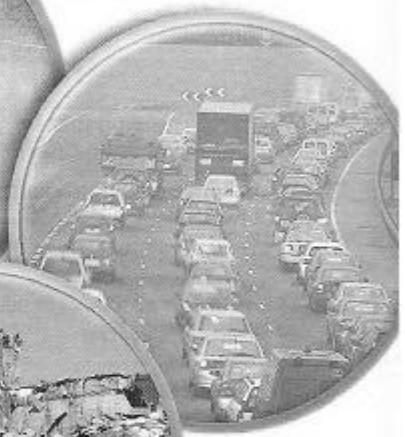
- Source and causes of pollution

1 a) Match the sources of pollution to the pictures.

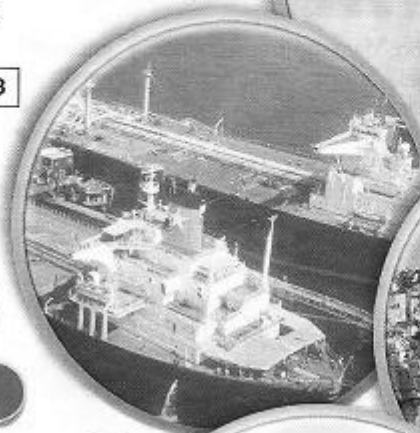
1



2



3



vehicles

factories

oil tankers

aerosol sprays

landfill sites

pesticides



4

5



6



b) Complete the sentences with words from Ex. 1a.

- 1 ► *Factories and* release poisonous chemicals like carbon monoxide and sulphur into the air, especially over cities.
- 2 release CFCs which pollute the air.
- 3 Accidents involving which spill their loads in the sea, pollute the water.
- 4 used in crop spraying release harmful chemicals which are deposited in the soil.
- 5 are full of too much packaging.

Developing your speaking skills

• Results/problem solving

- 2 Use the tables below to talk about the effects of pollution and its possible solutions. You can also use your own ideas.

KEY LANGUAGE		
cause of pollution	effects	possible solutions
factories emit poisonous chemicals	acid rain, smog, damage trees/ lakes/ buildings, global warming, contamination of seas/rivers by toxic waste	improve the way we dispose of waste products, introduce stricter laws/fines
oil tanker accidents at sea result in oil slicks	destruction of sea life and surrounding environment	more careful navigation, introduce stricter patrolling/ fines
aerosol sprays emit CFCs	damage to the ozone layer/increase in skin cancer	use of ozone-friendly sprays
overfull landfill sites	waste piles, unhygienic conditions	recycling, less use of packaging
pesticides in farming	contamination of food, water and soil	natural pest control using 'green' products
vehicles emit carbon monoxide	acid rain, smog, damage trees/ lakes/buildings, global warming	use of alternative fuels

○ Useful language

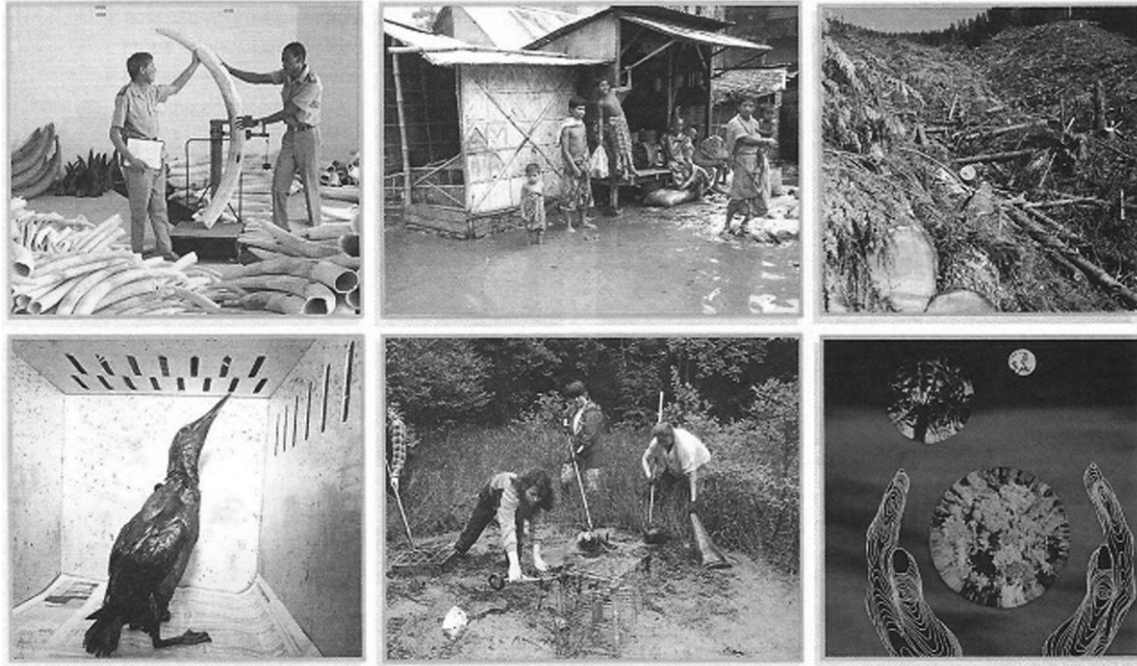
results	bring(s) about, result(s) in, consequently, lead(s) to, as a consequence, therefore
problem solving	... can/could be avoided/reduced/overcome/solved by ...

- ▶ A: **Factories** emit a lot of **poisonous chemicals** into the air.
 B: Yes, and this can **result in acid rain** which **damages trees, lakes and buildings**.
 A: This problem **could be solved** by improving the way they **dispose of waste products**.



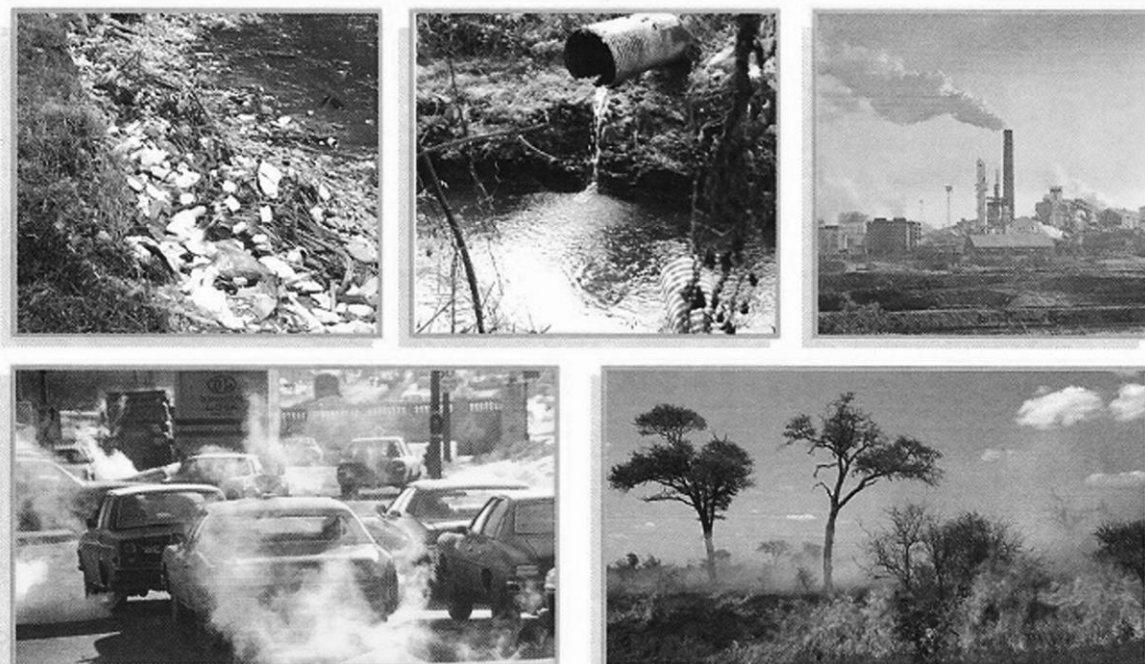
Your school wants to produce a series of posters to help promote awareness of the environment. Here are some of the suggestions they are considering.

- How effective are these pictures at drawing attention to environment concerns? Which two pictures would you not use for the posters?
- How else can we make people more aware of environmental problems?
- What do you think poses the most serious threat to wildlife?
- Do you know of any endangered species in your country? What are they?
- How important is it to protect species that are endangered? Why?
- What do people in your community do to help protect the environment?



Imagine that a local environmental group is designing a poster to make people aware of the environmental problems they face in their area. Here are some suggestions for the poster. In pairs, discuss:

- How serious might these problems be?
- Which two photographs should be on the poster?



- What kind of environmental problems are there in your area/town?
- Would you join an environmental group? (Why?/Why not?)
- Are tackling environmental problems the responsibility of ordinary people?
- What sort of things can ordinary people do to help reduce pollution?
- Do you think the problems of the environment are going to get better or worse in the future?

Justify.

- Do you think young people are concerned about environmental issues? (Why?/Why not?)

How do these problems have a negative effect on the environment?



How can these forms of pollution be controlled?



How do these disasters affect people's lives?



Your school is designing a poster on ways that students and their families can help the environment. Here are some suggested actions that can be taken.

- What environmental problems can be solved by doing these actions?
- Which two actions would be the easiest ways for families to help?



○ Useful language – Suggesting solutions & possible results

<p>Suggesting solutions</p>	<ul style="list-style-type: none"> • We can/could avoid/reduce/overcome/solve the problem of <i>(deforestation)</i> by ... • If everybody <i>(recycled)</i>, then ... • <i>(Riding a bicycle)</i> can be a solution to ...
<p>possible results</p>	<ul style="list-style-type: none"> • <i>(Cleaning up beaches)</i> results in/brings about/leads to ... • Consequently/As a consequence/Therefore, ... • It would mean that ...

HELPING THE ENVIRONMENT

KEY LANGUAGE		
Problem	Problem solving	Results
deforestation	plant more trees	steady supply of oxygen, animals don't lose their homes
litter on beaches	clean up beaches	safer place for people and animals, (prevent suffocation, eating the litter, getting tangled), people won't cut themselves on sharp objects, more hygienic
air pollution	ride a bicycle	less traffic on the road so less pollution, less fuel is wasted
waste of water	don't leave taps running	saves water, saves energy
environmental organisations lack funds/money	give money to an environmental charity	charities can continue working to save the environment
using too much landfill space	recycle rubbish	saves landfill space, saves natural resources, saves more energy than making new packaging

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