

NEW EDITION

# Elementary *Vocabulary*

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# Introduction

*Elementary Vocabulary* is for students who are doing a beginner's course in English and wish to check and expand their basic vocabulary. Students at intermediate level will also find it useful for checking and testing themselves. The book presents essential words from a variety of common, everyday topic areas, vocabulary which all learners will need to know at an early stage of their studies. The varied and enjoyable exercises include gap-filling, matching and word-building.

## To the student

If you are studying without a teacher, do not simply go through the book 'filling in the blanks'. When you learn new words, practise them and note the spelling before you do other exercises. It is not enough simply to *understand* new words: if you want the words to become part of your active vocabulary, you must *use* them in conversation, composition or letters.

## To the teacher

*Elementary Vocabulary* is divided into eight sections, each presenting words on a different basis of selection and in a variety of exercises in which words are contextualised. *Dictionary Practice* is provided by the first section. The next two sections, *Topics* and *How to ...*, contain words and phrases in basic topic areas such as *Shopping* and *How to use a Cassette Player*, and include items useful for students writing about or discussing a particular topic. The fourth section, *Related Word Groups*, contains sets of essential adjectives, verbs and nouns which students should know before proceeding to the intermediate level. The fifth section, *Word Building*, encourages students to be aware of how words are formed and should help them to deduce the meanings of unknown words by recognising common patterns in word formation. The sixth section, *Idioms*, is an introduction to the everyday idiomatic usage of common vocabulary. The seventh section, *Miscellaneous*, is a reference section giving invaluable, practical information on the most common abbreviations and rules of pronunciation and spelling. *Word Games* provides spelling and vocabulary practice through a variety of exercises.

Throughout the book there are 'information boxes' containing interesting information about words and their usage.

*Elementary Vocabulary* can be used in a variety of ways. Exercises will probably be most effective if students do them only after the subject matter has been introduced and explained. The book should not be used to give students a series of mechanical tests. Exercises can be done as pair or group activities in class, followed by discussion or other creative tasks in which the students are required to use the words they have learnt. Simpler exercises can be done as homework, after suitable class preparation or with the aid of the key or a dictionary.

**Note:** a companion volume, *Intermediate Vocabulary*, also contains a number of exercises suitable for elementary learners and these exercises will supplement the material in this book.

# Dictionary Practice

Use a good dictionary to do the following exercises. If you like, you can try to do them without help first, but check your answers in a dictionary afterwards.

## Finding words

Put the following words into alphabetical order.

book	boy	bath	both	biscuit
break	bicycle	burn	bank	blood

## Finding pronunciation

1 In which of the following words is the -o pronounced /ɒ/ as in 'hot' and in which is it pronounced /ʌ/ as in 'come'?

wrong	donkey	among	across	son
company	monkey	love	gone	bomb
nothing	shop	mother	done	Monday

2 In which of the following words is the -h not pronounced?

home	house	hour	exhausted	hair
honest	honour	high	hope	exhibition

3 In each of the following four-word groups underline the two words with exactly the same pronunciation.

e.g. peace peas pace piece (both words are pronounced /pi:s/)

sew	so	sir	saw	toe	too	two	tar
still	steel	style	steal	mail	male	mile	mill
fear	fur	fair	fare	wait	white	wheat	weight
her	here	hear	hair	bar	bear	bare	beer

## Finding stress

Mark the stressed syllable in the words below.

e.g. 'beautiful under'stand 'finish

begin	offer	photograph	photographic	breakfast
open	prefer	photographer	important	appointment

## Finding spelling

1 What is the correct spelling of the -ing forms ('playing', 'sitting') of the following verbs?

hope	lie	picnic	write	put
stop	hit	travel	begin	die

2 Finish the spelling of the words below with the correct endings from those above each group.

-s -es (noun plurals)

radio_	hero_	studio_	piano_	cargo_
potato_	kilo_	echo_	photo_	video_

-er -or -ar

li_	beginn_	begg_	prison_	translat_
own_	bachel_	auth_	burgl_	inspect_

3 Correct the spelling mistakes in the following words.

hollyday	sistem	seperate	proffeser	acomodation
allways	adress	greatful	imediately	responsible

## Finding meaning

1 Divide the following word groups into groups of equal number below the correct headings above each group.

parts of a book

parts of the body

index	thigh	contents	ankle	chapter
chest	thumb	cover	page	wrist

clothing parts

human sounds

things in our pockets

wallet	belt	ticket	yawn	cuff
sniff	comb	lining	zip	purse
lapel	cough	key	sneeze	hiccup

2 Each of the following words can be used as a noun and also, with a completely different meaning, as a verb. Give a simple example of each. e.g. **book** I read a book. I booked a ticket for the theatre.

suit	match	box	sink	iron
------	-------	-----	------	------

## Finding different word parts

1 Put the past tense of the verbs into the sentences.

- (a) She \_\_\_\_\_ the class history. (*teach*)
- (b) He \_\_\_\_\_ in the war. (*fight*)
- (c) They \_\_\_\_\_ stones at the dog. (*throw*)
- (d) The river \_\_\_\_\_ last night. (*freeze*)
- (e) He \_\_\_\_\_ the beer quickly (*drink*)
- (f) She \_\_\_\_\_ to stay at home. (*prefer*)

2 For each phrase below give a word beginning with 'night' which has the same meaning, e.g. garment worn by a woman in bed (Answer: nightdress)

terrible, frightening dream

hours of darkness

time of day when it gets dark

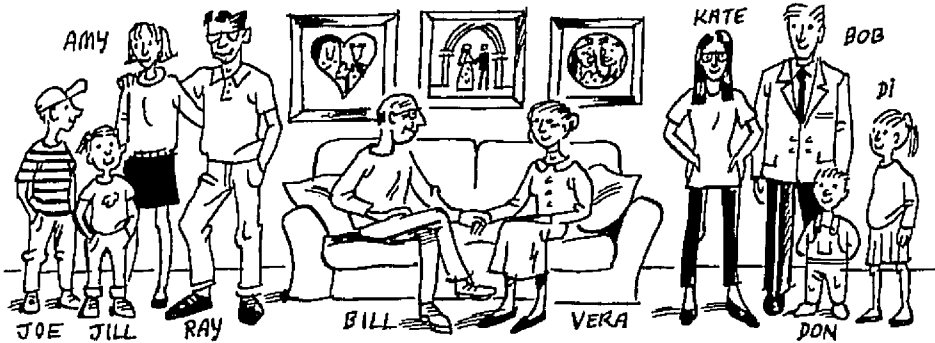
last drink, usually alcoholic, before going to bed

# Topics

## The Family

1 Look at the picture and then put the correct words in the sentences.

son      aunt      niece      cousins      husband      daughter      children  
 wife      uncle      sister      nephew      parents      brother



- Bill is Vera's \_\_\_\_\_, so of course she's Bill's \_\_\_\_\_.
- Bill and Vera have two \_\_\_\_\_, Ray and Kate.
- Ray and Amy have a \_\_\_\_\_, Jill, and a \_\_\_\_\_, Joe.
- Joe is Jill's \_\_\_\_\_ and Jill is Joe's \_\_\_\_\_.
- Di and Don's \_\_\_\_\_ are Kate and Bob.
- Jill and Joe are Di and Don's \_\_\_\_\_.
- Bob is Jill and Joe's \_\_\_\_\_. Kate is their \_\_\_\_\_.
- Jill is the \_\_\_\_\_ of Kate and Bob. Joe is their \_\_\_\_\_.

2 Instructions as above.

grandson      grandparents      granddaughter      son-in-law  
 father-in-law      grandchildren      grandmother      sister-in-law  
 brother-in-law      grandfather      mother-in-law      daughter-in-law

- Bill and Vera have four \_\_\_\_\_, Joe, Jill, Di and Don.
- Bill and Vera are the \_\_\_\_\_ of Joe, Jill, Di and Don.
- Don is Bill's \_\_\_\_\_. Bill is Don's \_\_\_\_\_.
- Vera is Di's \_\_\_\_\_. Di is Vera's \_\_\_\_\_.
- Amy isn't the daughter of Bill and Vera. She's their \_\_\_\_\_.
- Bill is Amy's \_\_\_\_\_ and Vera is her \_\_\_\_\_.
- Kate isn't Amy's real sister. She's her \_\_\_\_\_.
- Bob is Ray's \_\_\_\_\_ and he's the \_\_\_\_\_ of Bill and Vera.

3 Give the following relationships.

e.g. Ray and Di = uncle and niece

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| (a) Di and Don   | (e) Kate and Jill | (i) Bob and Ray   |
| (b) Bob and Di   | (f) Ray and Don   | (j) Vera and Don  |
| (c) Vera and Ray | (g) Bill and Bob  | (k) Bill and Jill |
| (d) Don and Joe  | (h) Bob and Kate  | (l) Vera and Amy  |

# Transport

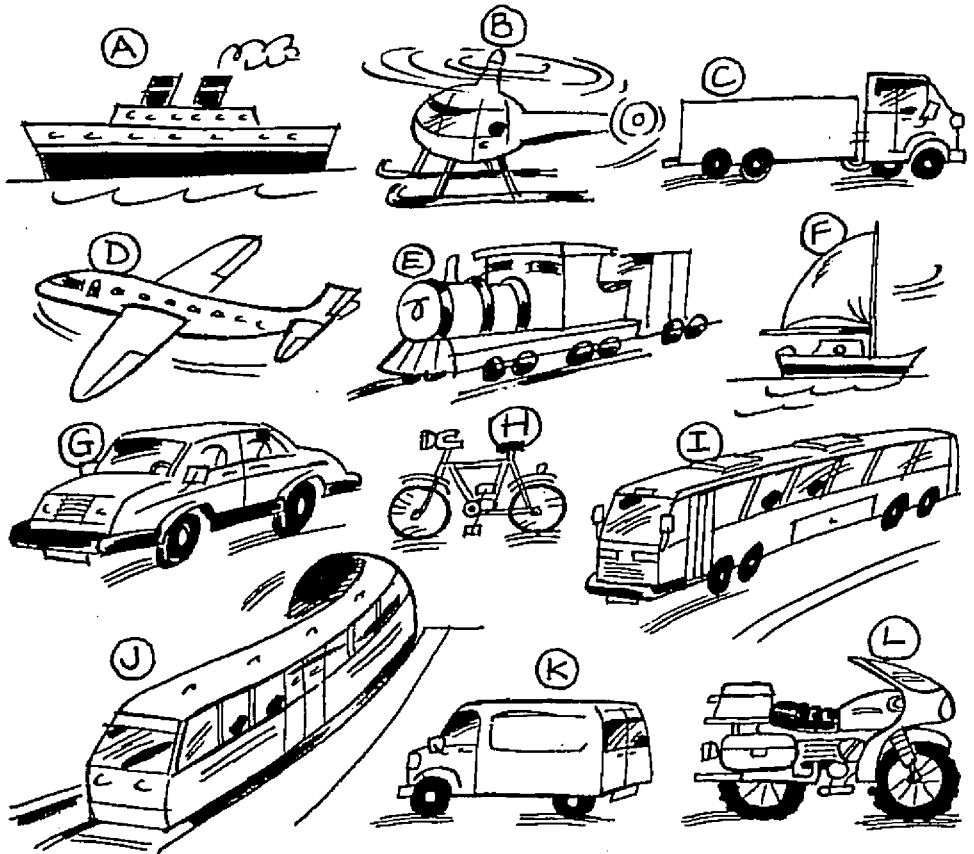
1 Match each of the following words with the correct letter in the picture below.

(aero)plane  
lorry  
helicopter

car  
bus  
van

ship  
train  
boat

motor-bike (motor-cycle)  
bike (bicycle)  
underground train



2 Put the correct verbs from the following list in the passage below. If necessary, add -s or -es.

reach    wait    get(2)    take(2)    pay    go    arrive

I sometimes (a) \_\_\_\_\_ to school on foot, but usually I (b) \_\_\_\_\_ a bus because it's quicker by bus. I (c) \_\_\_\_\_ for the bus at the bus-stop. When it (d) \_\_\_\_\_ at the stop, I (e) \_\_\_\_\_ on and (f) \_\_\_\_\_ my fare. When the bus (g) \_\_\_\_\_ the school, I (h) \_\_\_\_\_ off. The journey (i) \_\_\_\_\_ about half an hour.

3 Use the correct word from the following list, or *nothing*, in the sentences.

off    on    at    for    by    to

- (a) Ann went \_\_\_\_\_ school \_\_\_\_\_ bus today, not \_\_\_\_\_ foot.  
 (b) She waited \_\_\_\_\_ the bus \_\_\_\_\_ the bus-stop.  
 (c) When the bus arrived \_\_\_\_\_ the bus-stop, she got \_\_\_\_\_.  
 (d) Finally the bus reached \_\_\_\_\_ the school bus-stop and Ann got \_\_\_\_\_.

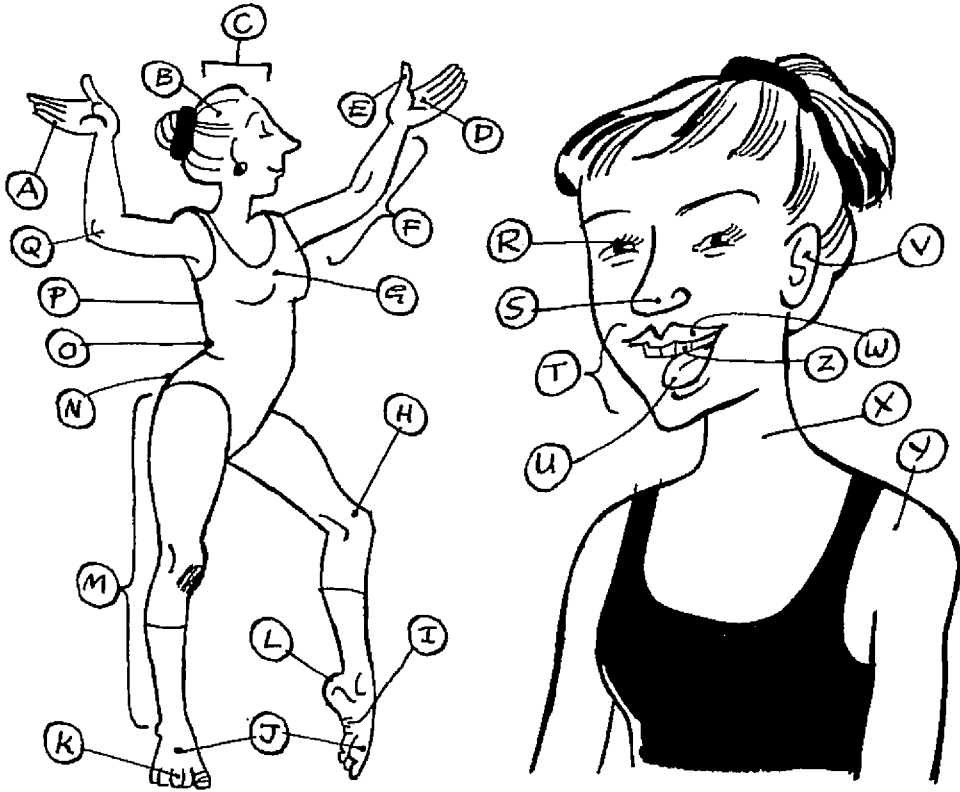
4 Describe how you (a) go to school or work, (b) made a long journey.



# Parts of the Body

1 Match each word in the following list with the correct letter in the pictures below.

- |          |      |       |      |      |       |                   |
|----------|------|-------|------|------|-------|-------------------|
| bottom   | knee | chest | neck | leg  | sole  | foot (pl: feet)   |
| tongue   | arm  | toes  | ear  | eye  | back  | tooth (pl: teeth) |
| shoulder | hair | waist | head | lips | mouth |                   |
| fingers  | hand | thumb | heel | nose | elbow |                   |



2 Complete the following sentences with the correct words from Exercise 1.

- We pick things up with our \_\_\_\_\_.
- I lick an ice-cream with my \_\_\_\_\_.
- To eat something, I put it in my \_\_\_\_\_.
- We comb and brush our \_\_\_\_\_.
- He had a cold and blew his \_\_\_\_\_.
- I brush my \_\_\_\_\_ regularly, especially after eating.

# Clothes

1 Match each word in the following list with the correct letter in the pictures below.

- |          |               |       |       |        |       |
|----------|---------------|-------|-------|--------|-------|
| blouse   | casual jacket | cap   | jeans | suit   | belt  |
| jacket   | underwear     | tie   | shoes | dress  | socks |
| sweater  | tee-shirt     | hat   | boots | shorts | skirt |
| overcoat | trousers      | shirt |       |        |       |



2 Put the correct words from the following list in the sentences below.

on in with

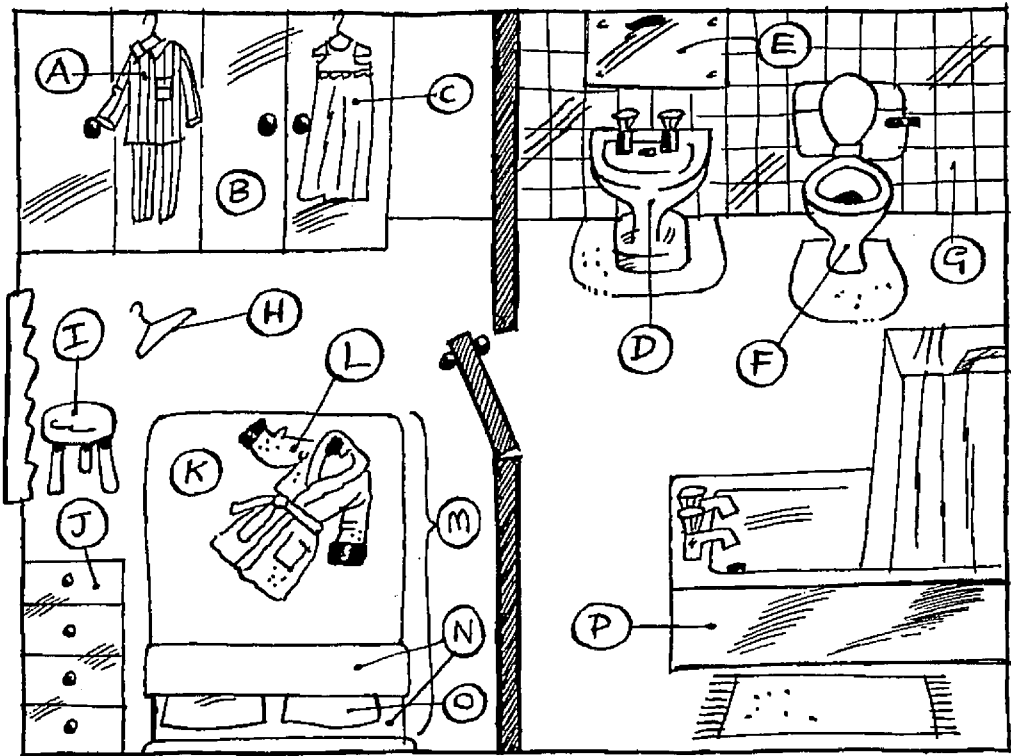
- He's dressed \_\_\_\_\_ a dark suit.
- She's got a yellow dress \_\_\_\_\_.
- Who's the man \_\_\_\_\_ the red tie?
- Maria's the girl \_\_\_\_\_ the white blouse and black skirt.
- It was very cold. He had an overcoat \_\_\_\_\_.
- I remember her. She was the one \_\_\_\_\_ green shoes.

3 Describe how you or a friend are dressed using the phrases in Exercise 2 (or simply 'He's wearing \_\_\_\_\_') and adjectives like old, new, smart, casual, clean, dirty, red, blue etc.

# Bathroom and Bedroom

1 Match each word in the following list with the correct letter in the picture below.

- |        |        |            |         |                  |       |
|--------|--------|------------|---------|------------------|-------|
| toilet | bed    | blanket    | hanger  | dressing-gown    | tiles |
| stool  | bath   | nightdress | pillow  | chest of drawers |       |
| mirror | sheets | wardrobe   | pyjamas | wash-basin       |       |



2 Complete the following sentences with the correct words from Exercise 1.

- We hang trousers, jackets and dresses in the \_\_\_\_\_.
- We keep shirts and underwear in the \_\_\_\_\_.
- I sleep with my head on the \_\_\_\_\_.
- I wash my hands in the \_\_\_\_\_.
- We sleep between the \_\_\_\_\_ under a warm \_\_\_\_\_.
- I take my \_\_\_\_\_ off before I go to bed.

3 Put the correct words from the following list in the sentences below.

on in to

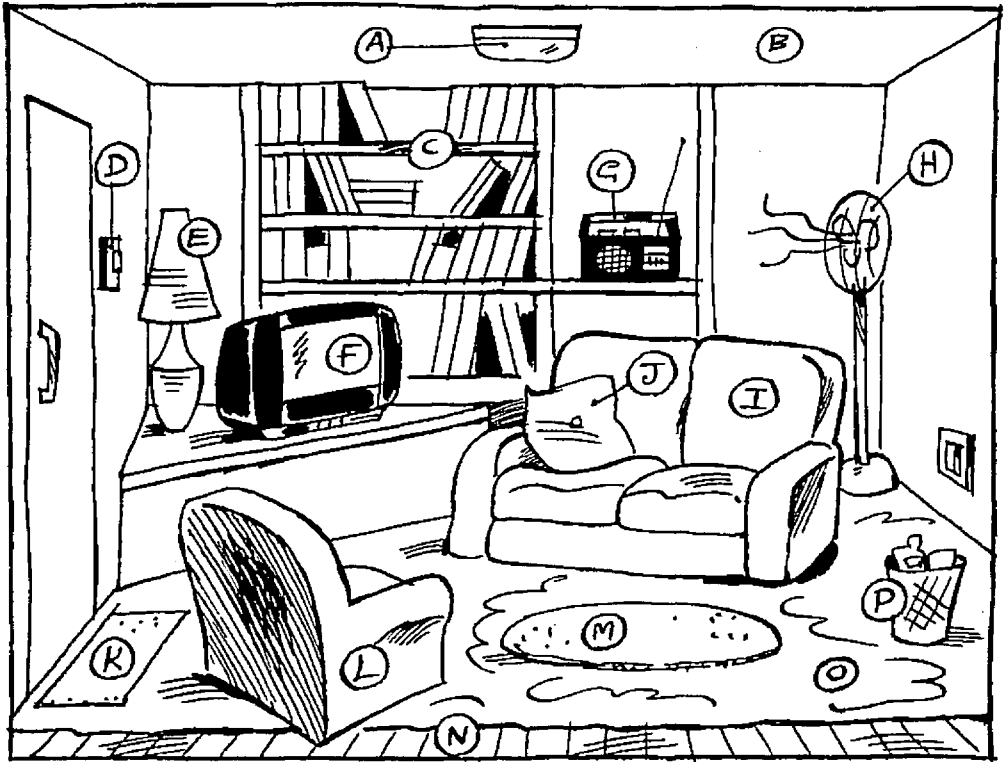
- I put an extra blanket \_\_\_\_\_ my bed.
- I hang my clothes \_\_\_\_\_ hangers \_\_\_\_\_ the wardrobe.
- I go \_\_\_\_\_ bed at midnight.
- I put my head \_\_\_\_\_ the pillow.
- I sat \_\_\_\_\_ the stool.
- I keep underwear \_\_\_\_\_ the chest of drawers.

4 Cover the words in Exercise 1 and name the things in the picture.

# Living room

1 Match each word in the following list with the correct letter in the picture below.

- |         |       |     |          |          |                 |
|---------|-------|-----|----------|----------|-----------------|
| switch  | sofa  | rug | armchair | cushion  | television      |
| lamp    | light | mat | radio    | bookcase | waste-paper bin |
| ceiling | floor | fan | carpet   |          |                 |



2 Complete the following sentences with the correct words from Exercise 1.

- I watch \_\_\_\_\_ while I am sitting on the \_\_\_\_\_ or in an \_\_\_\_\_.
- I sometimes listen to the \_\_\_\_\_.
- If it's too hot, I put on the \_\_\_\_\_.
- I keep my books in a \_\_\_\_\_.
- I don't keep old letters. I put them in the \_\_\_\_\_.
- I put a \_\_\_\_\_ on the sofa to make it more comfortable.

3 Put the correct words from the following list in the sentences below.

in on to

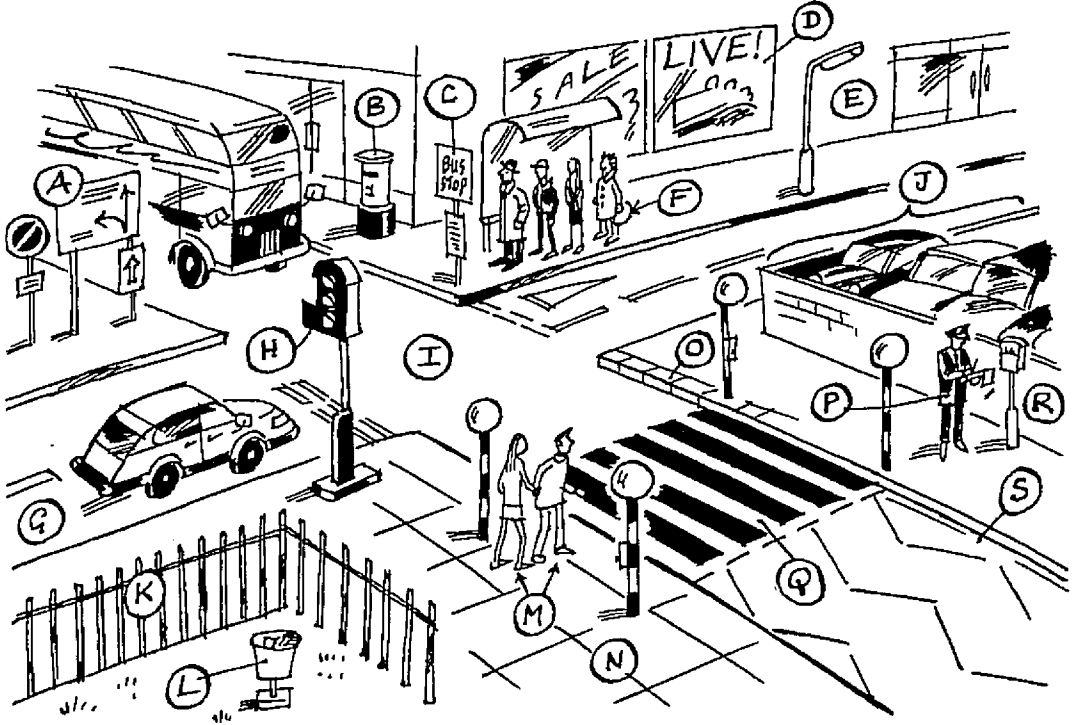
- Put \_\_\_\_\_ the fan.
- The books are \_\_\_\_\_ the bookcase.
- He was listening \_\_\_\_\_ the radio.
- She sat \_\_\_\_\_ an armchair.
- They were sitting \_\_\_\_\_ the sofa.
- Put it \_\_\_\_\_ the waste-paper bin.

4 Cover the words in Exercise 1 and name the things in the picture.

# In the Street

1 Match each word in the following list with the correct letter in the picture below.

- |          |               |                              |                |
|----------|---------------|------------------------------|----------------|
| kerb     | car park      | queue                        | litter-bin     |
| signs    | post-box      | poster                       | parking warden |
| road     | lamp-post     | pavement                     | traffic-lights |
| bus-stop | gutter        | crossroads                   | railings       |
| crossing | parking meter | pedestrians (people on foot) |                |



2 Complete the following sentences with the correct words from Exercise 1.

- We stand in a \_\_\_\_\_ to wait for a bus at a \_\_\_\_\_.
- The cars wait until the \_\_\_\_\_ turn to green.
- You can cross the road at a \_\_\_\_\_.
- Big advertisements are called \_\_\_\_\_s.
- We should put waste paper in a \_\_\_\_\_.
- A \_\_\_\_\_ has to make sure that motorists use \_\_\_\_\_s correctly.

3 Put the correct words from the following list in the sentences below.

on at in to

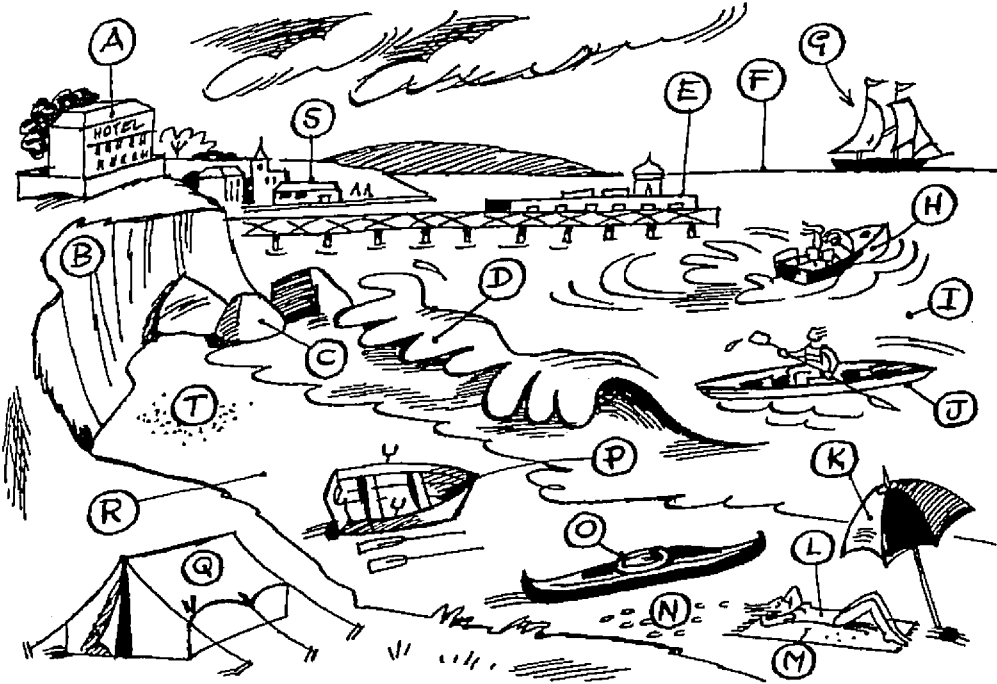
- You can leave your car \_\_\_\_\_ a car park or \_\_\_\_\_ a parking meter.
- They stood \_\_\_\_\_ a queue \_\_\_\_\_ the bus-stop.
- Put that \_\_\_\_\_ a litter-bin.
- The traffic-lights have turned \_\_\_\_\_ red.
- The pedestrian was just standing \_\_\_\_\_ the pavement.

4 Cover the words in Exercise 1 and name the things in the picture.

# The Seaside

1 Match each word in the following list with the correct letter in the picture below.

- |       |        |       |          |                  |
|-------|--------|-------|----------|------------------|
| rocks | sand   | cliff | sea      | motor-boat       |
| wave  | canoe  | tent  | horizon  | sailing boat     |
| kayak | stones | hotel | bungalow | swimming-costume |
| pier  | towel  | beach | sunshade | rowing boat      |



2 Cover the words in Exercise 1 and name the things in the picture. Use the following phrases.

- |             |                   |              |
|-------------|-------------------|--------------|
| on the left | in the background | on the right |
|             | in the middle     |              |
|             | in the foreground |              |

## One Word or Two?

- 1 Cannot and another must normally each be written as one word only.
- 2 Some expressions are written as one word or two depending on their meaning.

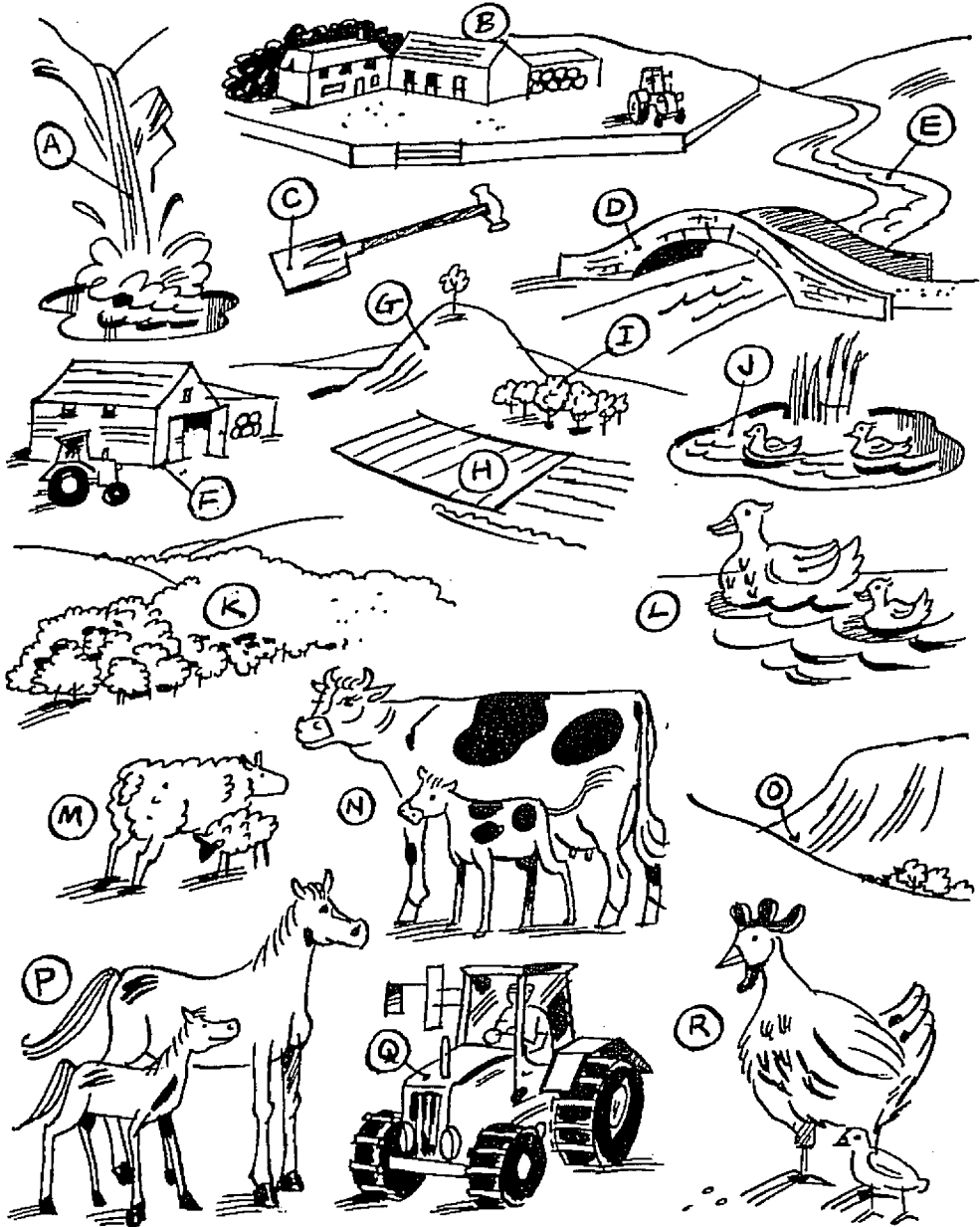
He swims every day. (adverb phrase, like every week, every month etc.)  
It's an everyday word. (adjective, meaning ordinary, not special)

She may be ill. (verb phrase, meaning is possibly, might be)  
Maybe she's ill. (adverb, meaning perhaps, possibly)

# The Country

1 Match each word in the following list with the correct letter in the picture below.

- |           |        |        |                   |                   |
|-----------|--------|--------|-------------------|-------------------|
| bridge    | valley | hill   | sheep and lamb    | tractor           |
| farm      | stream | forest | cow and calf      | chicken and chick |
| waterfall | wood   | barn   | horse and foal    |                   |
| field     | pond   | spade  | duck and duckling |                   |

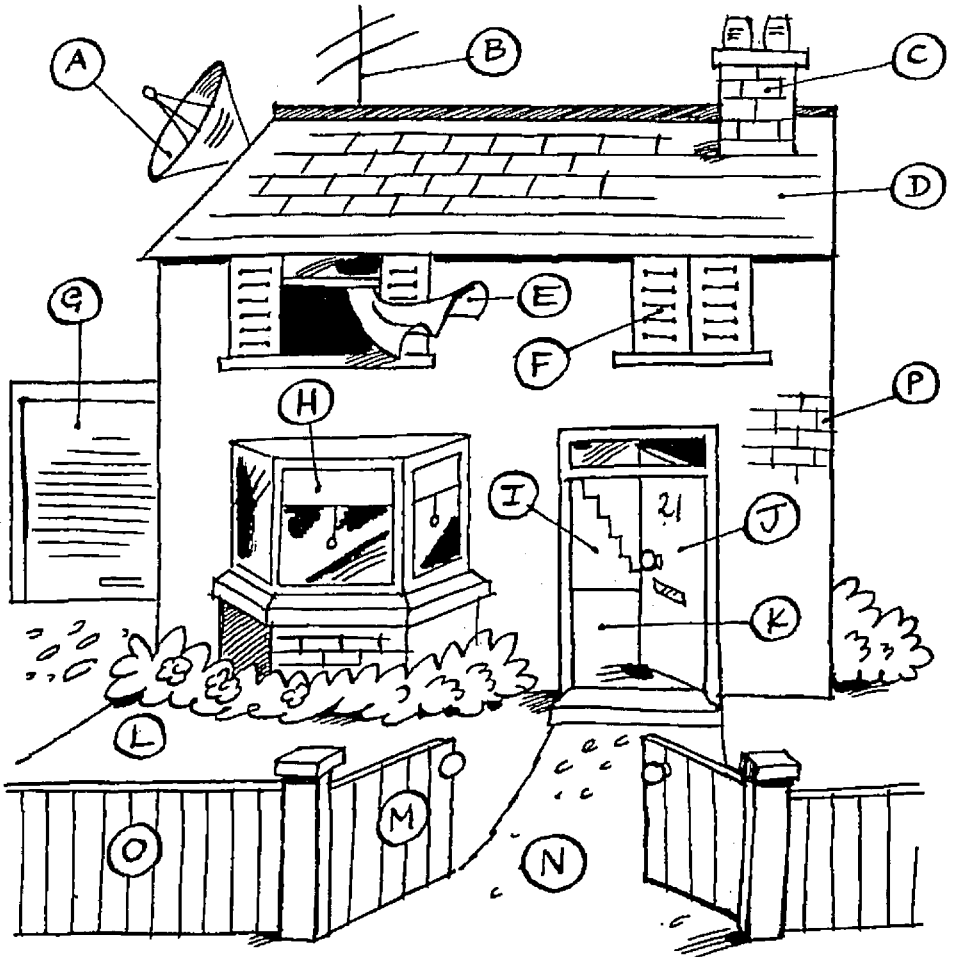


2 Cover the words in Exercise 1 and name the things in the picture.

# The House

1 Match each word in the following list with the correct letter in the picture below.

- |         |        |      |                |
|---------|--------|------|----------------|
| curtain | blind  | roof | shutter        |
| aerial  | fence  | path | door           |
| chimney | stairs | gate | garage         |
| garden  | floor  | wall | satellite dish |



2 Cover the words in Exercise 1 and name the things in the picture.

## Common, Proper and Abstract Nouns

Common nouns: ordinary nouns, e.g. cat, window, man, food

Proper nouns: names of particular people, places, events, times etc.: Bob Smith, Russia, River Amazon, Olympic Games, Christmas, Wednesday, April

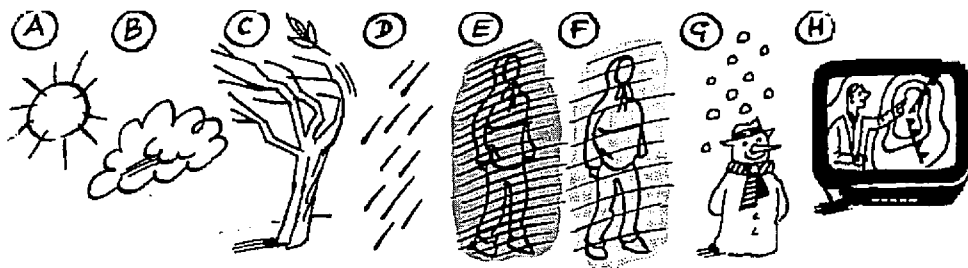
Abstract nouns: ideas and feelings we cannot see or touch e.g. happiness, democracy, fear, courage



# The Weather

1 Match each of the following words with the correct picture.

forecast cloud fog mist sun snow wind rain



2 Put each of the following adjectives in the correct space in the passage below.

wet hot freezing cold clear  
dry mild changeable warm cloudy

I always watch the weather forecast on television to see what tomorrow's weather will be like. In England the weather changes very often. It's very (a) \_\_\_\_\_. Sometimes it rains for a day or two, but after the (b) \_\_\_\_\_ weather, often with noisy thunderstorms, it is sometimes (c) \_\_\_\_\_ for a long time, with no rain at all. On some days the sun shines and the sky is (d) \_\_\_\_\_, but on other days it is so (e) \_\_\_\_\_ you can't see the sun. The summers aren't usually very (f) \_\_\_\_\_ but the temperature usually reaches 25°, so it's quite (g) \_\_\_\_\_. In winter it is sometimes quite (h) \_\_\_\_\_ and pleasant but sometimes it's very (i) \_\_\_\_\_ or even (j) \_\_\_\_\_. The climate isn't very good for holidays but it makes the countryside green.

3 Finish each sentence on the left below with the correct verb on the right.

- |  |              |
|--|--------------|
| (a) We get wet when it                     | (1) shines.  |
| (b) When it's very cold, everything        | (2) rains.   |
| (c) Children enjoy playing games when it   | (3) blows.   |
| (d) It's cold in England when a north wind | (4) freezes. |
| (e) It's warm and pleasant when the sun    | (5) pours.   |
| (f) When it rains very heavily, it         | (6) snows.   |

4 What's the weather like in your country?

## Passive and Active Vocabulary

**Your passive vocabulary:** the words and phrases you recognise, know and understand even if you cannot use them all with confidence.

**Your active vocabulary:** the words and phrases you not only understand but can use confidently yourself.

Which is bigger, your active or your passive vocabulary?

You can increase your passive vocabulary by reading, listening and using books like this. You can increase your active vocabulary by using these words in conversation and writing.

# Going Shopping

1 Match each of the following words with the correct item in the picture.

shelves customers check-out cashier trolley  
 queue assistant till manager basket



2 Put each of the following words or phrases in the correct space in the passage below.

pay push find spend take  
 buy sell need complain look for

I love shopping. I love looking round the shops and seeing all the things and all the people. My friends say I like to (a) \_\_\_\_\_ money. It's probably true. There's a very good supermarket near me. They have everything you (b) \_\_\_\_\_ for your house. If you want a tin of sardines, a tube of toothpaste, a box of chocolates, a carton of milk, a packet of biscuits, a bottle of beer or a jar of jam, you can (c) \_\_\_\_\_ it at the supermarket. They (d) \_\_\_\_\_ everything. If you want a lot of things, you can use a trolley and (e) \_\_\_\_\_ it in front of you. If you don't want much, you can use a small basket. Then (f) \_\_\_\_\_ the things you want. If you can't (g) \_\_\_\_\_ them on the shelves, ask an assistant for help. When you see what you want, you just (h) \_\_\_\_\_ it from the shelves and put it in the trolley. When you have everything, you must stand in the queue at the check-out to (i) \_\_\_\_\_. Give your money to the cashier. He or she will put it in the till and give you your change. If there is anything wrong, if the service isn't good, customers can (j) \_\_\_\_\_ to the manager. Our supermarket is super.

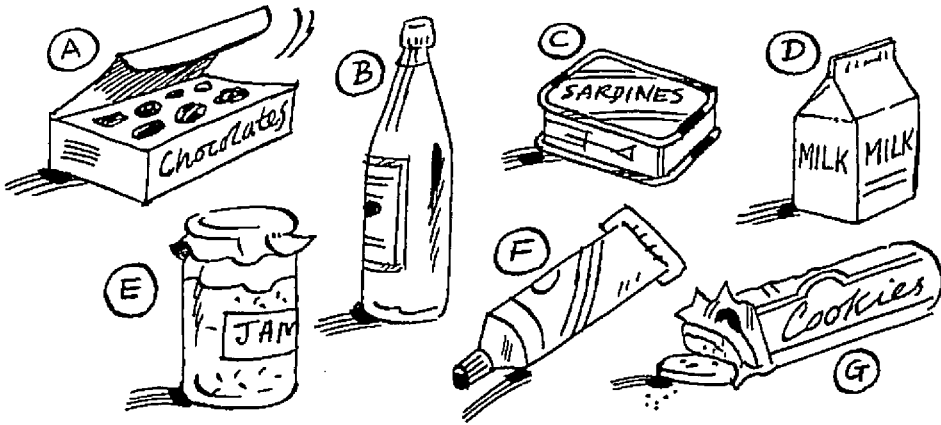
3 Put the correct word or phrase from the following list in each space.

from round in front of for on at in to

- Before I buy, I look \_\_\_\_\_ the shop.
- I must buy some things \_\_\_\_\_ my house.
- You can buy almost everything \_\_\_\_\_ the supermarket.
- I pushed the trolley \_\_\_\_\_ me.
- There's some nice fruit \_\_\_\_\_ that shelf.
- I asked an assistant \_\_\_\_\_ some help.
- I took some biscuits \_\_\_\_\_ the shelf.
- I put the bottles \_\_\_\_\_ my trolley.
- I had to wait \_\_\_\_\_ a queue.
- I gave the correct money \_\_\_\_\_ the cashier.

4 Match each of the following words with the correct picture.

jar carton tin bottle tube box packet



In which of the above containers do we usually buy the following things? Sometimes more than one answer is possible.

E.g. soup: tin or packet

- |                 |                 |
|-----------------|-----------------|
| (h) wine        | (n) fruit salad |
| (i) matches     | (o) honey       |
| (j) glue        | (p) sugar       |
| (k) fruit juice | (q) cigarettes  |
| (l) face cream  | (r) paint       |
| (m) marmalade   | (s) rice        |

5 On the left below are phrases we often use in shops. Match each one to the assistant's correct reply on the right.

- |  |  |
|--|--|
| (a) Can I try this jacket on?          | (1) Of course, if you have some kind of bank card.     |
| (b) Does this jacket suit me?          | (2) I'm afraid we don't give refunds.                  |
| (c) Does this jacket fit me?           | (3) Certainly. There's a changing room over there.     |
| (d) Can I pay by cheque?               | (4) It's a little too long. Try a smaller size.        |
| (e) I'm afraid I only have a £10 note. | (5) If you have a receipt.                             |
| (f) Can I exchange this?               | (6) That's all right. I can change it.                 |
| (g) Can I have my money back?          | (7) Yes, it's just the right colour and style for you. |

## Work

1 Match each word or phrase on the left below with the correct phrase on the right.

- |                               |   |
|-------------------------------|---|
| (a) <b>wages</b>              | (1) certificates and exams passed   |
| (b) <b>skills</b>             | (2) a talk with a company about a possible job  |
| (c) <b>experience</b>         | (3) the times when you work   |
| (d) <b>qualifications</b>     | (4) points in your character (politeness, honesty etc.)                               |
| (e) <b>interview</b>          | (5) abilities, things you can do (type, drive etc.)                                   |
| (f) <b>hours</b>              | (6) work of the same type you have done before  |
| (g) <b>personal qualities</b> | (7) money you get, usually hourly or weekly ('salary' is usually monthly or annually) |

2 Put each of the words on the left in Exercise 1 above in the correct space in the following conversation.

Valerie: Hello, I'm Valerie Woods. I've come for an (a) \_\_\_\_\_ for a job as a secretary.

Mr Watts: Oh yes, Miss Woods. Please take a seat. Well, have you done office work before? Have you any (b) \_\_\_\_\_?

Valerie: Well, I'm afraid I haven't. I've just left college. But I have some (c) \_\_\_\_\_. Here are my typing and shorthand certificates.

Mr Watts: Good. Have you any other (d) \_\_\_\_\_? Can you use a computer?

Valerie: No, but I speak French and Spanish.

Mr Watts: Good. Your teachers tell us you're very careful and you get on well with other people, so there's no problem about your (e) \_\_\_\_\_. In fact you seem very suitable.

Valerie: Thank you. Can I just make sure of one or two points? I believe the (f) \_\_\_\_\_ are £150 a week. Is that right?

Mr Watts: Yes, that's right. And the (g) \_\_\_\_\_ are nine to five, Monday to Friday. Well, we'd like to have you, Miss Woods.

Valerie: Thank you very much. I think the job will suit me very well.

3 Finish each sentence on the left with the correct phrase on the right.

- |                       |                                 |
|-----------------------|---------------------------------|
| (a) He found          | (1) in his work.                |
| (b) He was            | (2) an advertisement.           |
| (c) He applied        | (3) his work very interesting.  |
| (d) He answered       | (4) at science and mathematics. |
| (e) He had            | (5) honest and hard-working.    |
| (f) He was interested | (6) to the company for a job.   |
| (g) He was very good  | (7) a lot of experience.        |

4 Match each job in the following list with the correct picture.

scientist  
librarian  
secretary

waiter  
priest  
farmer

porter  
lawyer  
actress

businessman  
carpenter  
mechanic

journalist  
labourer  
footballer



5 We often use the following adjectives to describe different kinds of jobs. Using a dictionary to find the meanings if necessary, give one or two examples of jobs from Exercise 4 for each adjective.

E.g. badly-paid (with low wages or salary): labourer, porter

- |                   |                     |
|-------------------|---------------------|
| (a) interesting   | (d) physically hard |
| (b) boring        | (e) exciting        |
| (c) mentally hard | (f) well-paid       |

6 Describe

- a job that you have had
- the job you have now
- the job that you would like to have in the future

# Education

1 Put each of the following words in the correct space in the passage below.

**staff terms**      **primary school play-school**      **pupils compulsory**      **learn mixed**      **start**

Bobby's parents decided to send him to a (a) \_\_\_\_\_ when he was three. They wanted him to (b) \_\_\_\_\_ to play with other children. In Britain children must, by law, (c) \_\_\_\_\_ school at the age of five. Education is (d) \_\_\_\_\_ from then. Bobby's first real school was the (e) \_\_\_\_\_. There are three (f) \_\_\_\_\_ a year and holidays at Christmas, Easter and in summer. The (g) \_\_\_\_\_ are boys and girls together, so it's a (h) \_\_\_\_\_ school. The teachers on the (i) \_\_\_\_\_ are young and friendly. Bobby likes the school.

2 Instructions as above.

**secondary school private school**      **take fail**      **specialise subjects**      **state school marks**      **pass**

Sally has just started her new school at the age of 11. There are different kinds of school from this age, but the general term for them is (a) \_\_\_\_\_. Sally's school is a government school, usually called a (b) \_\_\_\_\_. Some parents pay to send their children to a (c) \_\_\_\_\_. At first Sally will take a lot of different (d) \_\_\_\_\_ (history, English, chemistry etc.) but, after a few years, she'll begin to (e) \_\_\_\_\_ in things she is good at and interested in. Then she'll (f) \_\_\_\_\_ some exams. If she can (g) \_\_\_\_\_ a number of exams with good (h) \_\_\_\_\_ (A,B,C), it will help her to get a good job. Of course she hopes she doesn't (i) \_\_\_\_\_.

3 Instructions as above.

**courses grant**      **last student**      **degree keen**      **studies fees**      **graduate**

Harry is 21. He passed his school exams with good marks and left school at 19. Now he's at university. He's a (a) \_\_\_\_\_ and he receives a (b) \_\_\_\_\_ from the state to help him pay the university (c) \_\_\_\_\_ and his personal expenses. He is very (d) \_\_\_\_\_ on his subject, mathematics, and it will be useful to him in the future. He works hard and enjoys his (e) \_\_\_\_\_. University (f) \_\_\_\_\_ in Britain usually (g) \_\_\_\_\_ for three years. After this, Harry hopes to (h) \_\_\_\_\_. A good (i) \_\_\_\_\_ will get him a good job.

4 Instructions as above.

**mark behave**      **strict lessons**      **graduate homework**      **prepare classes**      **teacher training college**

Jo is a teacher of English in a state secondary school. She's a (a) \_\_\_\_\_ of Sussex University with a degree in English Literature. When she graduated, she first worked in an office but was bad at typing and soon got bored with the job. She decided to teach, so she went to a (b) \_\_\_\_\_. Jo teaches six different (c) \_\_\_\_\_ of children between the ages of 12 and 18. The pupils enjoy her (d) \_\_\_\_\_, but she finds it hard work. She gives the children a lot of (e) \_\_\_\_\_ to do, and every evening she has to (f) \_\_\_\_\_ it and (g) \_\_\_\_\_ for the next day. One problem is that the children in Jo's school don't (h) \_\_\_\_\_ very well. They're often impolite. Jo and the other teachers have to be very (i) \_\_\_\_\_ with them.

5 Put the correct word from the following list in each space below.

**from in with between of at to on**

- (a) Bobby started school \_\_\_\_\_ the age of five.
- (b) They have a holiday \_\_\_\_\_ Christmas.
- (c) There's a holiday \_\_\_\_\_ the summer, too.
- (d) The teachers \_\_\_\_\_ the staff are very young.
- (e) Sally goes \_\_\_\_\_ a secondary school.
- (f) She'll probably pass \_\_\_\_\_ good marks.
- (g) Harry's \_\_\_\_\_ university.
- (h) He gets a grant \_\_\_\_\_ the state.
- (i) Mathematics will be very useful \_\_\_\_\_ him \_\_\_\_\_ the future.
- (j) Betty's a teacher \_\_\_\_\_ English.
- (k) She's a graduate \_\_\_\_\_ Sussex University.
- (l) She has a degree \_\_\_\_\_ English Literature.
- (m) Her pupils are \_\_\_\_\_ 12 and 18.
- (n) She's very strict \_\_\_\_\_ them.

6 Use complete sentences to say what school subjects you are, or were **good at bad at interested in bored with keen on**

You can choose from the following list of subjects, using a dictionary if necessary to find the meanings.

<b>biology</b>	<b>art</b>	<b>history</b>	<b>literature</b>
<b>mathematics</b>	<b>chemistry</b>	<b>languages</b>	<b>computers</b>
<b>sport</b>	<b>physics</b>	<b>geography</b>	

7 Use complete sentences to answer the following questions about schools in your country and your own education.

- (a) Do children usually go to play-schools? Are they free?
- (b) Between what ages is education compulsory?
- (c) When do you have holidays?
- (d) How long are they?
- (e) What different kinds of secondary schools are there?
- (f) Are they mixed schools?
- (g) Are there many private schools?
- (h) Did you specialise in certain subjects at school? Which ones?
- (i) Did you take any exams? What were the results?
- (j) What did you do, or what would you like to do, at university?
- (k) How long do university courses last?
- (l) Do students receive grants?
- (m) Do you have to be a graduate to teach in a state school?
- (n) Did you do, or do you do, a lot of homework at school?
- (o) Do pupils behave well at school?

# Money

1 Put each of the following verbs in the correct space in the passage.

**pay back**    **spend**    **save**    **open**    **lend**  
**borrow**    **earn**    **afford**    **owe**    **pay**

Joy: Pam, I'm in trouble. I (a) \_\_\_\_\_ £200 a week from my job, but I need to (b) \_\_\_\_\_ about £250 a week just on basic things like food, rent and fares. I can't make ends meet on £200. I've got to (c) \_\_\_\_\_ some money. Can you help?

Pam: Yes, OK. I'm quite well-off at the moment. I can (d) \_\_\_\_\_ you £100. Here you are. But why don't you (e) \_\_\_\_\_ a bank account? It's very simple. Then you can (f) \_\_\_\_\_ a little bit every week, and you won't be so hard-up.

Joy: Pam, I haven't got enough money to put in a bank account! I can't (g) \_\_\_\_\_ my gas and electricity bills. I can't (h) \_\_\_\_\_ to go on holiday. I'm not just a bit hard-up. I've got no money at all. I'm broke! Anyway, thanks for your help. I promise to (i) \_\_\_\_\_ the £100 next month. I don't like to be in debt. I won't forget. I now (j) \_\_\_\_\_ you £100.

2 Put each of the following words or phrases in the correct space in the sentences below.

**broke**    **hard-up**    **in debt**    **well-off**    **make ends meet**

- (a) She earns a lot of money. She's very \_\_\_\_\_.
- (b) He never has a lot of money. He can't afford luxuries. He's always \_\_\_\_\_.
- (c) I'll have to get an extra job in the evenings. I can't \_\_\_\_\_ on my salary.
- (d) I'm sorry I can't lend you any money. I haven't got any. I'm absolutely \_\_\_\_\_.
- (e) He's \_\_\_\_\_. He owes money to me and to the bank too.

3 Put the correct word from the following list in each space below.

**in**    **from**    **on**

- (a) He earns £150 \_\_\_\_\_ his evening job.
- (b) I spend £8 a week \_\_\_\_\_ fares.
- (c) She has to make ends meet \_\_\_\_\_ £500 a month.
- (d) I put some money \_\_\_\_\_ my bank account.

4 First match each item on the left below with its meaning on the right. Then divide the words into two groups under the headings 'Income' (money you receive) and 'Expenditure' (money you spend).

- |                                      |  |
|--------------------------------------|--|
| (a) <b>taxes</b>                     | (1) cinema, theatre, restaurant meals etc.                   |
| (b) <b>pocket-money</b>              | (2) money for transport, e.g. bus, train, taxi               |
| (c) <b>salary</b>                    | (3) part of income paid to government                        |
| (d) <b>entertainment</b>             | (4) money parents give children every week                   |
| (e) <b>rent</b>                      | (5) money from work, usually hourly or weekly                |
| (f) <b>interest</b>                  | (6) money for lighting, heating in your house                |
| (g) <b>wages</b>                     | (7) money from work, usually monthly or annually             |
| (h) <b>pension</b>                   | (8) e.g. 6% a year from your money in the bank               |
| (i) <b>fares</b>                     | (9) money for people who stop work at the age of about 60    |
| (j) <b>gas and electricity bills</b> | (10) weekly or monthly payments for your room, flat or house |

5 Can you think of any more items of income or expenditure?



6 Answer the following questions using complete sentences.

- (a) What do you spend your money on?
- (b) How much does a doctor earn in your country?
- (c) Do you save any money? If so, how (bank, cash)?
- (d) Is it easy to open a bank account in your country? How much do you need to start?
- (e) Do you owe money? Who to? When will you pay back the money?
- (f) Is there something you want to do but can't afford to?
- (g) Do you often lend money? Who do you lend it to?
- (h) Do you often borrow money? Who do you borrow it from?
- (i) Do people in your country receive a state pension when they are old?  
How old are they when they begin to receive it?
- (j) What bills do you have to pay?
- (k) How much pocket-money did you receive when you were 12 years old?
- (l) In your country, what percentage of a person's income is taken in taxes?

## A Life

1 Put each of the following verbs in the correct space in the passage.

**bring up**      **leave**      **settle down**      **educate**      **move**  
**was born**      **join**      **come from**      **grow up**      **become**

Interviewer: Freddie, you're Scotland's number one footballer. Tell us about your early life. Where were you born?

Freddie Fox: Well, I (a) \_\_\_\_\_ in the North of Scotland 22 years ago. I (b) \_\_\_\_\_ a small, quiet village. It was a nice place for a child to (c) \_\_\_\_\_ and in the future I'd like to (d) \_\_\_\_\_ my own children in the country.

Interviewer: And where did you go to school?

Freddie Fox: Well, education is sometimes a problem in the country. My parents couldn't (e) \_\_\_\_\_ me themselves so I had to travel several miles to the nearest school. But then my father had to (f) \_\_\_\_\_ to Glasgow for his work.

Interviewer: And you were invited to (g) \_\_\_\_\_ Rangers Football Club.

Freddie Fox: That's right. I was 16 so I was able to (h) \_\_\_\_\_ school and (i) \_\_\_\_\_ a professional footballer.

Interviewer: And what about the future?

Freddie Fox: Well, I don't know. I'm still young. I'll get married. I'll play football as long as I can. When I stop, I hope to get a job as a club manager. And finally I'd like to (j) \_\_\_\_\_ in the North of Scotland again.

2 Put the correct word from the following list in each space below.

**as**      **in**      **at**      **from**

- (a) He's \_\_\_\_\_ the army.
- (b) He was born \_\_\_\_\_ South Wales.
- (c) I come \_\_\_\_\_ Sydney, Australia.
- (d) \_\_\_\_\_ the future I'd like to be a doctor.
- (e) I live \_\_\_\_\_ the country, not the town.
- (f) \_\_\_\_\_ the moment I'm a secretary.
- (g) I'll leave my job \_\_\_\_\_ a few years.
- (h) She wants to get a job \_\_\_\_\_ a nurse.

- 3 Finish each sentence on the left with the correct phrase on the right.
- |  |                                 |
|--|---------------------------------|
| (a) To be a soldier                                | (1) you join the fire-brigade.  |
| (b) To be a sailor                                 | (2) you join the post office.   |
| (c) To be a fireman                                | (3) you join the civil service. |
| (d) To be a policeman or policewoman               | (4) you join the army.          |
| (e) To be a postman                                | (5) you join the navy.          |
| (f) To be a civil servant (in a government office) | (6) you join the police force.  |

4 Answer the following questions about yourself using complete sentences.

You can sometimes use the phrases 'in 1978' or 'when I was 17' etc.

- (a) Where do you come from? (village, town, region or country)  
 (b) Where were you born?  
 (c) Who were you brought up by?  
 (d) Where did you grow up?  
 (e) Did your family move? If so, where to?  
 (f) Where were you educated?  
 (g) When did you start school?  
 (h) When did you leave school? Or when will you leave school?  
 (i) When did you get married? Or when would you like to get married?  
 (j) What did you do when you left school? Or what will you do when you leave school?  
 (k) What would you like to do in the future?  
 (l) Where would you like to settle down?

5 Using words from the exercises above (with verbs in the past tense) describe the lives of the following people.

(a)

	Yoko Tanaka
1964	Born Tokyo, Japan
1967	Parents died, lived with aunt
1970-82	School
1975	Aunt moved to Kyoto with Yoko
1982-86	Kyoto University
1986-	Civil Servant

(b)

	Oscar Gonzalez
1937	Born Madrid, Spain, lived with parents
1942-53	School
1953-65	Navy
1965-75	Police force (in Madrid)
1975	Married
1975-	Security guard (in Barcelona)

6 Describe your own life.

# Sport

1 Match each word on the left below with the correct phrase on the right.

- |                         |   |
|-------------------------|---|
| (a) <b>team</b>         | (1) someone who plays a sport, e.g. a footballer                  |
| (b) <b>player</b>       | (2) number of goals or points each player or team has             |
| (c) <b>amateur</b>      | (3) group of sportsmen who play together, e.g. eleven footballers |
| (d) <b>professional</b> | (4) person who controls a game                                    |
| (e) <b>spectator</b>    | (5) someone who plays a sport as a paid job                       |
| (f) <b>crowd</b>        | (6) game, e.g. of football  |
| (g) <b>referee</b>      | (7) someone who plays a sport only for enjoyment, not money       |
| (h) <b>match</b>        | (8) group of people who watch a sporting event                    |
| (i) <b>score</b>        | (9) person who watches a sporting event                           |

2 Put each of the following verbs in the correct space in the passage.

**win      lose      draw      train      beat      play      score**

I love football. I don't just like to watch it. I like to (a) \_\_\_\_\_, too. I belong to a team. Of course it's not my job. We're just amateurs, not professionals. Not many people come to watch. We just have a small crowd. In fact, there are sometimes more players than spectators! We have a game every Saturday, but we (b) \_\_\_\_\_ together every Tuesday and Thursday evening to prepare and keep fit. We're quite a good team. We (c) \_\_\_\_\_ most matches. We only (d) \_\_\_\_\_ a few, and sometimes we (e) \_\_\_\_\_ (for example, last Saturday the score was 2:2). Next Saturday our match is against a very good team, but I think we'll (f) \_\_\_\_\_ them, and if I'm lucky I'll (g) \_\_\_\_\_ a goal or two. Oh, we have a problem. Do you know much about football? Would you like to run up and down in a black shirt and shorts? Our referee has broken his leg. Would you like a job?

3 In most sports, a score of 0 (zero) is called 'nil', but in tennis and table-tennis it's called 'love'. A score of 1:1, 2:2 etc. (a 'draw') is called 'one all', 'two all' etc. How do we say the following scores?

- | <b>football</b> | <b>tennis/table-tennis</b> |
|-----------------|----------------------------|
| (a) 2:0         | (d) 30:0                   |
| (b) 4:4         | (e) 15:15                  |
| (c) 0:0         | (f) 0:15                   |

## British and American English 1

There are not many differences between British and American English in the written form. Here are some vocabulary differences.

<b>British</b>	<b>American</b>	<b>British</b>	<b>American</b>
autumn	fall	to post	to mail
film	movie	queue	line
flat	apartment	shop	store
lift	elevator	sweets	candy
pavement	sidewalk	timetable	schedule
petrol	gas	trousers	pants

4 Match each of the following sports with the correct picture below.

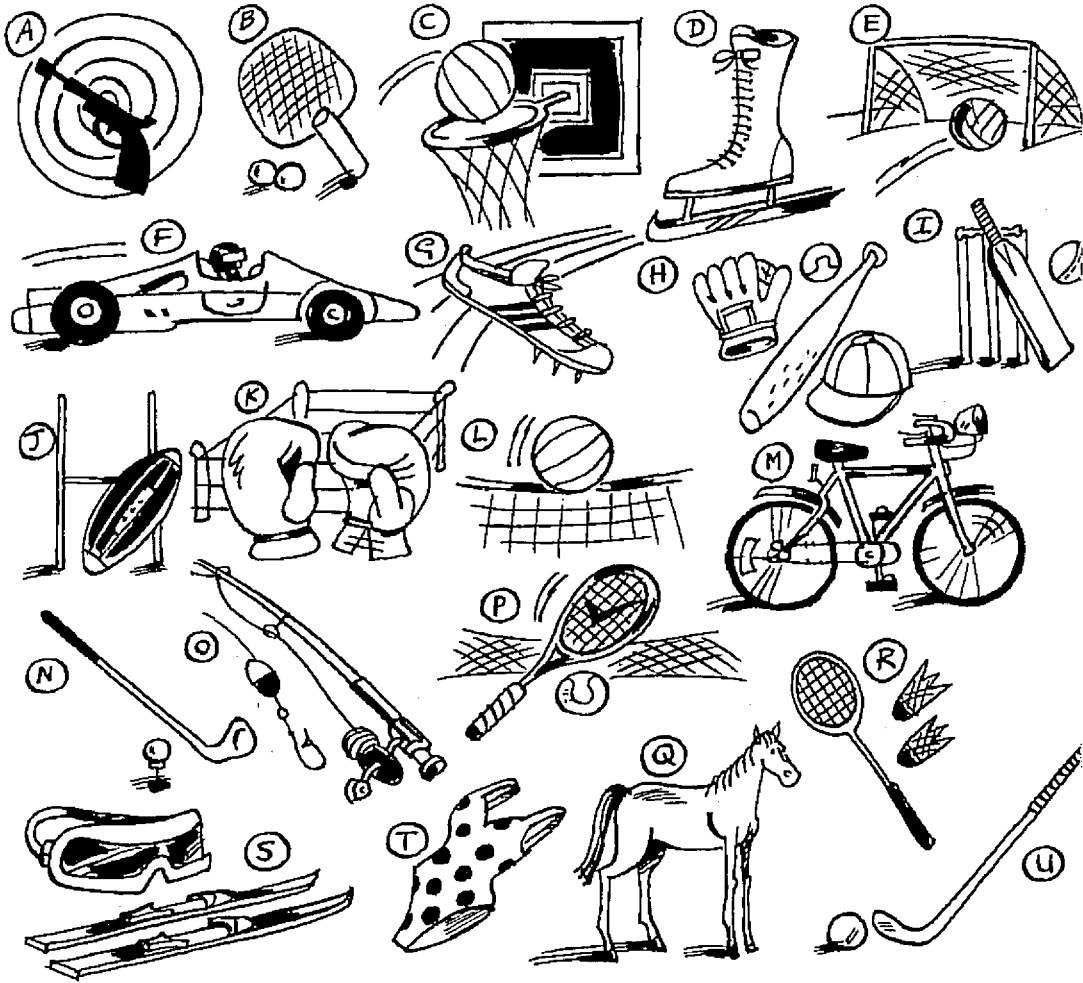
skiing  
shooting  
hockey  
skating  
football

cycling  
volley-ball  
table-tennis  
motor-racing

basketball  
badminton  
cricket  
running

boxing  
tennis  
fishing  
swimming

horse-riding  
baseball  
golf  
rugby



5 Can you find the following sporting items in the pictures above?

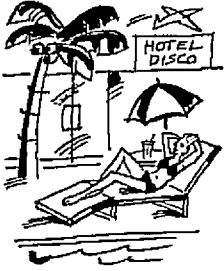
- |                   |                    |                       |
|-------------------|--------------------|-----------------------|
| (1) boxing glove  | (11) cricket bat   | (21) football         |
| (2) running track | (12) helmet        | (22) baseball glove   |
| (3) racing car    | (13) baseball bat  | (23) net              |
| (4) pistol        | (14) baseball cap  | (24) swimsuit         |
| (5) skis          | (15) skate         | (25) badminton racket |
| (6) shuttlecock   | (16) target        | (26) golf club        |
| (7) basketball    | (17) goal          | (27) rugby ball       |
| (8) running shoe  | (18) hockey stick  | (28) basket           |
| (9) horse         | (19) fishing rod   | (29) boxing ring      |
| (10) goggles      | (20) tennis racket | (30) bicycle          |

6 Which sport do you like best, and why?

# Free Time and Holidays

In each space (a) in the three passages below put the word from the following group (a) which best suits the person in the picture. Then do the same for (b), (c) etc.

- (a) cultural things/parties/the open air
- (b) sociable/serious/active
- (c) classical music/sport/dancing
- (d) meeting people/nature/reading
- (e) concerts/clubs/sporting events
- (f) libraries/the countryside/discos
- (g) go by plane/hitch-hike/take a train
- (h) hotel/youth hostels/camp sites
- (i) learn about other countries/have a good time/be close to nature
- (j) sunbathe/go for walks/visit historical places



1 I love (a) \_\_\_\_\_. People say I'm (b) \_\_\_\_\_. I like (c) \_\_\_\_\_ and (d) \_\_\_\_\_ so I often go to (e) \_\_\_\_\_ and (f) \_\_\_\_\_. On holiday I (g) \_\_\_\_\_ and stay at a nice (h) \_\_\_\_\_ in Spain. I want to (i) \_\_\_\_\_. Every day I (j) \_\_\_\_\_ on the beach.



2 I'm keen on (a) \_\_\_\_\_. I'm a bit (b) \_\_\_\_\_. My hobbies are (c) \_\_\_\_\_ and (d) \_\_\_\_\_ so I spend a lot of time at (e) \_\_\_\_\_ and (f) \_\_\_\_\_. Holidays? Well, I usually (g) \_\_\_\_\_ to save money and stay at (h) \_\_\_\_\_ abroad because I want to (i) \_\_\_\_\_. I (j) \_\_\_\_\_ there.



3 I'm very fond of (a) \_\_\_\_\_. I'm a very (b) \_\_\_\_\_ person. I enjoy (c) \_\_\_\_\_ and (d) \_\_\_\_\_ so I love all (e) \_\_\_\_\_ and also (f) \_\_\_\_\_. Every summer my friends and I (g) \_\_\_\_\_ somewhere and sleep in our tents at (h) \_\_\_\_\_. We prefer to (i) \_\_\_\_\_. We (j) \_\_\_\_\_.

## Learning Tips

Carry a small notebook with you everywhere. You can:

- 1 keep your new words alphabetically.
- 2 divide them into nouns, verbs, adjectives etc.
- 3 keep them by topics (street, nature, art etc.)
- 4 add a translation if you want to.

4 Put the correct word from the following list in each space below.

**on at to by of about**

- (a) I often go \_\_\_\_\_ discos and parties.
- (b) We stayed \_\_\_\_\_ a cheap hotel.
- (c) She sunbathes \_\_\_\_\_ the beach.
- (d) I'm very keen \_\_\_\_\_ music.
- (e) I spend a lot of time \_\_\_\_\_ concerts.
- (f) I often go \_\_\_\_\_ concerts.
- (g) He stays \_\_\_\_\_ youth hostels.
- (h) He wants to learn \_\_\_\_\_ other countries.
- (i) I'm very fond \_\_\_\_\_ the open air.
- (j) We stayed \_\_\_\_\_ a camp-site.
- (k) They prefer to live close \_\_\_\_\_ nature.
- (l) I'm going there \_\_\_\_\_ plane.

5 Fill in the table to show the advantages of different types of transport and accommodation. The first one is done for you as an example.

(Note: you can use one tick or two.)

	Transport					Accommodation				
	hitch-hiking	going by car	going by coach	going by train	going by plane	luxury hotel	cheap hotel	youth hostel	camp-site	staying with friends
It's cheap.	✓✓									
It's comfortable.										
You feel free to do as you like.	✓									
It's interesting.	✓									
No need to plan or book.	✓✓									
No language problems abroad.										
It's quick.										
It's safe, not dangerous.										

6 Say what you think of the free-time activities on the right below, using the phrases on the left.

- |                         |                                     |
|-------------------------|-------------------------------------|
| I love                  | shopping.                           |
| I'm (not) interested in | window-shopping.                    |
| I (don't) like          | visiting museums and art galleries. |
| I'm (not) keen on       | visiting historical places.         |
| I (don't) enjoy         | being in the countryside.           |
| I get bored with        | swimming and sunbathing.            |
|                         | going for walks.                    |
|                         | meeting people.                     |
|                         | eating and drinking.                |
|                         | collecting stamps, postcards etc.   |
|                         | cooking at home.                    |
|                         | watching television.                |

7 Using words and phrases from the exercises above, describe how you spend (a) your free time when you don't go away and (b) your holidays.

# Illness and the Doctor

1 Match each of the following words with the correct item in the picture.

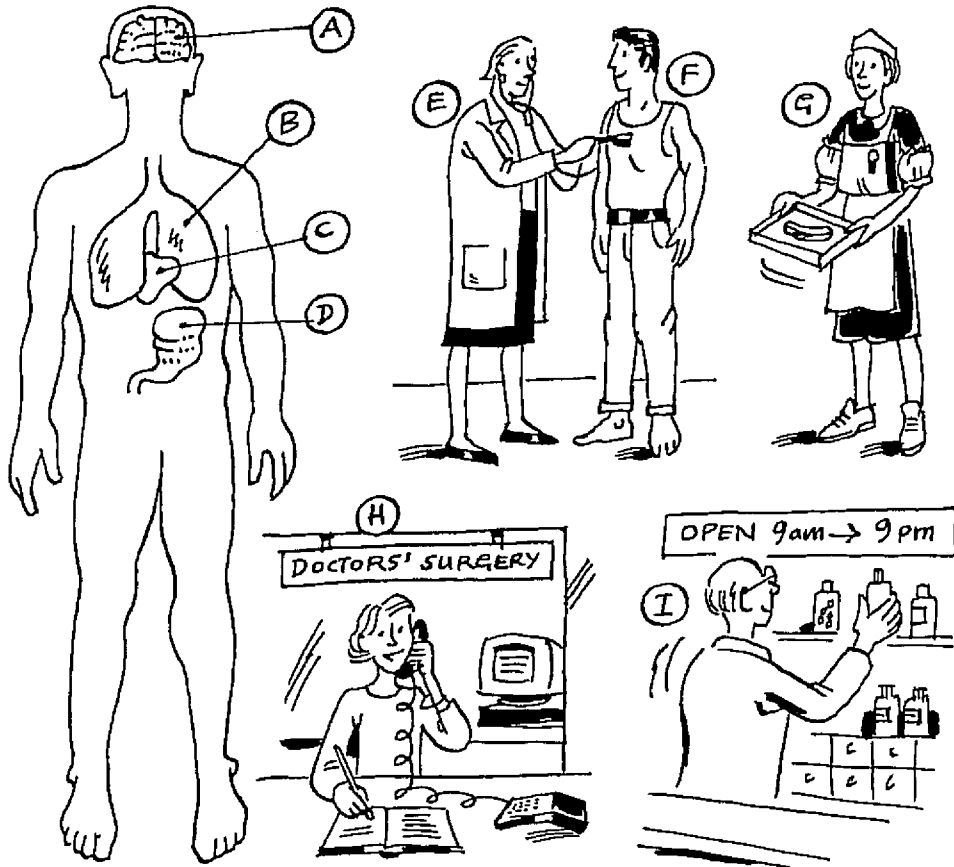
doctor  
brain

patient  
stomach

nurse  
heart

receptionist  
chemist

lungs



2 Put each of the following words or phrases in the correct space in the passage below.

look after  
suffer

treat  
keep

ache  
cure

examine  
operate

I am a family doctor. I have a nurse to help me and a receptionist to help the patients when they come to see me. When I see patients in my surgery, first I listen to their problems, then I (a) \_\_\_\_\_ them. Then, if I can, I (b) \_\_\_\_\_ them for their illnesses. Some simply have sore throats, headaches or flu and I give them a prescription to take to the chemist. Others (c) \_\_\_\_\_ from serious diseases of the heart, lungs, stomach or even brain. I can't always (d) \_\_\_\_\_ them myself and sometimes I have to send them to hospital for treatment. If something is seriously wrong with them, the hospital will decide to (e) \_\_\_\_\_ on them. The trouble is people don't (f) \_\_\_\_\_ themselves properly. It really isn't so difficult to (g) \_\_\_\_\_ well. If your head begins to (h) \_\_\_\_\_, have a rest. If you always feel tired, get more exercise. Eat well. Have a good diet. And have a regular check-up with the doctor.

3 Put the correct word from the following list in each space below.

for on in with to

- (a) I saw the doctor \_\_\_\_\_ her surgery.
- (b) She listened \_\_\_\_\_ my problems.
- (c) They treated me \_\_\_\_\_ a heart problem.
- (d) I took the prescription \_\_\_\_\_ the chemist.
- (e) I had to go \_\_\_\_\_ hospital for an operation.
- (f) Something's wrong \_\_\_\_\_ my back, doctor.
- (g) They operated \_\_\_\_\_ him immediately.

4 For each sentence on the left below, find the correct meaning on the right.

- (a) She **got a hearing-aid.** (1) She couldn't see things far away.
- (b) She **had no appetite.** (2) Her head hurt.
- (c) She **was a bit deaf.** (3) She didn't want to eat anything.
- (d) She **was short-sighted.** (4) She bought something to help her hear better.
- (e) She **went on a diet.** (5) She rested.
- (f) She **had a headache.** (6) She couldn't hear very clearly.
- (g) She **cut down on** cigarettes. (7) She decided to eat and drink only certain things.
- (h) She **took it easy.** (8) She smoked less.

5 What advice would you give to a friend with the problems on the left? For each one, choose one or more items from the right.

- (a) I've cut my finger badly. (1) Go and see a doctor.
- (b) I think I've broken my leg. (2) Take a day or two off work.
- (c) I'm always tired. (3) You'll probably need an X-ray.
- (d) I'm smoking too much. (4) Why don't you have your eyes tested?
- (e) I've got flu. (5) You should go on a diet.
- (f) I'm getting a bit short-sighted. (6) The chemist will be able to give you something for it.
- (g) I'm going deaf. (7) Well, you'd better cut down.
- (h) I'm getting fat. (8) You might need a hearing-aid.
- (i) There's something wrong with my heart. (9) Just take it easy for a few days.
- (j) I'm drinking too much. (10) Go to bed for a few days.
- (k) I've lost my appetite. (11) You should see a specialist.
- (l) I've got a headache. (12) You need more exercise.
- (m) I'm sleeping badly. (13) You may need an operation.

6 Describe your own health and any health problems you have.



# In the Morning

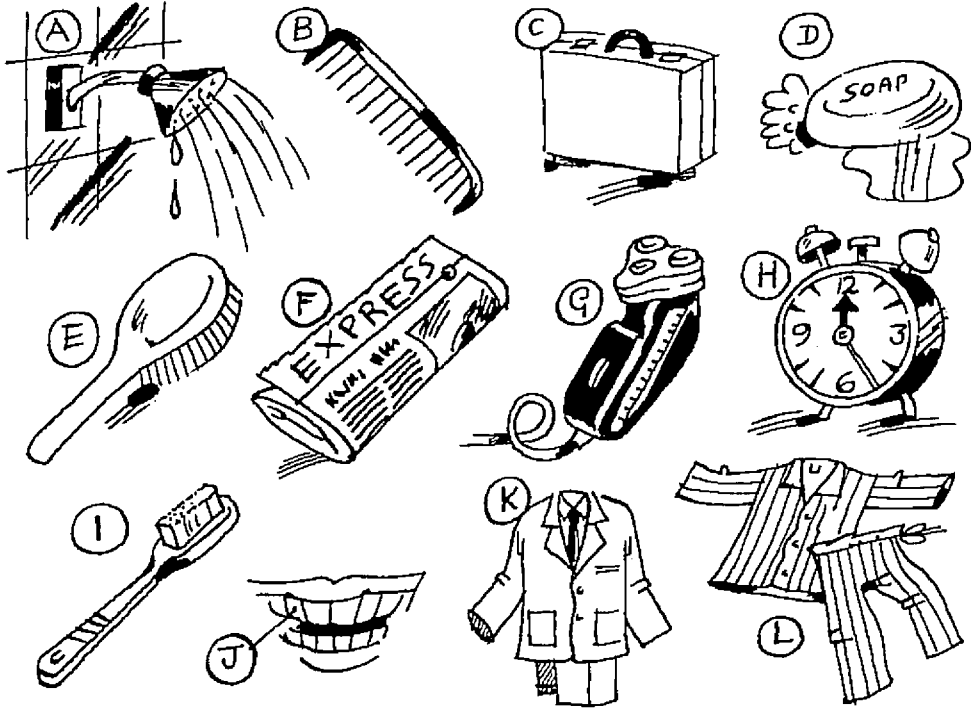
1 Match each of the following words with the correct picture.

briefcase  
teeth  
comb

shower  
hairbrush  
clothes

toothbrush  
newspaper  
pyjamas

soap  
alarm clock  
electric razor



2 The following sentences are what people usually do in the morning. Put them in the right order, i.e. what we do first, what we do next, what we do after that, etc.

- (a) I go into the bathroom.
- (b) I turn off my alarm-clock.
- (c) I get up.
- (d) I sleep very heavily.
- (e) I dress.
- (f) My alarm clock goes off.
- (g) I go into the kitchen.
- (h) I wake up.
- (i) I have my breakfast.

- (j) I lie in bed for another ten minutes.
- (k) I brush my teeth and comb my hair.
- (l) I buy a newspaper.
- (m) I catch a bus to work.
- (n) I make my breakfast.
- (o) I take my briefcase.
- (p) I leave the house.
- (q) I make my bed.
- (r) I have a shower.

3 Put the correct verb from the following list in each sentence below.

dress      put on      wear



He's dressing.



He's putting on his shirt.



He's wearing a suit.

- (a) Policemen \_\_\_\_\_ uniforms so everyone knows who they are.
- (b) It's cold. I think I'll \_\_\_\_\_ a pullover before I go out.
- (c) I always \_\_\_\_\_ very quickly in the morning.
- (d) William is only a baby. His mother has to \_\_\_\_\_ his shoes for him.
- (e) At a wedding, people usually \_\_\_\_\_ their best clothes.
- (f) After I get out of the swimming pool, I dry myself, \_\_\_\_\_ and go home.

4 Describe how you get up (a) on weekdays (working days) and (b) at weekends and on holiday.

### Collective Nouns

Collective nouns are groups, especially of people.

e.g. team    family    government    class  
army    company    committee    BBC

If we think of the group as one thing, we use the singular.

The team is very good. It is the best.

The family is the smallest unit in society. It is...

If we think of it as different people, we use the plural.

The team are getting on the bus. They are tired.

The family are talking and drinking tea. They are ...

# The Telephone

1 Match each verb on the left with the correct phrase on the right.

- |                 |  |
|-----------------|--|
| (a) dial        | (1) wait   |
| (b) dial direct | (2) ring a phone number                                |
| (c) look up     | (3) phone a number yourself without using the operator |
| (d) hold on     | (4) phone, call  |
| (e) ring        | (5) find information in a book                         |

2 Match each word or phrase on the left below with the correct phrase on the right.

- |                         |  |
|-------------------------|--|
| (a) wrong number        | (1) busy (when someone is using the line you want)       |
| (b) directory           | (2) public phone box                                     |
| (c) directory enquiries | (3) person who helps you make a phone call               |
| (d) off-peak            | (4) phone number you get by mistake                      |
| (e) interference        | (5) service you phone if you want to find a phone number |
| (f) engaged             | (6) book of phone numbers                                |
| (g) long-distance       | (7) very far, opposite of 'local'                        |
| (h) call-box            | (8) not so busy time (when phone calls are cheaper)      |
| (i) operator            | (9) bad sound which makes it difficult to hear           |
| (j) receiver            | (10) prices, charges                                     |
| (k) rates               | (11) part of the phone you speak into and listen to      |

3 Put each of the words on the left in exercise 2 above in the correct space in the conversation below.

Bill: Is that Jane?

Nell: This is 377 0211. There's no one called Joan here.

Bill: Sorry, I must have the (a) \_\_\_\_\_. Oh, just a moment, I want *Jane*, not Joan.

Nell: Oh sorry, yes. She's here. Hold on a moment.

Jane: Hello, this is Jane.

Bill: Hi, this is Bill. I tried to ring before, but the line was (b) \_\_\_\_\_.

Jane: Yes, I was talking to my mother in Australia.

Bill: Oh, a (c) \_\_\_\_\_ call. Was it expensive? The (d) \_\_\_\_\_ are very high, aren't they?

Jane: Only if you go through the (e) \_\_\_\_\_. It's quite cheap if you dial direct, especially if you phone during the (f) \_\_\_\_\_ period.

Bill: Was it a good line? Was it easy to hear?

Jane: It usually is, but today there was a lot of (g) \_\_\_\_\_.

Bill: I need some help, Jane. I tried to look up Amy's number in the (h) \_\_\_\_\_ but I couldn't find it.

Jane: I'm afraid I haven't got it. Why don't you call (i) \_\_\_\_\_?

Bill: I'm in the street, in a (j) \_\_\_\_\_, and I've got no more money.

Jane: But it's free. You just pick up the (k) \_\_\_\_\_, then you dial 142.

Bill: Oh yes, how stupid!

# Watching Television

1 What do you usually see on different television programmes? Match each type of programme on the left below with the correct item on the right.

- |                              |  |
|------------------------------|--|
| (a) nature films             | (1) football, boxing, swimming etc.                    |
| (b) quiz shows               | (2) life in different countries                        |
| (c) news and current affairs | (3) people trying to win prizes by answering questions |
| (d) soap operas              | (4) advertisements for products                        |
| (e) commercials              | (5) animals, fish, birds, flowers, plants etc.         |
| (f) travel films             | (6) information about what's happening in the world    |
| (g) comedies                 | (7) jokes and funny situations                         |
| (h) sport                    | (8) information for pupils and students                |
| (i) educational programmes   | (9) story of the daily life of a family                |

2 Which of the programmes above do you like? Use the following words.

relaxing exciting amusing interesting useful boring

E.g. I find nature films interesting.

3 Put the correct word or phrase from the following list into the sentences.

turn on look up plan record turn off switch

- (a) I \_\_\_\_\_ a programme if I don't like it.  
 (b) I \_\_\_\_\_ good programmes on my video-recorder.  
 (c) I \_\_\_\_\_ the television as soon as I get home.  
 (d) I \_\_\_\_\_ to another channel if I'm bored.  
 (e) I \_\_\_\_\_ my viewing very carefully.  
 (f) I \_\_\_\_\_ the times of the programmes in the newspaper.

4 Answer the following questions.

- (a) What are your favourite types of programme?  
 (b) How do you watch television? (Do you plan carefully, record, watch everything?)  
 (c) How many hours television do you watch every day?  
 (d) What would you do without television?  
 (e) Is television good in your country?  
 (f) How many channels have you got in your country?  
 (g) What are the advantages and disadvantages of television?

## British and American English 2

Here are some of the main differences between British and American spelling.

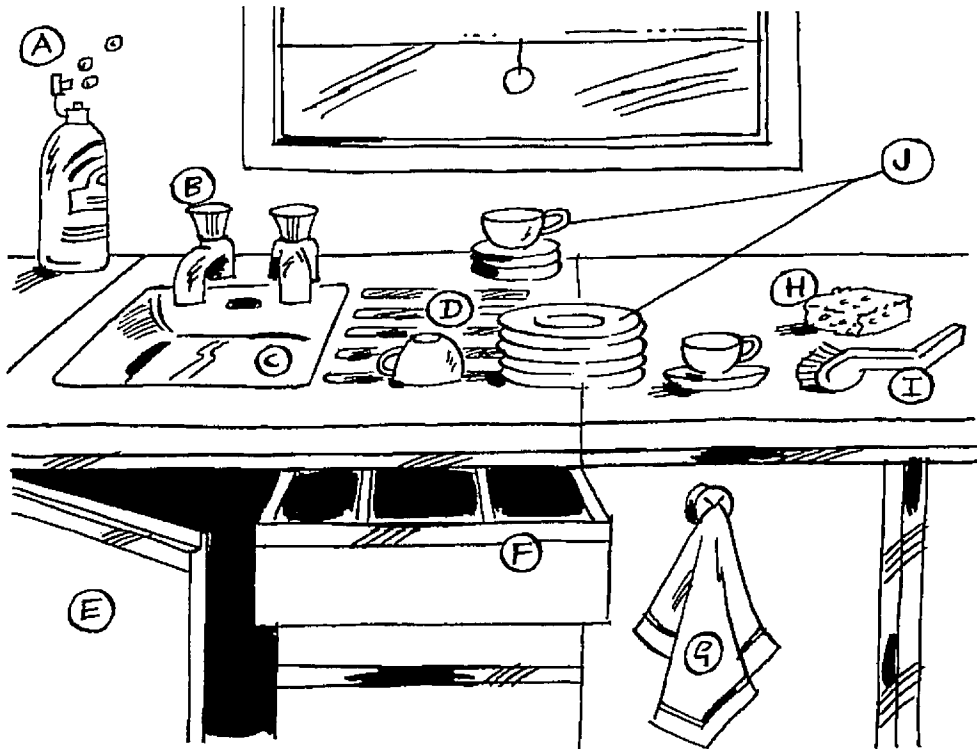
British	American	British	American
aeroplane	airplane	neighbour	neighbor
centre	center	practise	practice
colour	color	pyjamas	pajamas
favourite	favorite	theatre	theater
grey	gray	travel-ling,	travel-ing
metre	meter	-ler, -led	-er, -ed

# How to Do Things

## How to do the Washing Up

1 Match each of the following words with the correct item in the picture.

dishes      brush      cupboard      sink      washing-up liquid  
 sponge      cloth      drawer      tap      draining-board



2 Put each of the following verbs in the correct space in the instructions below.

dry      rinse      turn off      fill  
 add      drain      put away      turn on

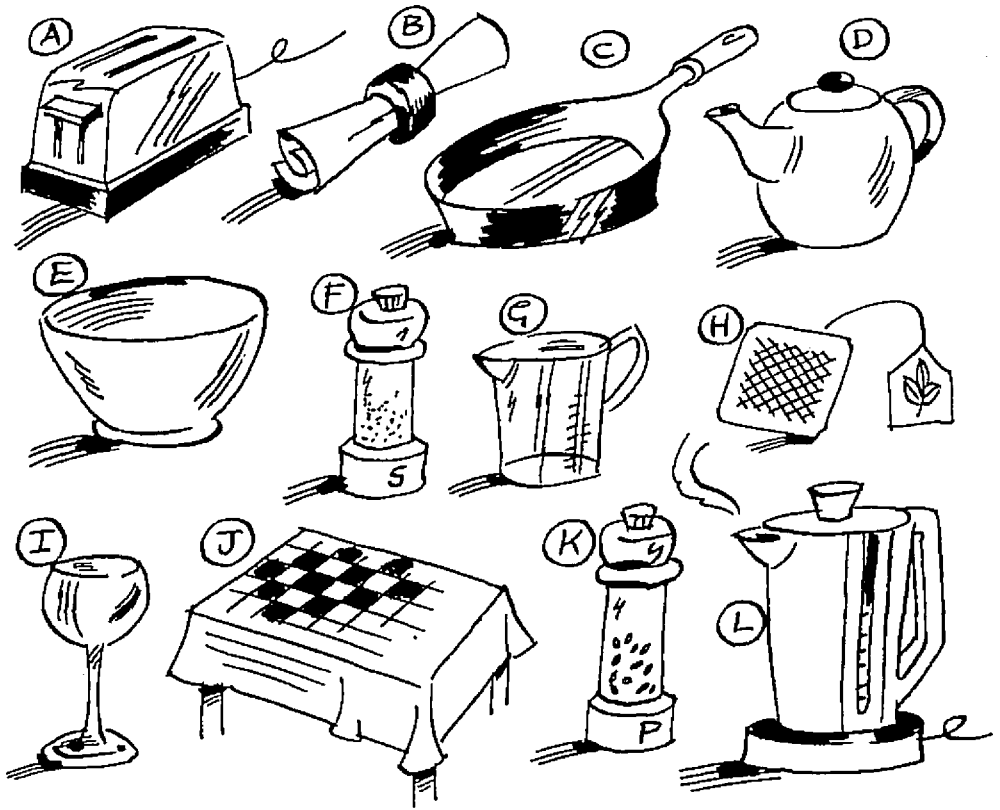
- 1 First put all the dirty dishes in the sink.
- 2 \_\_\_\_\_ the tap and \_\_\_\_\_ the sink with warm water. Then \_\_\_\_\_ the tap.
- 3 Now \_\_\_\_\_ some washing-up liquid.
- 4 Wash everything in the soapy water with a special sponge or brush.
- 5 \_\_\_\_\_ everything in clean water.
- 6 Put everything on the draining-board to \_\_\_\_\_ for a few minutes.
- 7 Then \_\_\_\_\_ everything with a cloth.
- 8 Finally \_\_\_\_\_ all the clean, dry things in cupboards or drawers.

3 Do you wash the dishes like this or differently? Describe how *you* wash the dishes.

# How to make an English Breakfast

1 Match each of the following words or phrases with the correct picture below.

bowl      jug      tea-bag      frying-pan      kettle      toaster  
 salt      pepper      teapot      table-cloth      napkin      glass



2 Put each of the following verbs in the correct space in the instructions below.

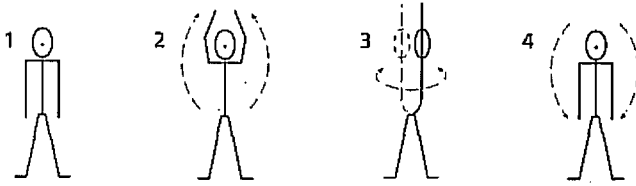
fry      boil      stir      clear away  
 add      pour      lay      spread

- 1 \_\_\_\_\_ the table (with the table-cloth, knives, forks, spoons, plates, glasses, napkins etc.)
- 2 To make tea, first \_\_\_\_\_ the water in a kettle.
- 3 Put a tea-bag in a cup and \_\_\_\_\_ the boiling water on it. (This is quicker than using a teapot.)
- 4 \_\_\_\_\_ milk (from a jug) and sugar (from a bowl), and \_\_\_\_\_ with a spoon.
- 5 Make some toast, using the toaster, and \_\_\_\_\_ butter on it.
- 6 \_\_\_\_\_ eggs and bacon in a frying-pan.
- 7 Put it on a plate with the toast, and eat it with a little salt and pepper.
- 8 When you've finished your breakfast, \_\_\_\_\_ all the breakfast things.

# How to do Keep-fit Exercises

1 Put each of the following verbs in the correct space in the instructions.

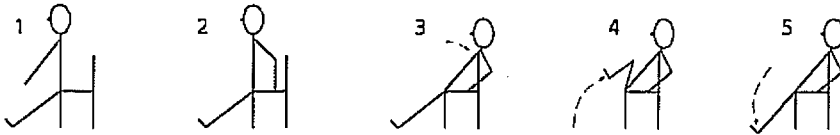
move    raise    lower    turn    hang    stand



- 1 \_\_\_\_\_ with your feet apart. Let your arms \_\_\_\_\_ by your sides.
- 2 \_\_\_\_\_ your arms above your head.
- 3 \_\_\_\_\_ your body first to the left, then to the right. (Don't \_\_\_\_\_ your feet.)
- 4 \_\_\_\_\_ your arms to your sides again.

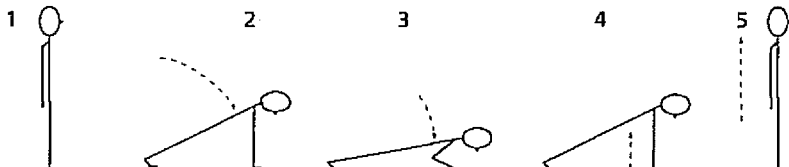
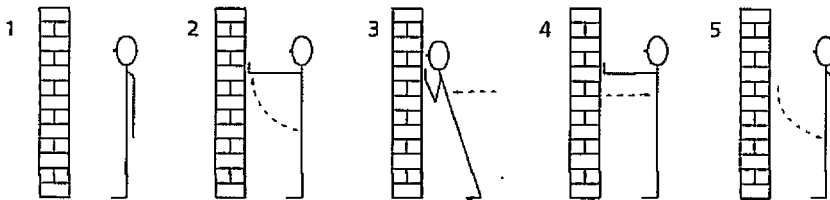
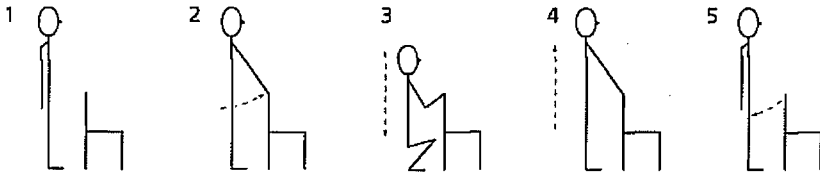
2 Instructions as above.

touch    lean    hold    bend    bring    straighten



- 1 Sit on the front part of a chair, with your feet on the floor.
- 2 \_\_\_\_\_ the sides of the chair.
- 3 \_\_\_\_\_ back against the back of the chair.
- 4 \_\_\_\_\_ your knees, and \_\_\_\_\_ them up to \_\_\_\_\_ your chest.
- 5 \_\_\_\_\_ your legs and lower them to the floor again.

3 Using words from the exercises above, give instructions how to do these exercises.



# How to use a Radio/Cassette Player

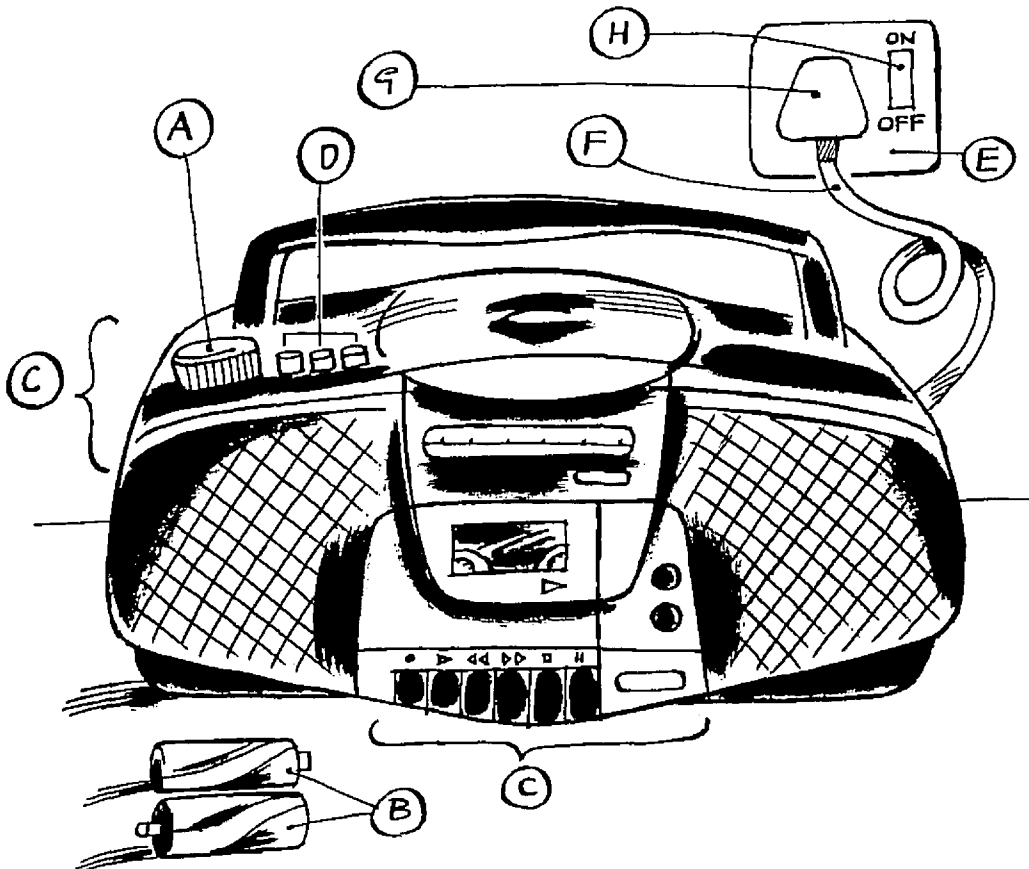
1 Match each of the following words with the correct item in the picture.

plug  
knob

buttons  
switch

batteries  
controls

point  
lead



2 Put each of the following verbs in the correct space in the instructions below.

turn up

press

unplug

switch on

turn down

turn

plug in

switch off

- 1 First \_\_\_\_\_ at the nearest point.
- 2 Next \_\_\_\_\_ at the point.  
(The above will not be necessary if your machine is battery-operated)
- 3 Put a cassette in the machine and \_\_\_\_\_ the 'start' button.
- 4 To \_\_\_\_\_ the sound if it is too loud, \_\_\_\_\_ the 'volume' knob.
- 5 To \_\_\_\_\_ the sound if it is too low, turn the knob the other way.
- 6 You can adjust the quality of the sound by using the other controls.
- 7 When you have finished listening, press the 'stop' button.
- 8 Next \_\_\_\_\_ at the point.
- 9 Finally, \_\_\_\_\_ the machine.



# Related Word Groups

## Basic Adjectives

In the exercises below finish each sentence on the left with the best phrase on the right.

1

- |                     |  |
|---------------------|--|
| (a) Glue is         | (1) <b>thin</b> and <b>straight</b> .  |
| (b) Jam is          | (2) <b>fragile</b> and <b>thin</b> .   |
| (c) A wine-glass is | (3) <b>sweet</b> and <b>sticky</b> .   |
| (d) A pin is        | (4) <b>straight</b> and <b>sharp</b> . |
| (e) A ruler is      | (5) <b>sticky</b> and <b>useful</b> .  |

2

- |                    |                                     |
|--------------------|-------------------------------------|
| (a) A hammer is    | (1) <b>soft</b> and <b>cold</b> .   |
| (b) Snow is        | (2) <b>round</b> and <b>sweet</b> . |
| (c) A pullover is  | (3) <b>hard</b> and <b>heavy</b> .  |
| (d) A cigarette is | (4) <b>soft</b> and <b>warm</b> .   |
| (e) An apple is    | (5) <b>long</b> and <b>round</b> .  |

3

- |                           |  |
|---------------------------|--|
| (a) An elephant is        | (1) <b>expensive</b> and <b>powerful</b> . |
| (b) The Atlantic Ocean is | (2) <b>accurate</b> and <b>expensive</b> . |
| (c) A Rolex watch is      | (3) <b>smooth</b> and <b>fragile</b> .     |
| (d) A Rolls Royce car is  | (4) <b>powerful</b> and <b>slow</b> .      |
| (e) A mirror is           | (5) <b>huge</b> and <b>deep</b> .          |

4

- |                              |  |
|------------------------------|--|
| (a) A comb is                | (1) <b>round</b> and <b>hot</b> .      |
| (b) Arnold Schwarzenegger is | (2) <b>high</b> and <b>dangerous</b> . |
| (c) Mount Everest is         | (3) <b>casual</b> and <b>useful</b> .  |
| (d) Jeans are                | (4) <b>wealthy</b> and <b>famous</b> . |
| (e) The sun is               | (5) <b>cheap</b> and <b>light</b> .    |

5

- |                          |   |
|--------------------------|---|
| (a) A new baby is        | (1) <b>hot</b> and <b>dry</b> .         |
| (b) Fire is              | (2) <b>rough</b> and <b>dangerous</b> . |
| (c) The Sahara Desert is | (3) <b>tiny</b> and <b>weak</b> .       |
| (d) A stormy sea is      | (4) <b>calm</b> and <b>smooth</b> .     |
| (e) A quiet sea is       | (5) <b>hot</b> and <b>dangerous</b> .   |

6

- |                         |  |
|-------------------------|--|
| (a) A newspaper is      | (1) <b>high</b> and <b>famous</b> .        |
| (b) The Eiffel Tower is | (2) <b>rectangular</b> and <b>useful</b> . |
| (c) A motorway is       | (3) <b>strong</b> and <b>dangerous</b> .   |
| (d) A ball-point pen is | (4) <b>long</b> and <b>wide</b> .          |
| (e) A tiger is          | (5) <b>useful</b> and <b>cheap</b> .       |

7 Use the above adjectives to describe each of the following.

- |                |                   |                    |
|----------------|-------------------|--------------------|
| (a) a cup      | (h) an orange     | (o) sugar          |
| (b) a horse    | (i) a pencil      | (p) a Sony Walkman |
| (c) a cat      | (j) ice cream     | (q) a knife        |
| (d) a bottle   | (k) a millionaire | (r) a plate        |
| (e) chocolate  | (l) a button      | (s) a space rocket |
| (f) a gun      | (m) a Boeing 747  | (t) an overcoat    |
| (g) a passport | (n) a sofa        |                    |

## Basic Adjectives: opposites

In the exercises below replace each adjective with its opposite from the list above.

1 **thick fat deep hot good late**

- |                                |                                       |
|--------------------------------|---------------------------------------|
| (a) It was a <i>bad</i> idea.  | (d) I took an <i>early</i> train.     |
| (b) He's very <i>thin</i> .    | (e) The water's very <i>shallow</i> . |
| (c) The paper is <i>thin</i> . | (f) We had a <i>cold</i> meal.        |

2 **casual dark heavy major new young**

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| (a) My luggage is <i>light</i> .   | (d) She wore <i>formal</i> clothes. |
| (b) It was a <i>light</i> evening. | (e) It's a <i>minor</i> problem.    |
| (c) He's an <i>old</i> man.        | (f) It's an <i>old</i> book.        |

3 **wide wealthy smooth busy calm small**

- |                                  |   |
|----------------------------------|---|
| (a) It's a <i>big</i> room.      | (d) They are a <i>poor</i> family.          |
| (b) What a <i>narrow</i> street! | (e) The wood was very <i>rough</i> .        |
| (c) I've had a <i>quiet</i> day. | (f) She felt <i>nervous</i> about her exam. |

4 **safe short blunt public wonderful clean**

- |                                      |  |
|--------------------------------------|--|
| (a) The knife's very <i>sharp</i> .  | (d) It was <i>terrible</i> news.         |
| (b) It's a <i>dangerous</i> place.   | (e) He was wearing <i>dirty</i> clothes. |
| (c) It was a <i>private</i> meeting. | (f) The film was very <i>long</i> .      |

5 huge easy low guilty empty tight

- (a) The bottle is *full*.
- (b) I am *innocent*.
- (c) What a *difficult* question!
- (d) It was a *tiny* animal.
- (e) My belt is too *loose*.
- (f) They are *high* buildings.

6 dry cheap weak wrong nice slow

- (a) It's a *fast* train.
- (b) The weather was *nasty*.
- (c) It was an *expensive* book.
- (d) He gave the *right* answer.
- (e) She's a *strong* woman.
- (f) It was very *wet* weather.

7 soft ugly rude stupid sad quiet

- (a) He's an *intelligent* man.
- (b) She feels very *happy*.
- (c) He's a very *polite* boy.
- (d) The chair was *hard*.
- (e) They're *beautiful* buildings.
- (f) The music was too *loud*.

# Verbs

In each group below complete each sentence on the left with the correct phrase on the right.

1

- |                     |   |
|---------------------|---|
| (a) We <b>climb</b> | (1) pictures and maps.                        |
| (b) We <b>draw</b>  | (2) eggs to make an omelette.                 |
| (c) We <b>weigh</b> | (3) songs.                                    |
| (d) We <b>sing</b>  | (4) mountains, stairs and ladders.            |
| (e) We <b>break</b> | (5) ourselves, or a parcel before we send it. |

2

- |                         |   |
|-------------------------|---|
| (a) We <b>build</b>     | (1) people if we make a noise.                              |
| (b) We <b>celebrate</b> | (2) our jackets or seat-belts.                              |
| (c) We <b>compare</b>   | (3) a birthday or success by having a party.                |
| (d) We <b>disturb</b>   | (4) houses or walls.  |
| (e) We <b>fasten</b>    | (5) two or more things to see which is better, cheaper etc. |

3

- |                     |  |
|---------------------|--|
| (a) We <b>feed</b>  | (1) a picture on the wall or our jacket on a peg.                    |
| (b) We <b>fold</b>  | (2) a person's age if we don't know it.                              |
| (c) We <b>guess</b> | (3) hungry animals and children.                                     |
| (d) We <b>hang</b>  | (4) a football with our feet.  |
| (e) We <b>kick</b>  | (5) our clothes when we pack, or a map when we've finished using it. |

4

- |                      |  |
|----------------------|--|
| (a) We <b>knock</b>  | (1) a cigarette, a candle or a fire.               |
| (b) We <b>light</b>  | (2) a nail into the wall with a hammer.            |
| (c) We <b>mend</b>   | (3) bicycles, motor-bikes or horses.               |
| (d) We <b>punish</b> | (4) clothes which are torn or have holes in them.  |
| (e) We <b>ride</b>   | (5) people who do wrong by sending them to prison. |

5

- |                      |   |
|----------------------|---|
| (a) We <b>repair</b> | (1) a problem if we can.                            |
| (b) We <b>rub</b>    | (2) food and drink to see if it's good.             |
| (c) We <b>shake</b>  | (3) broken machines, old cars and parts of a house. |
| (d) We <b>solve</b>  | (4) a bottle of medicine before we drink it.        |
| (e) We <b>taste</b>  | (5) our hands if it's very cold.                    |

## Formal Language

Formal language is the serious, careful language used in business letters, notices and regulations. Here are some formal words which we would not use in ordinary conversation.

state (say)	possess (have)	inform (tell)	terminate (finish)
request (ask)	require (need)	commence (begin)	infant (small child)
seek (want)	retain (keep)	depart (leave)	nation (country)

# Action Verbs

1 Match each of the following words with the correct picture.

hairdresser artist driver athlete dressmaker cleaner

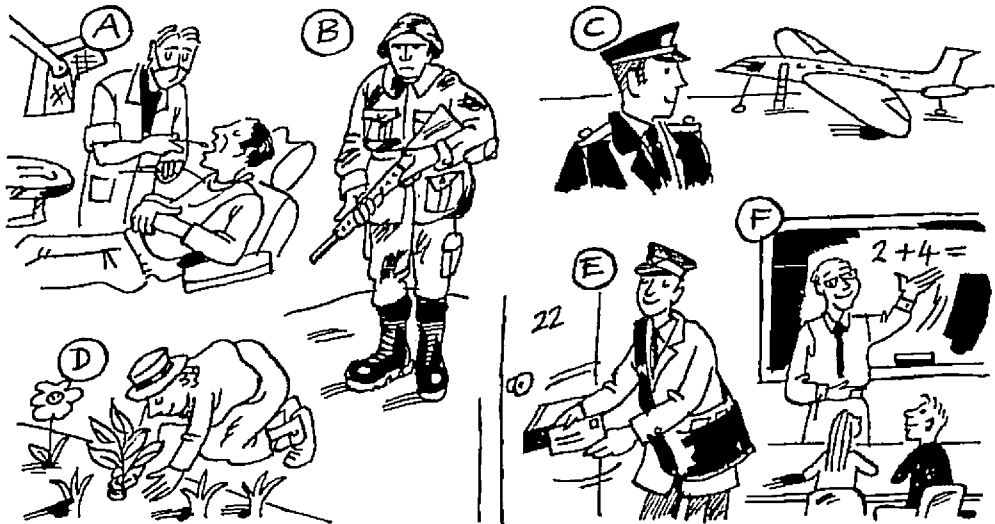


Which of them do the following things?

- |                            |                                      |
|----------------------------|--------------------------------------|
| (g) cut, shampoo and comb  | (j) measure, cut and sew             |
| (h) dust, sweep and polish | (k) draw, paint and sculpt           |
| (i) run, jump and throw    | (l) accelerate, overtake and reverse |

2 Instructions as above.

pilot teacher dentist postman soldier gardener



- |                               |                             |
|-------------------------------|-----------------------------|
| (g) prepare, teach and mark   | (j) dig, plant and water    |
| (h) collect, sort and deliver | (k) take off, fly and land  |
| (i) march, shoot and fight    | (l) drill, fill and extract |

# Adjectives Describing Character

In each sentence below put the correct adjective from the group of three above it.

## 1 impatient sociable adventurous

- (a) She loves meeting people and going to parties. She's a very \_\_\_\_\_ person.
- (b) She likes new things and new places, even if they're difficult or dangerous. She's \_\_\_\_\_.
- (c) He gets very annoyed if he has to wait for anything. He doesn't like waiting. He's very \_\_\_\_\_.

## 2 ambitious easy-going talkative

- (a) He never gets upset or annoyed when things go wrong. He's a very \_\_\_\_\_ man.
- (b) He loves to talk to people and tell them what he thinks and what he's done. He's \_\_\_\_\_.
- (c) She wants to get an important job in a high position. She's \_\_\_\_\_.

## 3 lazy naughty cheerful

- (a) Little Rosie is always breaking things and doing what her mother tells her *not* to do. She's a \_\_\_\_\_ girl.
- (b) He doesn't like work. He prefers to do nothing. He's \_\_\_\_\_.
- (c) He's always happy and smiling. He's very \_\_\_\_\_.

## 4 sensible selfish optimistic

- (a) She only thinks about herself. She doesn't care about other people. She's \_\_\_\_\_.
- (b) He has a lot of common sense. He always knows the correct thing to do. He's a \_\_\_\_\_ boy.
- (c) He always has good hopes for the future. He thinks everything will be fine. He's very \_\_\_\_\_.

## 5 polite imaginative tidy

- (a) She's very careful about her appearance and how she arranges her desk and her room. She's a \_\_\_\_\_ young lady.
- (b) He always remembers to say 'please' and 'thank you'. He's very \_\_\_\_\_.
- (c) He has ideas like no one else's. He can write wonderful stories, draw unusual pictures and suggest unusual ideas. He's extremely \_\_\_\_\_.

6 For each of the 15 adjectives above find in the list below the best adjective which describes the *opposite* kind of person.

- |                         |                         |                          |
|-------------------------|-------------------------|--------------------------|
| (a) <b>impolite</b>     | (f) <b>sad</b>          | (k) <b>bad-tempered</b>  |
| (b) <b>hard-working</b> | (g) <b>well-behaved</b> | (l) <b>unambitious</b>   |
| (c) <b>silly</b>        | (h) <b>patient</b>      | (m) <b>cautious</b>      |
| (d) <b>pessimistic</b>  | (i) <b>quiet</b>        | (n) <b>unselfish</b>     |
| (e) <b>unsociable</b>   | (j) <b>untidy</b>       | (o) <b>unimaginative</b> |

# People's Appearance

1 In each space (a) in the two descriptions of people below put the correct word from the following pair (a). Then do the same for (b), (c) etc.

(a) short  
strongly-built

(d) glasses  
bracelet

(g) checked  
striped

(b) in his thirties  
elderly

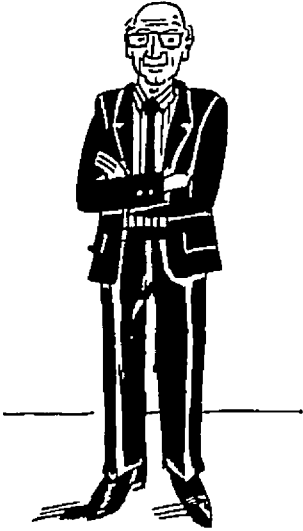
(e) his arms folded  
his hands on his hips

(h) well-pressed  
patched

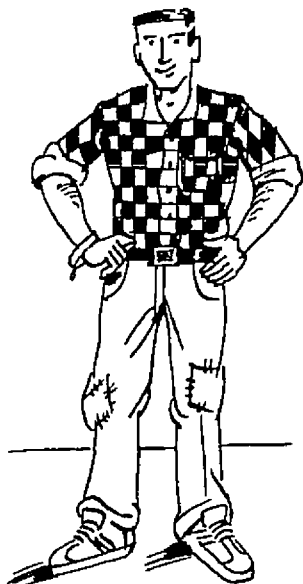
(c) straight  
bald

(f) casually-dressed  
formally-dressed

(i) well-polished shoes  
trainers



He's a (a) \_\_\_\_\_, (b) \_\_\_\_\_ man. He's about 75 and he's (c) \_\_\_\_\_. He's wearing (d) \_\_\_\_\_ and he's standing with (e) \_\_\_\_\_. He's (f) \_\_\_\_\_ in a dark suit and a (g) \_\_\_\_\_ shirt. His trousers are (h) \_\_\_\_\_ and he's wearing (i) \_\_\_\_\_.



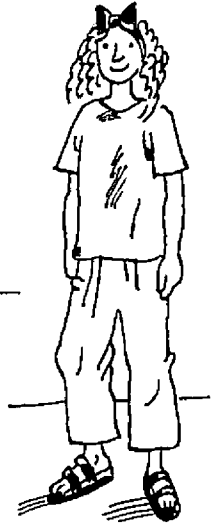
He's a (a) \_\_\_\_\_ man. He's probably (b) \_\_\_\_\_, maybe 34 or 35. He has dark, (c) \_\_\_\_\_ hair. He has a (d) \_\_\_\_\_ on his wrist and he's standing with (e) \_\_\_\_\_. He's (f) \_\_\_\_\_ in a (g) \_\_\_\_\_ shirt and (h) \_\_\_\_\_ jeans. He's wearing (i) \_\_\_\_\_.

2 Instructions as Exercise 1.

- |                         |   |                               |
|-------------------------|---|-------------------------------|
| (a) average height      | (d) bow necklace                                | (g) plain spotted             |
| (b) middle-aged teenage | (e) her hands by her sides<br>her hands clasped | (h) smart baggy               |
| (c) wavy curly          | (f) untidily-dressed<br>neatly-dressed          | (i) high-heeled shoes sandals |



She's a (a) \_\_\_\_\_, (b) \_\_\_\_\_ woman of about 50. She has long, (c) \_\_\_\_\_ hair. She's wearing a (d) \_\_\_\_\_ and she has (e) \_\_\_\_\_ in front of her. She is (f) \_\_\_\_\_ in a black and white (g) \_\_\_\_\_ blouse and a (h) \_\_\_\_\_ skirt. She's wearing black (i) \_\_\_\_\_.



She's (a) \_\_\_\_\_. She's a (b) \_\_\_\_\_ girl of, perhaps, 18. She has fair, (c) \_\_\_\_\_ hair with a (d) \_\_\_\_\_ in it. She has (e) \_\_\_\_\_. She's (f) \_\_\_\_\_. She's wearing a dirty, (g) \_\_\_\_\_ tee-shirt, old, (h) \_\_\_\_\_ trousers and a pair of (i) \_\_\_\_\_.

3 Using the words and phrases from the above exercises, describe the people below.





# Materials

1 Complete each sentence below, using the correct material from the following list.

metal   plastic   brick   wood   paper   denim   china   rubber  
wool   stone   iron   steel   cotton   glass   leather

- (a) Pullovers are made of \_\_\_\_\_.
- (b) A mirror is made of \_\_\_\_\_.
- (c) Books are made of \_\_\_\_\_.
- (d) Underwear (vests, pants) is often made of \_\_\_\_\_.
- (e) Jeans, and often jackets and skirts, are made of \_\_\_\_\_.
- (f) The Pyramids of Egypt are made of \_\_\_\_\_.
- (g) Shoes are usually made of \_\_\_\_\_.
- (h) Coins are made of \_\_\_\_\_.
- (i) Houses in Britain are often made of \_\_\_\_\_.
- (j) A cheap ruler is made of \_\_\_\_\_.
- (k) Doors are usually made of \_\_\_\_\_.
- (l) The Eiffel Tower in Paris is made of \_\_\_\_\_.
- (m) Cutlery (knives, forks, spoons) is made of \_\_\_\_\_.
- (n) Crockery (plates, cups, saucers) is made of \_\_\_\_\_.
- (o) Car tyres are made of \_\_\_\_\_.

2 What are the following things made of?

cups, bottles, magazines, a watch, luggage, windows, envelopes, tables, a camera, jackets, typewriters, railway lines, Tower Bridge.

# Geographical Words

1 Finish each sentence on the left with the correct phrase on the right.

- |  |                       |
|--|-----------------------|
| (a) Africa is                                    | (1) a city            |
| (b) Canada is                                    | (2) a river           |
| (c) Manchester is                                | (3) a mountain        |
| (d) London is                                    | (4) a continent       |
| (e) Sicily is                                    | (5) a capital city    |
| (f) The Amazon is                                | (6) a canal           |
| (g) Everest is                                   | (7) an ocean          |
| (h) The Himalayas are                            | (8) a country         |
| (i) The Atlantic is                              | (9) an island         |
| (j) The Mediterranean is                         | (10) a desert         |
| (k) The waterway across Panama between oceans is | (11) a mountain range |
| (l) The Sahara is                                | (12) a sea            |

2 What are the following?

Holland, Bali, the Nile, Kilimanjaro, the Caribbean, Liverpool, Paris, the Andes, Suez, Europe, the Gobi, Malaysia, New York, Fuji, Cairo, Cyprus, Asia, the Mississippi, the Pacific, the Thames, Brazil.

# Word Building

## **-ful and -less**

It is sometimes (*but not always*) possible to make adjectives from nouns by putting *-ful* or *-less* on the end, e.g. 'careful' means 'with care', 'careless' means 'without care.'

Make a suitable adjective from the noun at the end of each sentence below by adding *-ful* or *-less* to the end.

- (a) Thank you for the books. They will be very \_\_\_\_\_ for my studies. (use)
- (b) This pen won't write at all. It's completely \_\_\_\_\_. (use)
- (c) Thanks to modern technology, a visit to the dentist is now often quite \_\_\_\_\_. (pain)
- (d) The policeman held my arms tightly behind my back. It was very \_\_\_\_\_. (pain)
- (e) The government is trying to help \_\_\_\_\_ families. (home)
- (f) Thank you for all you've done. You've been very \_\_\_\_\_. (help)
- (g) I'm very, very tired. I had a \_\_\_\_\_ night last night. (sleep)
- (h) We are \_\_\_\_\_ that the missing child will soon be found. (hope)
- (i) What is this food? It has no taste. It's \_\_\_\_\_. (taste)

## **'Interesting' and 'Interested' etc.**

The *-ing* form of verbs, e.g. 'interesting', 'tiring', and the past participle, e.g. 'interested', 'tired', are often used as adjectives. The difference in meaning is seen in these sentences.

History was very *interesting* at school. I was very *interested* in it.

The journey was very *tiring*. We were very *tired* when we arrived.

Make the correct adjective, *-ing* form or past participle, from the verb at the end of each sentence.

- (a) It was a very \_\_\_\_\_ football match. (excite)
- (b) The children were very \_\_\_\_\_ on Christmas day. (excite)
- (c) We felt very \_\_\_\_\_ on holiday. (relax)
- (d) It was a wonderfully \_\_\_\_\_ holiday. (relax)
- (e) A shopkeeper likes to have \_\_\_\_\_ customers. (satisfy)
- (f) She was a nurse and found it a very \_\_\_\_\_ job. (satisfy)
- (g) It was a \_\_\_\_\_ film. I nearly fell asleep. (bore)
- (h) The book was very badly written. I soon got \_\_\_\_\_ with it. (bore)
- (i) After the explosion, the \_\_\_\_\_ children were taken to a safe place. (frighten)
- (j) A \_\_\_\_\_ noise woke me up in the middle of the night. (frighten)
- (k) He has an \_\_\_\_\_ habit of not looking at you when he's talking to you. (annoy)
- (l) We've had lots of complaints from \_\_\_\_\_ customers about our bad service. (annoy)

## **-er and -or**

From an action verb we can sometimes make a noun ending **-er** or **-or** to describe the person who does the action, e.g. a 'player' is someone who plays (football, etc.), a 'conductor' is someone who conducts (an orchestra).

Make nouns ending **-er** or **-or** from these verbs.

- |           |             |             |
|-----------|-------------|-------------|
| (a) work  | (f) employ  | (k) paint   |
| (b) visit | (g) manage  | (l) build   |
| (c) clean | (h) direct  | (m) collect |
| (d) act   | (i) operate | (n) sail    |
| (e) drive | (j) make    | (o) speak   |

(Note: sometimes there is a small change in spelling, e.g. swim-swimmer, law-lawyer, empire-emperor, and a small number of nouns end in **-ar**, e.g. lie-liar, beg-beggar)

## **-ist and -an**

From a noun we can sometimes make another noun ending **-ist** or **-an** to describe a person connected with the noun, e.g. a 'tobacconist' is someone who sells tobacco, a 'Brazilian' is someone from Brazil.

From these nouns make other nouns ending **-ist** or **-an** describing people.

(Note: there are sometimes small changes in spelling.)

- |                |                 |
|----------------|-----------------|
| (a) Christ     | (g) electricity |
| (b) typewriter | (h) bicycle     |
| (c) politics   | (i) art         |
| (d) America    | (j) guitar      |
| (e) piano      | (k) Rome        |
| (f) science    | (l) novel       |

## **'Hourly', 'Daily' etc.**

We can make adjectives from 'hour', 'day', 'week', 'fortnight' (two weeks), 'month' and 'year' by adding **-ly** to the end. Put each of the following words in its correct place in the sentences below.

**hourly      daily      weekly      fortnightly      monthly      yearly**

- The most famous British \_\_\_\_\_ newspaper is *The Times*.
- Time* is an American \_\_\_\_\_ news magazine. I buy it every Tuesday.
- Her salary is £12,000 a year and she receives a \_\_\_\_\_ increase every September.
- He could possibly die in 24 hours. The doctors are giving him \_\_\_\_\_ tests to check his condition.
- She goes to see her parents every two weeks. They always look forward to these \_\_\_\_\_ visits.
- I haven't yet received my \_\_\_\_\_ salary cheque for February.

## -en

1 We can often make a verb from an adjective (or sometimes a noun, e.g. 'length', 'strength') by adding *-en* to the end. 'To darken' means 'to make dark' or 'to become dark'.

E.g. He darkened his hair to change his appearance.

The sky darkened as the clouds covered the sun.

In the spaces below put a verb ending *-en* made from the adjective or noun in brackets.

- (a) Some screws in this machine are loose. I must \_\_\_\_\_ them. (tight)
- (b) My belt is very tight and uncomfortable. I'll \_\_\_\_\_ it. (loose)
- (c) Soon the dark clouds went away and the sky began to \_\_\_\_\_. (bright)
- (d) This pencil isn't very sharp. It's blunt. I'll \_\_\_\_\_ it. (sharp)
- (e) This noise is so loud it'll \_\_\_\_\_ me. (deaf)
- (f) The river is quite narrow here, but as it gets near the sea it begins to \_\_\_\_\_. (wide)
- (g) The runway is too short to take large, modern planes. They're going to \_\_\_\_\_ it. (length)
- (h) The bridge is dangerous. It's not strong enough. There are plans to \_\_\_\_\_ it. (strength)

## Number + Noun

Instead of saying 'a journey which took three hours', we can say 'a *three-hour* journey'. We have made a compound adjective by connecting the number and the noun, *which is used in the singular*. In the spaces below put similar compound adjectives made from the words in *italics* in the brackets.

E.g. He was wearing a \_\_\_\_\_ suit. (It cost *500 dollars*)

He was wearing a *500-dollar* suit.

- (a) We went on a \_\_\_\_\_ walk. (We went *five miles*)
- (b) There will now be a \_\_\_\_\_ break. (It will last *ten minutes*)
- (c) She's written a \_\_\_\_\_ book. (It has *200 pages*)
- (d) It's a \_\_\_\_\_ hotel. (It has *20 storeys*)
- (e) We had a \_\_\_\_\_ holiday. (It lasted *two weeks*)
- (f) He's bought a \_\_\_\_\_ boat. (It's *ten metres* long)
- (g) She's started a \_\_\_\_\_ English course. (It will last *six months*)
- (h) The President will go on a \_\_\_\_\_ tour in April. (He'll visit *five countries*)
- (i) He drives a \_\_\_\_\_ lorry. (It weighs *two tons*)

## Colloquial Language

Colloquial language is the language used in informal conversation and letters to friends, but not in careful, formal speech and writing. Here are some examples.

hang on (wait)

bike (bicycle)

mum (mother)

loo (toilet)

paper (newspaper)

no way (certainly not)

take it easy (relax)

a get-together (a party)

kid (child)

lots (much, many)

telly (television)

bright (intelligent)

## *un-, dis-, in-, im-, il-, ir-*

1 To give some words an opposite meaning, *un-* is put in front of them, e.g. She was very *unhappy*. Put *un-* in front of the following words and then put each word in its correct space below.

necessary      healthy      well      punctual  
employed      fair      pleasant

Vera: You look rather (a) \_\_\_\_\_. Why don't you see a doctor?

Alan: Oh no, that's (b) \_\_\_\_\_. I've just been working hard. I'm writing a book.

Vera: In this room? With the windows closed? And you smoke. That's very (c) \_\_\_\_\_. You'll be ill.

Alan: But if I open the windows, some very (d) \_\_\_\_\_ smells come in from the chemical factory.

Vera: And I hear you've been (e) \_\_\_\_\_ since you lost your job in the library.

Alan: Yes, they said I was (f) \_\_\_\_\_. But in fact I was only late a few times. It was very (g) \_\_\_\_\_.

2 Instructions as above.

satisfactory      friendly      conscious      usual      hurt      tidy      successful

(a) Just look at your room. It looks awful. It's so \_\_\_\_\_.

(b) He doesn't like the children in his new school. They're rather \_\_\_\_\_.

(c) I'm afraid your work is \_\_\_\_\_. You'll have to do better.

(d) It was an \_\_\_\_\_ film. I've never seen one like it.

(e) He hit his head on the door as he fell and was \_\_\_\_\_ for 20 minutes.

(f) I applied for the job but I was \_\_\_\_\_.

(g) Two people were injured in the accident but fortunately everyone else was \_\_\_\_\_.

3 Instructions as above.

dress      wrap      tie      lock      do      pack

I like going away for a holiday but the best part is coming home again. I arrive home. I (a) \_\_\_\_\_ the door of my flat. I put my suitcase on the floor and start to (b) \_\_\_\_\_ it. I take out the things I have bought on holiday. I (c) \_\_\_\_\_ the string. I carefully (d) \_\_\_\_\_ them, look at them and put them on the table. I feel tired but very happy. I go into the bedroom. I (e) \_\_\_\_\_ my jacket and shoes. I take them off. I (f) \_\_\_\_\_ and I have a bath. I relax. I'm home again.

4 Put each of the following words in the correct space below. The words will be made opposite in meaning by the *dis-*, *in-*, *im-*, *il-* or *ir-* already in the sentence.

convenient      polite      formal      honest  
regular      correct      legal

(a) I'm afraid the buses here are very *ir*\_\_\_\_\_. I sometimes have to wait an hour.

(b) This information is in \_\_\_\_\_. The train leaves at 3.20, not 3.10.

(c) The use of certain dangerous drugs is *il*\_\_\_\_\_. It's against the law.

(d) His house isn't near the shops, transport or his work. It's in a very *in*\_\_\_\_\_ place.

(e) She didn't say 'please' or 'thank you'. She was very *im*\_\_\_\_\_.

(f) It's not a special occasion. Just wear ordinary, *in*\_\_\_\_\_ clothes.

(g) She steals. She tells lies. She's completely *dis*\_\_\_\_\_.

# Adverbs of Manner

Adverbs of manner tell us *how* something is done, e.g. She sings *beautifully*. They also describe adjectives, e.g. She was *extremely* successful. They are usually made from adjectives and usually end in '-ly':

slow-slowly                      careful-carefully                      dangerous-dangerously

Adjectives ending in -y usually drop the -y and add -ily to make the adverb:

happy-happily                      lazy-lazily                      sleepy-sleepily

Adjectives ending in -ic usually add -ally to make the adverb (but note: public-publicly):

tragic-tragically                      comic-comically                      basic-basically

Some adjectives do not change as adverbs:

fast-fast                      hard-hard                      daily-daily                      late-late

In the following sentences put in each space the adverb made from the adjective in brackets.

- (a) I'm afraid I \_\_\_\_\_ forgot to bring my camera. (stupid)
- (b) It rained \_\_\_\_\_ for three hours. (continuous)
- (c) He died \_\_\_\_\_, trying to save his friend's life. (heroic)
- (d) The children were playing \_\_\_\_\_ in the garden. (noisy)
- (e) Please answer my questions \_\_\_\_\_. (truthful)
- (f) The film ended \_\_\_\_\_ with the hero's death in a gun-fight. (dramatic)
- (g) She worked very \_\_\_\_\_. (hard)
- (h) He looked \_\_\_\_\_ at the person who had interrupted. (angry)
- (i) She promised \_\_\_\_\_ that the government would not raise taxes. (public)
- (j) He's usually very lively, but today he's \_\_\_\_\_ quiet. (strange)
- (k) He arranged his desk very \_\_\_\_\_, everything in its right place. (tidy)
- (l) I agree with you \_\_\_\_\_. You're \_\_\_\_\_ right. (complete, absolute)

## Verb Forms

Verbs normally have three main forms

**break, broke, broken**

**1 break** is the infinitive and present simple tense

He **began to break** it.

They **break** a lot of windows.

**2 broke** is the past simple tense

They **broke** a window yesterday.

**3 broken** is the past participle. It is used in perfect tenses, passives and sometimes as an adjective

I **have broken** a window.

A window **has been broken**.

I **noticed a broken** window.

# Compound Nouns

The important thing to remember in a compound noun (i.e. two nouns put together) is that the second noun is the real noun. The first is used like an adjective to describe what kind of thing or person the second noun is, e.g. a bedroom is a room with a bed in it.

There is no simple rule to tell you when the two parts of a compound noun are written together, with a hyphen or separately. You must learn the written form every time you learn a new compound noun, e.g. policeman, shoe-shop, railway station.

1 Make compound nouns from the following phrases.

E.g. a pot to make tea in: a teapot

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| (a) a party for someone's birthday | (g) a driver of a lorry               |
| (b) a mark used after a question   | (h) a programme on television         |
| (c) a library of a college         | (i) a building used by the government |
| (d) a student at university        | (j) a class held in the evening       |
| (e) furniture used in an office    | (k) a window of a shop                |
| (f) clothes we wear at work        | (l) a knife for cutting bread         |

In a compound noun the first noun is usually in the singular. Make compound nouns from the following phrases.

E.g. a seller of flowers: a flower-seller

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| (m) a book to write exercises in     | (s) juice from oranges           |
| (n) an inspector of tickets          | (t) a list of books              |
| (o) a brush to keep your teeth clean | (u) a magazine about films       |
| (p) an album you stick stamps in     | (v) a shop selling cameras       |
| (q) a map which shows roads          | (w) a bus which carries tourists |
| (r) a lace used for tying shoes      |                                  |

2 When a compound noun is used in the plural, it is normally the second noun (the 'real' noun) which is made plural. The first one, like an adjective, remains singular. Make the following plural.

E.g. policeman – policemen; shoe-shop – shoe-shops; railway station – railway stations

- |                      |                   |                   |
|----------------------|-------------------|-------------------|
| (a) stamp collection | (e) family doctor | (i) airline pilot |
| (b) city-centre      | (f) picture-frame | (j) matchbox      |
| (c) teacup           | (g) dog owner     | (k) handbag       |
| (d) concert-hall     | (h) car-wheel     | (l) garden chair  |

## Idioms

Idiom is language where the words are not used with their usual, basic meanings. If you go to the theatre once in a blue moon, you go very rarely. If you haven't seen someone for donkey's years, you haven't seen him for a very long time. A large part of language is idiomatic. Here are some more examples.

She's under the weather. (feeling unwell)

I turned in. (went to bed)

I got cold feet. (scared)

She's fed up. (bored, annoyed)

He dropped off. (fell asleep)

Come at 6 on the dot. (punctually)

We did it in no time. (very quickly)

I'm keen on history. (like)

## Word Forms

In each space in the exercises below put the correct word from the two or three above it.

1 **decide** (verb) **decision** (noun)

Will you take the job? We must have a quick \_\_\_\_\_. You must \_\_\_\_\_ very soon.

2 **congratulate** (verb) **congratulations** (noun)

I'd like to \_\_\_\_\_ you on passing your exam. Many \_\_\_\_\_!

3 **permit** (verb) **permission** (noun)

We cannot \_\_\_\_\_ children under 14 to go without their parents' \_\_\_\_\_.

4 **invite** (verb) **invitation** (noun)

Did we send the Smiths an \_\_\_\_\_ to our party? Did we \_\_\_\_\_ them?

5 **arrive** (verb) **arrival** (noun)

The \_\_\_\_\_ of the London train will be 15 minutes late. It will \_\_\_\_\_ at 10.45.

6 **depart** (verb) **departure** (noun)

The next train for Newcastle will \_\_\_\_\_ from platform 4. The \_\_\_\_\_ will be in ten minutes

7 **complain** (verb) **complaint** (noun)

I think I'll \_\_\_\_\_ about this bad service. I'll make a \_\_\_\_\_.

8 **argue** (verb) **argument** (noun)

They don't get on well. They often \_\_\_\_\_. They're having an \_\_\_\_\_ now.

9 **importance** (noun) **important** (adjective)

It doesn't matter. It's of no \_\_\_\_\_. It's not \_\_\_\_\_.

10 **difficulty** (noun) **difficult** (adjective)

It's very \_\_\_\_\_ to operate this machine. I have great \_\_\_\_\_ in doing it.

11 **height** (noun) **high** (adjective)

What's the \_\_\_\_\_ of that mountain? How \_\_\_\_\_ is it?

12 **arrange** (verb) **arrangement** (noun)

I don't like the \_\_\_\_\_ of the furniture in this room. I think I'll \_\_\_\_\_ it differently.

13 **bleed** (verb) **blood** (noun)

If you don't do something about that cut, it'll \_\_\_\_\_ all over the place.

There'll be \_\_\_\_\_ everywhere.

14 **practise** (verb) **practice** (noun)

You need more English \_\_\_\_\_. You must \_\_\_\_\_ more.

15 **describe** (verb) **description** (noun)

I gave the police a \_\_\_\_\_ of the stolen goods. I had to \_\_\_\_\_ everything.

16 **explain** (verb) **explanation** (noun)

I'd like an \_\_\_\_\_ of your absence. Please \_\_\_\_\_ why you weren't at work yesterday.

17 **enjoy** (verb) **enjoyable** (adjective)

I always have a good time at your parties. I always \_\_\_\_\_ them.

They're very \_\_\_\_\_.



18 fly (verb) flight (noun)

We \_\_\_\_\_ to Brazil on Thursday. Our \_\_\_\_\_ is at 10.45 a.m.

19 sign (verb) signature (noun)

I need your \_\_\_\_\_ on this paper, please. Could you \_\_\_\_\_ here?

20 meet (verb) meeting (noun)

I'm going to \_\_\_\_\_ some friends tomorrow. Our \_\_\_\_\_ is at two o'clock.

21 heat (noun) hot (adjective)

It's a very \_\_\_\_\_ country. The \_\_\_\_\_ is too much for me.

22 suit (verb) suitable (adjective)

What about six o'clock? Will that time \_\_\_\_\_ you? Will that be a \_\_\_\_\_ time?

23 relax (verb) relaxation (noun)

On holiday I don't like to do anything. I just want sun, sleep, food and \_\_\_\_\_.

I just want to take it easy and \_\_\_\_\_.

24 choose (verb) choice (noun).

I don't know which one to \_\_\_\_\_. It's difficult to make a \_\_\_\_\_.

25 legalise (verb) legal (adjective)

It isn't \_\_\_\_\_ to sell alcohol to children, and the government has no plans to \_\_\_\_\_ it.

26 modernise (verb) modern (adjective)

My kitchen is very old. I'm going to \_\_\_\_\_ it. I've always wanted a \_\_\_\_\_ kitchen.

27 industry (noun) industrial (adjective)

Japan's \_\_\_\_\_ has made her rich. Japan is an \_\_\_\_\_ country.

28 agriculture (noun) agricultural (adjective)

This is an \_\_\_\_\_ area. There are no factories, only farms, only \_\_\_\_\_.

29 simplify (verb) simple (adjective)

This explanation is too complicated. Can you make it more \_\_\_\_\_?

Can you \_\_\_\_\_ it?

30 admit (verb) admission (noun)

This ticket will \_\_\_\_\_ one person free. It will give free \_\_\_\_\_.

31 freedom (noun) free (adjective)

The people demonstrated for more \_\_\_\_\_. They wanted to be \_\_\_\_\_.

32 weigh (verb) weight (noun)

I \_\_\_\_\_ 65 kilos. What's your \_\_\_\_\_?

33 noise (noun) noisy (adjective)

It's very \_\_\_\_\_ here. Where's the \_\_\_\_\_ coming from?

34 safety (noun) safe (adjective)

I'm worried about the children's \_\_\_\_\_. I hope they're \_\_\_\_\_.

35 danger (noun) dangerous (adjective)

The children can play here. It's not \_\_\_\_\_ at all. There's no \_\_\_\_\_.

36 peace (noun) peaceful (adjective)

You'll find all the \_\_\_\_\_ you want here. It's a very quiet, \_\_\_\_\_ place.

37 lose (verb) loss (noun)

If you \_\_\_\_\_ your money, you should tell the police about the \_\_\_\_\_ at once.

38 mix (verb) mixture (noun)

First \_\_\_\_\_ everything together and then put the \_\_\_\_\_ in a saucepan.

39 dirt (noun) dirty (adjective)

It was a very \_\_\_\_\_ place. There was \_\_\_\_\_ everywhere.

40 violence (noun) violent (adjective)

We live in \_\_\_\_\_ times. There are pictures of \_\_\_\_\_ in the newspapers every day.

41 measure (verb) measurement (noun)

How long is it? The \_\_\_\_\_ must be very exact. \_\_\_\_\_ it very carefully.

42 kindness (noun) kind (adjective)

She was very \_\_\_\_\_ to us. I thanked her for her \_\_\_\_\_.

43 happiness (noun) happy (adjective) happily (adverb)

(a) The children played \_\_\_\_\_ in the garden all morning.

(b) He has a good job and a lovely family. He's a very \_\_\_\_\_ man.

(c) Their children gave them a lot of \_\_\_\_\_.

44 succeed (verb) success (noun) successful (adjective)

(a) The film was a great \_\_\_\_\_. It made 75 million dollars.

(b) Do you think they will \_\_\_\_\_ in finishing the work this week?

(c) He was very \_\_\_\_\_ in his job and soon became Managing Director.

45 die (verb) death (noun) dead (adjective)

(a) If the doctor doesn't come soon, she'll \_\_\_\_\_.

(b) The police found a \_\_\_\_\_ body in the river.

(c) The \_\_\_\_\_ of the President was announced on television.

# Idioms

## Verb Phrases

1 Put each of the following phrases in the correct space in the conversation below.

**make an appointment**

**make a noise**

**make sure**

**make your breakfast**

**make a list**

**make your bed**

Mother: George, don't forget to (a) \_\_\_\_\_ and tidy your room. It's nine o'clock. I'm going shopping.

George: OK, Mum. Can you buy some things for me, please?

Mother: Yes, (b) \_\_\_\_\_ of the things you want and give it to me. Quickly.

George: OK. I've got to (c) \_\_\_\_\_ with the dentist. I've got toothache.

Mother: All right. I'm going out in two minutes. You'll have to (d) \_\_\_\_\_ yourself. There's plenty of bread and eggs and tea.

George: OK, Mum.

Mother: And (e) \_\_\_\_\_ you wash up afterwards! Don't forget.

George: All right. Here's the list of things I want. Thanks.

Mother: Right. And don't (f) \_\_\_\_\_ in the kitchen. Keep quiet. Remember your father's in bed with flu.

2 Put each of the following phrases in the correct space in the passage below.

**make a decision**

**make friends**

**make enquiries**

**make some money**

**make plans**

**make an effort**

To go and live abroad or not? It needs a lot of thought. After you (a) \_\_\_\_\_ to go, you must organise yourself. First (b) \_\_\_\_\_ in your own country about accommodation, language schools and work possibilities. You'll need this information so that you can (c) \_\_\_\_\_. In the new country, perhaps it will be the first time you've lived alone. Maybe you'll want to get a job to (d) \_\_\_\_\_ so you'll have to look for work. You might feel lonely and you'll have to (e) \_\_\_\_\_ with other young people. Sometimes this isn't easy in a big city. Well, it's up to you. You'll have to (f) \_\_\_\_\_.

3 Put each of the following phrases in the correct space in the sentences.

**take an exam**

**take a seat**

**take place**

**take a photo**

**take any notice**

**take care**

(a) This vase is very old and valuable. Please \_\_\_\_\_ when you clean it.

(b) Look at that lovely old house. I think I'll \_\_\_\_\_ of it.

(c) He's working very hard every evening. He's going to \_\_\_\_\_ next month.

(d) Mr Jenkins will be here in a moment. Please \_\_\_\_\_.

(e) I told him it was a dangerous machine, but he didn't \_\_\_\_\_. That's why he hurt his hand.

(f) The meeting will \_\_\_\_\_ in the director's office at 11 a.m.

4 Put each of the following phrases in the correct space in the conversation below.

**have a rest**      **have a party**      **have a game of tennis**  
**have a bath**      **have fun**      **have breakfast**

Jennie: What do you do on Saturdays?

Donald: Well, I get up late and (a) \_\_\_\_\_ or shower.

Jennie: Then you (b) \_\_\_\_\_?

Donald: Yes, bacon and eggs. Fruit juice. Then I usually (c) \_\_\_\_\_ in the park with a friend.

Jennie: Oh, are you good at tennis?

Donald: No, but we enjoy ourselves. We (d) \_\_\_\_\_.

Jennie: And in the evening?

Donald: Oh, I usually invite a few friends to my place and we (e) \_\_\_\_\_.  
You know, music, food, drinks, dancing.

Jennie: And on Sunday?

Donald: On Sunday I don't do anything. I just (f) \_\_\_\_\_.

5 Put each of the following phrases in the correct space in the sentences.

**keep calm**      **keep still**      **keep awake**  
**keep fit**      **keep quiet**      **keep a record**

(a) They \_\_\_\_\_ by walking, running and swimming every day.

(b) I want to draw a picture of you. Don't move. \_\_\_\_\_.

(c) Ladies and gentlemen, there is a small fire in the cinema. There's no need to worry. Please just \_\_\_\_\_ and leave by the exit doors.

(d) Teachers must \_\_\_\_\_ of student attendance by filling in the class register every day.

(e) I'm so tired I don't think I can \_\_\_\_\_ any longer.

(f) The children are asleep so don't make a noise. \_\_\_\_\_.

6 Put each of the following phrases in the correct space in the passage.

**do my shopping**      **do me good**      **do a lot of harm**  
**do exercises**      **do some work**      **do the housework**

I think I'm very well-organised. I (a) \_\_\_\_\_ at the supermarket every evening on my way home from work. When I get home, I (b) \_\_\_\_\_ (cleaning, washing, tidying up etc.). After dinner I (c) \_\_\_\_\_ I've brought home from the office. Before I go to bed, I (d) \_\_\_\_\_ to keep in good condition. I think they (e) \_\_\_\_\_ because I'm always fit and well. I don't smoke at all. I think cigarettes (f) \_\_\_\_\_.

7 Put each of the following phrases in the correct space in the sentences.

**get a train**      **get ready**      **get a lot of money**  
**get married**      **get flu**

(a) Jim and Rosemarie are going to \_\_\_\_\_ and I'm going to the wedding.

(b) Nurses do a wonderful job but they don't \_\_\_\_\_.

(c) If you don't put on more clothes in this cold weather, you'll \_\_\_\_\_.

(d) The buses are very slow. Let's \_\_\_\_\_.

(e) We're going out in five minutes, children. Hurry up. \_\_\_\_\_. Put your coats on.

## 'Touch'

Put each of the following phrases in the correct space in the passage.

**get in touch      keep in touch      get out of touch**

Well goodbye, Murray. I hope you have a good time in Africa. You've got my address, so please (a) \_\_\_\_\_. Write sometimes. It would be a pity to (b) \_\_\_\_\_. Oh, have you got Ann's address? I don't know where she is. I want to (c) \_\_\_\_\_ with her to ask her to a party.

## Prepositional Phrases

1 Put each of the following phrases in the correct space in the passage.

**at school                  at work                  at once                  at least**  
**at the seaside          at home                  at last                  at first**

I'll always remember that day. I was 15. I had a bad cold and I was (a) \_\_\_\_\_ alone. My father was (b) \_\_\_\_\_ (he's a bus-driver). My older sister had gone to the coast for a day (c) \_\_\_\_\_. My 13-year-old brother was (d) \_\_\_\_\_. My mother was out shopping. I heard a strange noise. (e) \_\_\_\_\_ I thought it was my mother returning, but it wasn't the door. It was water! Rain? No, it wasn't raining. The kitchen taps? No, they were off. The bathroom? No. I thought and thought. It must have been (f) \_\_\_\_\_ ten minutes before I realised the noise came from the flat upstairs. (g) \_\_\_\_\_ I ran upstairs and knocked on Mr Black's door. No answer. I knocked again. And again. (h) \_\_\_\_\_ he came and opened it. He had turned on the water for a bath, forgotten all about it and fallen asleep in his chair.

2 Put each of the following phrases in the correct space in the conversation below.

**on foot                  on holiday                  on the other hand                  on fire**  
**on time                  on business                  on second thoughts                  on the one hand**

Pam: Hi, Sue. Am I late? The traffic was terrible.

Sue: No, you're not late. It's exactly six o'clock. You're exactly (a) \_\_\_\_\_.  
What's the matter?

Pam: Firemen and fire-engines everywhere. There's a house (b) \_\_\_\_\_ near the cinema. I couldn't get a bus. I had to come (c) \_\_\_\_\_.

Sue: Well anyway, you're here. Liz can't come. She's in Italy.

Pam: Oh, is she (d) \_\_\_\_\_? Italy's lovely at this time of the year.

Sue: No, she had to go there (e) \_\_\_\_\_. She's gone to a meeting for her firm.

Pam: Well, where shall we go for *our* holiday? Spain? I don't know. (f) \_\_\_\_\_  
Spain's always sunny in summer, but (g) \_\_\_\_\_ it's a bit crowded.

Sue: Yes, I thought of Spain too, but (h) \_\_\_\_\_ I think I'd prefer Holland.

3 Put each of the following phrases in the correct space in the sentences.

**in prison**      **in a hurry**      **in time**      **in trouble**  
**in love**      **in person**      **in tears**      **in a mess**

- (a) You can't make a reservation by phone or post. You must do it \_\_\_\_\_.
- (b) She rang the police and they arrived just \_\_\_\_\_ to catch the burglar.
- (c) He spent six years \_\_\_\_\_ for the crime.
- (d) Please tidy up your room. It looks awful. It's really \_\_\_\_\_.
- (e) He's very difficult to control. He's always \_\_\_\_\_ at school.
- (f) Andrew's been very quiet recently. I think he's \_\_\_\_\_ with the new girl at the office.
- (g) The children were very shocked and upset by the sad news. Many of them were \_\_\_\_\_.
- (h) Sorry I can't stop and talk now. I'm \_\_\_\_\_.

4 Put each of the following phrases in the correct space in the conversation below.

**by chance**      **by all means**      **by bus**      **by post**  
**by phone**      **by the way**      **by car**      **by mistake**

- Jack: I've done something stupid. (a) \_\_\_\_\_ I told Sara I'd meet her tomorrow. I meant to say the day after tomorrow. Tomorrow I'm busy at the office.
- Alex: Can't you contact her and explain?
- Jack: That's the problem. A letter wouldn't reach her in time, so I can't let her know (b) \_\_\_\_\_. How can I tell her?
- Alex: (c) \_\_\_\_\_, or don't you know her number?
- Jack: She hasn't got a phone. Have you, (d) \_\_\_\_\_, got her neighbours' number? You know. The Smiths.
- Alex: No, sorry. Why don't you drive to her flat now? You could get there in an hour (e) \_\_\_\_\_.
- Jack: No, it's being repaired, and it would take ages to go (f) \_\_\_\_\_. Anyway, she's miles from a bus-route. Alex, do you think you could phone her at her office tomorrow morning?
- Alex: (g) \_\_\_\_\_, of course. Good idea. (h) \_\_\_\_\_, when will your car be OK again? I was going to ask if I could borrow it on Saturday.

5 Put each of the following phrases in the correct space in the sentences.

**out of doors**      **out of control**      **out of date**  
**out of breath**      **out of order**      **out of work**

- (a) This timetable's no good. It's last year's. It's \_\_\_\_\_.
- (b) He's very sunburnt and healthy. He spends a lot of time \_\_\_\_\_.
- (c) This telephone doesn't work. It's \_\_\_\_\_.
- (d) If the government doesn't do something very quickly, the situation will get \_\_\_\_\_.
- (e) He'd been running hard and arrived \_\_\_\_\_.
- (f) He's been \_\_\_\_\_ for four months, but he thinks he'll get a job soon.

## Pairs

1 Put each of the following phrases in the correct space in the sentences.

**more or less      on and off      yes and no      so and so**

- (a) I've \_\_\_\_\_ finished the book. I've got two more pages to read.
- (b) In English, you begin a letter 'Dear \_\_\_\_\_'.
- (c) I've been learning English for six years \_\_\_\_\_. There were several breaks in that time, when I was too busy to study.
- (d) Do I like my new job? Well, \_\_\_\_\_. I'm not sure yet.

2 Instructions as above.

**peace and quiet      likes and dislikes      do's and don'ts      little by little**

- (a) Uncle Henry's coming to stay this weekend. What does he like to eat? Where will he want to go? Has he any particular \_\_\_\_\_?
- (b) At first I found the new job strange and difficult, but \_\_\_\_\_ I settled down.
- (c) The school is quite a relaxed place. It's not strict at all. There aren't many \_\_\_\_\_.
- (d) What a noisy, busy job this is. I'm looking forward to getting some \_\_\_\_\_ in the country this weekend.

## Time

Put each of the following phrases in the correct space in the conversation.

**one day      from now on      ages      for good      the other day      so far**

Fiona: Hello, Sally. I haven't seen you for (a) \_\_\_\_\_ . At least a year. How are you?

Sally: Hi, Fiona. I'm fine. I've just started a new business. We started (b) \_\_\_\_\_ .  
In fact it was just last Thursday.

Fiona: Yes, I heard about it. And I've seen your shop. How's business?

Sally: Well, after only a few days I'm not sure. (c) \_\_\_\_\_ it's been good, but we  
sell swim-suits and the weather's been very sunny, but now it's turning cold so  
(d) \_\_\_\_\_ it might not be so good.

Fiona: What about you and Jimmy? Are you two married yet?

Sally: No, but probably in the future. I don't know when. (e) \_\_\_\_\_ . What about  
you? You've been abroad a lot. Are you going away again?

Fiona: No, I've had enough travelling. I'm staying here (f) \_\_\_\_\_ . Well, I've got to  
go. See you soon. I need a swim-suit.

## 'Mind'

Put each of the following phrases in the correct space in the conversation.

**change your mind      I don't mind      mind your head  
make up your mind      on your mind      read your mind**

- (a) Tell me what's worrying you. What's \_\_\_\_\_?
- (b) I'm depending on you to help me tomorrow. I hope you don't \_\_\_\_\_.
- (c) You must decide soon. Come on, \_\_\_\_\_.
- (d) This door is very low so \_\_\_\_\_.
- (e) It doesn't matter if you come late. It's OK. \_\_\_\_\_.
- (f) I know what you're thinking. I can \_\_\_\_\_.

# Things We Say

The exercises below give phrases often used in common situations. In each exercise find the best answer on the right to each phrase on the left.

1

- |                      |                       |
|----------------------|-----------------------|
| (a) How do you do?   | (1) Bye. See you.     |
| (b) How are you?     | (2) Sure, no problem. |
| (c) Can you help me? | (3) I'm fine.         |
| (d) I'm off.         | (4) How do you do?    |

2

- |                          |                            |
|--------------------------|----------------------------|
| (a) Hi!                  | (1) Congratulations!       |
| (b) I've passed my exam! | (2) Oh, hard luck.         |
| (c) I've failed my exam. | (3) He's around somewhere. |
| (d) Where's Jack?        | (4) Hi!                    |

3

- |  |                                |
|--|--------------------------------|
| (a) Thank you very much.                       | (1) I'd love to.               |
| (b) I'm sorry I can't help you.                | (2) Sorry, I've no idea.       |
| (c) Where's the post-office, please?           | (3) Never mind. Thanks anyway. |
| (d) Do you fancy coming to the cinema tonight? | (4) Not at all.                |

4

- |  |                                 |
|--|---------------------------------|
| (a) What a nice flat you have.                     | (1) Wait and see.               |
| (b) Are you hungry?                                | (2) Yes, make yourself at home. |
| (c) What are you going to give me for my birthday? | (3) Yes, I'm starving.          |
| (d) Come on. We're late.                           | (4) Just a moment. Hang on.     |

## Comparative and Superlative of Adjectives

There are two ways of making the comparative and superlative of adjectives.

1. If the adjective is short (one syllable), we usually add -er and -est.  
I am young. You are younger. He is the youngest.
2. If the adjective is long (three syllables or more), we use more and most.  
This is expensive. That's more expensive. That's the most expensive.
3. Some adjectives of two syllables use the first form,  
e.g. clever, cleverer, cleverest.  
Some use the second form,  
e.g. careful, more careful, most careful.  
Some can use either,  
e.g. simple, simpler, simplest or simple, more simple, most simple.
4. Some adjectives are irregular,  
e.g. good, better, best and bad, worse, worst.



# Miscellaneous

## Abbreviations

1 Put each of the following abbreviations in the correct place in the note below, which Julie left for her flat-mate, Molly.

Abbreviation	Meaning	We say ...
etc.	and so on ( <i>et cetera</i> )	'and so on' or 'et cetera'
e.g.	for example ( <i>exempli gratia</i> )	'for example' or 'for instance'
c/o	care of (in an address)	'care of'
a.m.	before noon ( <i>ante meridiem</i> )	'a.m.'
p.m.	after noon ( <i>post meridiem</i> )	'p.m.'
Rd	road (in an address)	'road'
PTO	Please Turn Over (at the bottom of a page)	'please turn over'
PS	after writing ( <i>postscript</i> )	'PS'
US	United States of America	'US'

10.30 (a) — Friday  
Molly,  
I'm just going out to visit my mother. I'll be back this evening (about 7 (b) —).  
No time to go shopping. Haven't got anything for dinner tonight. Can you get bread, tomatoes, beef, (c) —? And get something to drink (d) — wine. Julie

(e) — Someone phoned for you. Fred Somers. Friend of yours just arrived from (f) — (I think he said Chicago). His address: (g) — Mr and Mrs Watson, 14 York (h) —, London N4. He'll phone again. I said (i) —

## Regular and Irregular Verbs

- 1 Regular verbs make the past simple and past participle from the infinitive and end in -ed.  
work, worked, worked
- 2 Some verbs have alternative forms.  
learn, learned/learnt, learned/learnt
- 3 Irregular verb forms can be found in special lists in dictionaries and grammar books.  
see, saw, seen

2 Put each of the following abbreviations in the correct place in the passage below.

Abbreviation	Meaning	We say ...
BC	Before Christ	'BC' or 'Before Christ'
AD	After Christ ( <i>Anno Domini</i> )	'AD' or 'After Christ'
i.e.	this means ( <i>id est</i> )	'that is' or 'i.e.'
lb(s)	pound(s) weight ( <i>libra</i> ) (1 lb = 0.454 kg)	'pound(s)'
in(s) (")	inch(es) (1 in = 2.54 cm)	'inch(es)'
ft (')	foot/feet (1 ft = 0.3048 m)	'foot/feet'
UK	United Kingdom	'UK' or 'United Kingdom'
EU	European Union	'EU' or 'European Union'

The piece of stone is about 1 (a) \_\_\_\_\_ 9 (b) \_\_\_\_\_ long and weighs nearly 6 (c) \_\_\_\_\_. It bears the name of the Egyptian King Tutankhamen, who died over 3,000 years ago in 1343 (d) \_\_\_\_\_. It was discovered almost exactly 3,000 years after his death in 1655 (e) \_\_\_\_\_ and taken to Constantinople ((f) \_\_\_\_\_ the modern Istanbul). It will shortly go on a tour of museums in France, Italy, Spain, Germany and other (g) \_\_\_\_\_ countries, including, we hope, the (h) \_\_\_\_\_.

3 Read the following sentences as they would normally be spoken.

- I work from 8.30 a.m. to 4 p.m. and do housework e.g. cleaning, washing etc.
- His address is c/o Mrs L. Steel, 4 Dover Rd, Chicago, US.
- At the bottom of his letter he writes, 'PS I'm going to Scotland next month,' then, 'PTO', and he gives his Scottish address on the back.
- The average height of a man in the UK is 5ft 8 ins, i.e. about 173 centimetres.
- Italy is a member of the EU.
- A metal object 1'9" long of about 500 BC was found in the third century AD.

## Reading Dates and Numbers

1 Write the following sentences as they would normally be written.

E.g. He paid one hundred and sixty pounds: He paid £160.

- He died on the sixth of April seventeen forty-three.
- They cost two pounds thirty-five pence.
- My phone number is three seven oh double-four nine two.
- There are one thousand two hundred and seventy-six people in the village.
- One centimetre is nought point three nine three seven inches.

2 Read the following sentences as they would normally be spoken.

- I was born on 4th May, 1937.
- The tickets were £4.50 each.
- Phone me on 408 9117.
- The price is £12,750.
- 1lb = 0.454 kilograms.

# Punctuation Marks

Match each of the following words or phrases with the correct punctuation mark below.

inverted commas  
exclamation mark

apostrophe  
question mark

hyphen  
full stop

comma  
brackets

small letter  
capital letter

(a)  
 ┌───────────┐  
 ‘Look out!’ he shouted. (b) (c)

‘What’s the matter?’ she asked. (d)

(g)  
 ‘There’s a motor-bike,’ he said. (e)(f) (h) (i)

(continued on page 6)  
 └───────────┘ (j)

## Punctuation

Full stops, question marks and exclamation marks

	name	purpose	examples
.	full stop	to mark the end of a sentence	He was here yesterday.
		after people's initials	F. L. Brown, W. Smith
		sometimes in abbreviations but often not used, especially when abbreviation has first and last letter of common word	Tues., Sept., U.K. or UK, B.B.C. or BBC, Mr, Mrs, Dr, Rd, St
?	question mark	to mark the end of a direct question	Where are you going? Is Bob here?
!	exclamation mark	to mark the end of an exclamation or strong command	He's dead! Good Lord! Get out! Be quiet! Help!

1 Put in full stops, question marks and exclamation marks where necessary.

- (a) We've received a letter from Mr A W Holden Have you seen it
- (b) He arrives on 17 Sept on BA flight 301 He'll stay in UK till the following Thurs before going to the USA, Japan and Australia What a journey Will Sue meet him at the airport
- (c) Go Get out Now It's dangerous Can't you see
- (d) She asked me if the US is in the EU What a question
- (e) What are you doing Are you going out Remember to take your key

## Commas

	name	purpose	examples
,	comma	to mark a pause between words or phrases in a list, except where they are joined by 'and' or 'or'	It was red, green and white. I don't drink beer, wine or spirit. She took out her key, opened the door and went in.
		round the name of a person spoken to	How are you, John? You know, Susan, this is serious.
		round 'yes' or 'no' used as answers	Yes, I know. No, I can't.
		round greetings etc.	Hello, how are you? Goodbye, I'm off. Dear Sir, Yours Truly,
		in addresses (especially if written on one line) and dates	4 Elm St, Woking, Surrey, England 10th April, 1988

1 Put in commas where necessary.

- Look Maria the British flag is red white and blue.
- She can't act sing or dance. She'll never get into films or on television.
- Well I can drive a car speak three languages play the piano and repair almost anything mechanical.
- She lives at flat 12 Stewart Court Oak Street Westminster London.
- She was born on 20th December 1961.
- 'Alex did you get the bread?'  
'Yes it's in the kitchen Mum.'  
'Thanks here's the money.'

	name	purpose	examples
,	comma	after subordinate phrases at the beginning of a sentence	If it rains, we'll change our plans. We'll change our plans if it rains. When I'd finished, I went home. I went home when I'd finished.
		before question-tags at the end of a sentence	You will do it, won't you? Ann was there, wasn't she?

2 Put in commas where necessary.

- After you have finished this work you can go.
- Wash your hands before you eat.
- If I have time I'll do it tomorrow.
- As soon as he got home he phoned his cousin.
- They'd help us if they were here wouldn't they?
- You aren't going to wear that hat are you?
- She'll be here at 7 won't she?

	name	purpose	examples
,	comma	to separate non-essential phrases from the main sentence	He's from Leeds, which is 10 miles away. That's the town where I was born. Jacob, who is 80, is in hospital. People who steal should be punished.

### 3 Put in commas where necessary.

- (a) He works for Simmonds which is a large manufacturing company.
- (b) Firms which employ fewer than 100 workers do not need to pay this tax.
- (c) His father who is a businessman has three cars.
- (d) Candidates who fail the exam may re-take it in June.
- (e) Tourists are advised to avoid countries where the disease is known to exist.
- (f) He's gone to Egypt where the climate is better for his health.

## Apostrophes

	name	purpose	examples
'	apostrophe	to show where a letter or letters are missing in a word	it's (it is), I'm (I am), I'd (I would/had), they'll (they will), don't (do not), I can't (I cannot)
		sometimes for an unusual plural form	He agreed, but with lots of if's and but's. Her name has two l's. M.P's sit in the House of Commons.

### 1 Put in apostrophes where necessary.

- (a) Its raining. Youd better take a raincoat or youll get wet.
- (b) Scientists dont understand how the plane lost one of its wings.
- (c) Its fascinating to watch a bird care for its young.
- (d) Remember that this word is spelt with two cs and two ms.

	name	purpose	examples
'	apostrophe	to show possession especially for people	singular: the boy's mother, a child's toy, Mr Jones's son, a man's work plural: the boys' mother, children's toys, the Joneses' house, a men's club

### 2 Put in apostrophes where necessary.

- (a) Is that Johns car?
- (b) My fathers garden is always in good condition.
- (c) My parents home is small. They only have one bedroom.
- (d) The boys changing-room is on that side of the sports-hall. This is the girls changing-room.
- (e) Look at that girls hair.
- (f) These are the mens toilets. Those are the womens.

## Inverted commas

	name	purpose	examples
' (used either singly or in pairs)	inverted commas	to mark the beginning and end of direct speech (note use of commas and capitals)	'My sister's ill,' he said. He said, 'My sister's ill.' 'How are you?' she said. 'Oh, no!' she cried. 'It's late,' he said, 'so you must go.' 'It's late,' he said. 'You must go.'

Put in inverted commas, full stops, commas, question marks, exclamation marks and capital letters where necessary. (Direct speech is underlined.)

- (a) you look tired she said
- (b) he said you should get a car
- (c) your friend phoned she said and i told him you were out
- (d) the children are asleep mary said they had a hard day
- (e) move and i'll shoot he warned
- (f) what time is he coming she asked he'll be hungry
- (g) i'd like to live in england said max if the weather were better

	name	purpose	examples
(used either singly or in pairs)	inverted commas	to emphasise a word or to indicate a foreign word or unusual use of a word	Don't begin a sentence with 'but'. The 'shinkansen' is a Japanese train. Radar is the 'eyes' of the defence system.
		sometimes round titles of books, films etc.	Have you read ' <i>Treasure Island</i> '? Shakespeare wrote ' <i>Hamlet</i> '. I saw a film called ' <i>Young Love</i> '.

Put in inverted commas where necessary.

- (a) At American universities, first-year students are freshmen and second-year students are sophomores.
- (b) We're studying Othello at school.
- (c) The brain of the machine is this computer here.
- (d) If you want a marriage partner in Japan, you go to an omiai.
- (e) I've seen Gone with the Wind three times.

## Spelling: noun plurals

1

	Singular	Plural	Points
final -s, -ss, -ch, -sh, -x	bus, boss, church, brush, box	buses, bosses, churches, brushes, boxes	add -es
final -y	boy, donkey, tray, valley	boys, donkeys, trays, valleys	add -s if final -y follows vowel (a, e, i, o, u)
	fly, lady, body, lorry	flies, ladies, bodies, lorries	drop -y and add -ies if -y follows consonant
	sheep, fish	sheep, fish	no change in plural

Put the words in brackets into the correct plural forms.

- (a) We send you our best (wish) and many (kiss).
- (b) He bought a dozen (box) of (match).
- (c) For Christmas he gave his sons (watch) and his daughters (dress).
- (d) The (boy) are doing very well in their (study).
- (e) She collects children's (toy) from different (country).
- (f) (Library) are usually closed on (Sunday).
- (g) (Family) of (monkey) have different (way) of looking after their (baby).
- (h) He has 30 cows, 65 pigs and over 80 (sheep).
- (i) I often go to the river to see the birds and the (fish).

	Singular	Plural	Points
final <i>-f, -fe</i> ,	knife, shelf, self, life, wife	knives, shelves, selves, lives, wives	many nouns drop <i>-f, -fe</i> and add <i>-ves</i>
	roof, safe, handkerchief	roofs, safes, handkerchiefs	the others just add <i>-s</i>
final <i>-o</i>	tomato, potato, volcano, hero	tomatoes, potatoes, volcanoes, heroes	many nouns add <i>-es</i>
	piano, photo, kilo	pianos, photos, kilos	the others just add <i>-s</i>
irregular	child, tooth, man, woman, foot	children, teeth, men, women, feet	

Put the words in brackets into the correct plural forms.

- (a) Be careful, children. You'll hurt (yourself) with those sharp (knife).  
 (b) Their (wife) waved their (handkerchief) until the train had disappeared from view.  
 (c) Three people have recently lost their (life) falling from high (roof).  
 (d) He bought two (kilo) of (tomato).  
 (e) Here are some (photo) of famous (hero) of the Second World War.  
 (f) (Woman) can damage their (foot) by not wearing suitable shoes.  
 (g) (Child) should brush their (tooth) twice a day.

## Spelling: verbs ending in *-y*

Verbs	3rd person singular present simple tense	Regular <i>-ed</i> form	Points
play, obey, employ, say	plays, obeys employs, says	played, obeyed, employed	<i>-y</i> after vowel ( <i>a, e, i, o, u</i> ) just adds <i>-s, -ed</i>
cry, study, worry, fly	cries, studies, worries, flies	cried, studied worried	drop <i>-y</i> after consonant, add <i>-ies, -ied</i>

Arrange the following verbs into two groups according to the spelling of the 3rd person singular present simple tense (some have irregular past tenses).

- (a) like *play: plays* (just add *-s*)                      (b) like *cry: cries* (drop *-y*, add *-ies*)

stay      copy      marry      display      buy  
 carry      destroy      occupy      multiply      dry

Put the verbs in brackets into the 3rd person singular present simple.

- (c) In the city everyone (hurry) everywhere and (try) to earn a lot of money.  
 Someone in the country (enjoy) the peace and quiet of nature.  
 (d) A man who (spy) against his own country (betray) his own people and, if he is  
 caught, (pay) with his life.

Put the verbs in brackets into the *-ed* form (past simple or past participle).

- (e) The man said the train for Leeds was (delay) until they were (satisfy) that the track was safe.  
 (f) I (apply) for the job, and was (annoy) when they said that I was not (qualify) for it.

## Spelling: *-ing* form and regular *-ed* past tense/past participle

1

### One-syllable verbs

Verbs	<i>-ing</i> form	Regular <i>ed</i> form	Points
wait, help, rain	waiting, helping, raining	waited, helped, rained	most verbs just add <i>-ing, -ed</i>
stop, stir, swim	stopping, stirring, swimming	stopped, stirred	final single consonant after one vowel doubles
write, care, hope, come	writing, caring, hoping, coming	cared, hoped	final single <i>-e</i> after consonant is dropped
lie, die, tie	lying, dying, tying		final <i>-ie</i> replace with <i>-y</i>

Note: *-y, -w, -x* are never doubled, e.g. staying, stayed, blowing, boxing, boxed

Arrange the following verbs into three groups according to the spelling of the *-ing* form.

- (a) like *wait*: *waiting* (add *-ing*)  
 (b) like *stop*: *stopping* (double final consonant, add *-ing*)  
 (c) like *write*: *writing* (drop *-e*, add *-ing*)

sleep	get	give	close	hit	read	put	bore
dig	fail	cure	trim	lose	wear	clean	win
wipe	plug	need	shut	drop	start	score	lean

Put the verbs in brackets into the *-ing* form.

- (d) John's (sit) in the (live)-room, (watch) television and (eat) a sandwich. The dog is (lie) at his feet. I'm (cut) some more sandwiches.  
 (e) We're (have) a party on Saturday. We're (look) forward to (see) you there. We've been (plan) it for weeks. We're (die) to see you again.

Put the verbs in brackets into the regular *-ed* form.

- (f) She (slow) down, (stop), (rub) her eyes and (stare) at the tall man who had (shout) and (step) out in front of her.  
 (g) That night she (phone) me. In a (tire) voice, she (beg) me not to leave her. 'I'm (scare). Don't go. I ...' She (pause).



## Two-syllable verbs ending in one consonant after one vowel

Verbs	-ing form	Regular -ed form	Points
'listen 'answer 'visit	listening answering visiting	listened answered visited	stress on <i>first</i> syllable: just add <i>-ing, -ed</i>
Main exception: final <i>-l</i> , e.g. 'travel, travelling, travelled			
be'gin pre'fer re'gret	beginning preferring regretting	preferred regretted	stress on <i>second</i> syllable: double final consonant
Note: <i>-y, -w, -x</i> never doubled, e.g. obeying, allowed, relaxed			

Write the verbs in brackets in the correct *-ing* form. The stress is given.

- Catherine's (be'gin) her new job tomorrow.
- Listen to that noise! What's ('happen)?
- He spends a lot of time ('travel) abroad.
- They're ('open) a new shop in Oxford next month.
- I apologise for (for'get) your birthday.
- Canada is now (per'mit) tourists to enter the country without visas.
- He's ('sharpen) his pencils.
- I like to spend my holidays (re'lax) on the beach.

Write the verbs in brackets in the correct past tense. The stress is given.

- My grandfather ('suffer) from very bad headaches.
- She said she (pre'fer) coffee to tea.
- The firm (al'low) the workers to go home early during the very hot weather.
- When they heard I was ill, they ('cancel) the meeting.
- He (ad'mit) to the police that he had stolen the money.
- I ('offer) him some money, but he wasn't interested.
- She (re'gret) that she couldn't come with us.
- Luckily no one was in the house when the explosion (oc'cur).

## Spelling: miscellaneous points

1

Words	Points
also, almost, although, already, altogether, always etc.	only one <i>-l</i>
careful, useful, awful, wonderful, helpful, successful etc.	only one <i>-l</i>
taught (past of 'teach') caught (past of 'catch')	<i>au</i> not <i>ou</i>

Complete the correct spelling of the incomplete words.

- Al\_\_\_\_gh it was raining, we decided to go for a walk.
- He has three sons and two daughters, that's five children al\_\_\_\_er.

- (c) I'm al\_\_\_\_s tired, doctor. I never have any energy.  
 (d) She's al\_\_\_\_y finished. Wasn't she quick?  
 (e) I've known him al\_\_\_\_t all my life.  
 (f) What a won\_\_\_\_l present! Thank you very much.  
 (g) The weather was aw\_\_\_\_l. It was cold, wet and windy.  
 (h) Thank you for being so he\_\_\_\_l when I was in trouble.  
 (i) I find a typewriter very us\_\_\_\_l in my work.  
 (j) This work isn't very good. Please be more ca\_\_\_\_l.  
 (k) This year our teacher is Miss Harley. Last year Mr Weeks t\_\_\_\_t us.  
 (l) I missed the 10.15 train, but I c\_\_\_\_t the 10.25.

2

Words	Points
whose, who's	<i>whose</i> = of whom ( <i>Whose</i> pen is this?) <i>who's</i> = who is ( <i>Who's</i> at the door?)
its, it's	<i>its</i> = of it (The dog ate <i>its</i> food.) <i>it's</i> = it is ( <i>It's</i> hot today.)
four, fourteen, forty	note <i>or</i> in <i>forty</i>

Choose the correct item in each pair.

- (a) A woman (whose, who's) husband is dead is called a widow.  
 (b) (Whose, Who's) at the door? Can you go and see, please?  
 (c) I don't know (whose, who's) money this is.  
 (d) I don't know (whose, who's) coming to the party.  
 (e) Students (whose, who's) results are bad must take the exam again.  
 (f) She's very interested in Brazil and (its, it's) history.  
 (g) (Its, It's) very hot today, isn't it?  
 (h) I knew it was a giraffe because of (its, it's) long neck.  
 (i) The firm has decided to change (its, it's) name.  
 (j) I think (its, it's) going to rain.

Spell these numbers: (k) 4 (l) 14 (m) 40 (n) 44

3

Words	Points
necessary, accommodation, address, success, different, possible, etc.	note double consonants
copier, dirtiest, laziness, happily, beautiful etc.	final -y after consonant changes to -i before -er, -est, -ness, -ly, -ful
system, mystery, pyramid, etc.	note: -y- not -i

Put in the missing double letters in the incomplete words.

- (a) Is it po\_\_\_\_ible to take a di\_\_\_\_erent train?  
 (b) Can you give me any a\_\_\_\_re\_\_\_\_es of student a\_\_\_\_o\_\_\_\_dation?  
 (c) Hard work, not luck, is nece\_\_\_\_ary for examination su\_\_\_\_e\_\_\_\_.

Make a suitable word from each word in brackets.

- (d) He's very lazy. He's the (lazy) person I know.
- (e) It's a very (beauty) part of the country.
- (f) We have a very good photo-(copy) in our office.
- (g) The birth of their daughter brought them a lot of (happy).
- (h) I think the streets are (dirty) now than they were ten years ago.

Put the missing letter in each word in brackets.

- (i) The police don't know what happened. It's a complete (m\_\_stery).
- (j) Tokyo has a very good public transport (s\_\_stem).
- (k) Have you seen the (p\_\_ramids) of Egypt?

4

Silent letter words (silent letter in brackets)	
guard, guess etc. (u)	school, character etc. (h)
climb, comb etc. (b)	knee, knife etc. (k)
doubt, debt etc. (b)	autumn, column etc. (n)
exhibition, exhausted etc. (h)	receipt, psychological etc. (p)
hour, honest etc. (h)	write, wrong etc. (w)

Put in the missing silent letters in each incomplete word.

- (a) Did you com\_\_ your hair before you went to sc\_\_ool this morning?
- (b) Of course we were ex\_\_austed after clim\_\_ing the mountain.
- (c) That's our first g\_\_est \_\_nocking at the door.
- (d) I think autum\_\_ is the \_\_rong time to go there. Summer is better.
- (e) We need an \_\_onest man with a good c\_\_aracter.
- (f) The assistant forgot to give me a recei\_\_t when I bought the g\_\_itar.
- (g) There is no dou\_\_t that it is the best ex\_\_ibition for years.
- (h) She cut her \_\_nee with a \_\_nife.
- (i) It took me an \_\_our to \_\_rite the letter.

## Uncountable Nouns

We call some nouns 'uncountable' because they are normally singular only and we cannot count them. We do not use 'a(n)' or a plural verb with these nouns.

e.g. work progress weather money transport  
 rice furniture advice paper knowledge  
 hair luggage bread water information

**Note 1:**

We can make some of these words countable by using the word 'piece'.

He gave me a piece of advice.

She had three pieces of luggage.

**Note 2:**

We can sometimes use uncountable nouns as ordinary, countable nouns if the meaning is different from the general use.

Two teas, please. (teas = cups of tea)

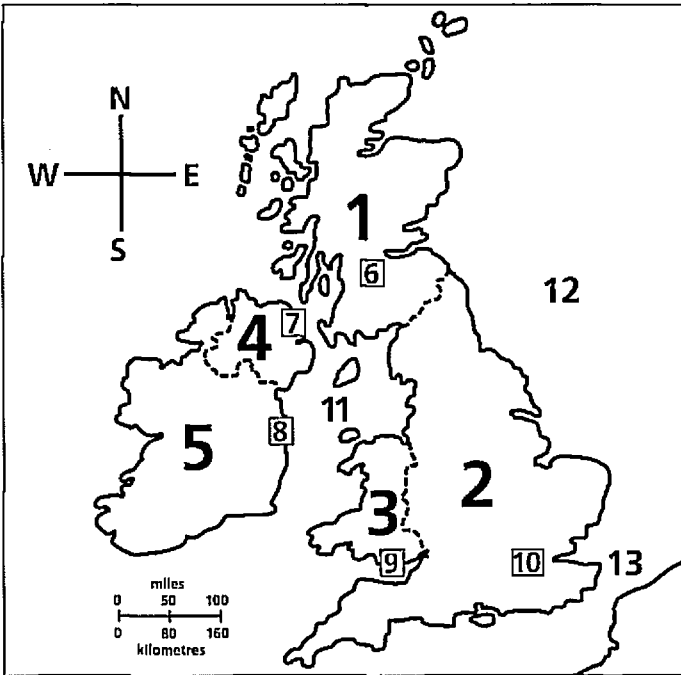
'The Works of Shakespeare'. (works = plays, poems)

She was reading a paper. (paper = newspaper)

There's a hair in my soup. (hair = one single hair)

# The British Isles

The British Isles are the islands off the north-west of the continent of Europe. Britain (or Great Britain) consists of England, Scotland and Wales. The United Kingdom consists of Britain and Northern Ireland. The Republic of Ireland is a separate, independent country. Match each country, city and sea below (in capital letters) with the correct number on the map.



**ENGLAND** (population 46 million) is the largest country in the British Isles. The capital, **LONDON** (5 million), is also the capital of Britain, the seat of government and the home of the Queen.

**SCOTLAND** (5 million) is in the north of Britain. The language is English but 1.5% of Scots also speak Gaelic. **EDINBURGH** (0.4 million) is the capital. The Edinburgh Festival of Music and the Arts is held every year.

**WALES** (3 million) is in the west of Britain. English is the main language, but 25% of the people also speak Welsh and 1% speak only Welsh. The capital is **CARDIFF** (0.3 million) in the south of Wales.

**NORTHERN IRELAND** (1.5 million), also known as 'Ulster', is part of the United Kingdom. It has a large Roman Catholic minority. The capital is **BELFAST** (0.4 million).

**THE REPUBLIC OF IRELAND** (3 million) is also known as 'Eire'. The main language is English but Irish (Erse) is also spoken. 94% of the people are Roman Catholic. **DUBLIN** (0.6 million) is the capital.

**THE NORTH SEA**, east of Britain, provides fish and also valuable oil and gas from under the sea bed.

**THE CHANNEL**, between England and France, is only 34 kilometres wide at its narrowest. To cross to France you can go by ship or by train through the new Channel Tunnel.

**THE IRISH SEA** lies between Britain and Ireland.

# Word Games

1 Rearrange the nonsense compound nouns in each group below so that they make nine real compound nouns.

(a)

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

(b)

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

2 Complete the spelling of the words below using the clues to help you.

		I	G	H	T
not day		I	G	H	T
8		I	G	H	T
noun of 'see'		I	G	H	T
heaviness		I	G	H	T
80		I	G	H	T
noun of 'high'		I	G	H	T
may		I	G	H	T
not dark		I	G	H	T
not wrong		I	G	H	T

3 Put the missing double letters in the words below.

N	E	C	E	—	A	R	Y
T	R	A	V	E	—	E	D
F	O	R	G	O	—	E	N
D	I	—	E	R	E	N	T
E	X	C	E	—	E	N	T
I	—	E	D	I	A	T	E
B	E	G	I	—	I	N	G
S	U	—	—	D	E	D	
P	R	E	F	E	—	E	D

4 Make a new word from each word below by taking away **one** letter.

e.g. there – here                      stand – sand

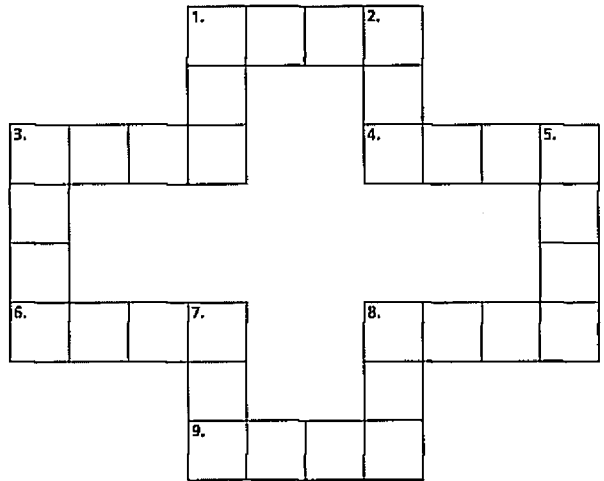
cloud	shone	coast	bright	heart	waist
stick	height	chair	talking	tries	flight
note	rain	that	skill	slow	read

5 In a word square like this one the words read the same left to right and top to bottom. Can you make your own 9 or even 16-letter square?

F	A	T
A	R	E
T	E	N

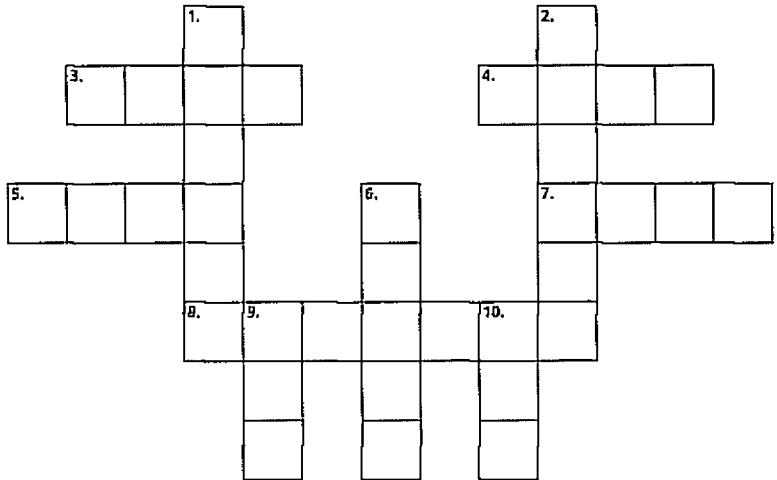
6 Fill in the puzzles by putting in the past tense of the verbs in the clues.

- a) Across
- 1 sing
  - 3 leave
  - 4 take
  - 6 tell
  - 8 send
  - 9 grow
- Down
- 1 sit
  - 2 get
  - 3 lose
  - 5 keep
  - 7 dig
  - 8 see



- (b) Across
- 3 swim
  - 4 come
  - 5 ring
  - 7 give
  - 8 think

- Down
- 1 catch
  - 2 teach
  - 6 find
  - 9 have
  - 10 hide



7 Make as many words as you can from BREAKFAST TIME. Each letter can be used only once in each new word. Words must be three letters or more. No proper nouns and no plurals. Then try again with UNITED NATIONS and COUNTRYSIDE.

8 For each word below give another which has a different spelling and meaning but exactly the same pronunciation.

e.g. past-passed hour-our

EYE	THERE	MEET	PIECE	HOLE
WHERE	HERE	RIGHT	TWO	RED

9 Rearrange the letters of the words below to form new words according to the word on the left of each group.

e.g. birds: OPEING (Answer: pigeon)

food:	ASTOT	TAME	ASSUAGE	LOCCEATHO
	DABER	RIFUT	WINDSHAC	BETLEGSAV

sports:	GURBY	SINENT	BLOTFALO	SHETTICAL
	XIBONG	YECKOH	SALABELB	KALTABBLES

parts of a house:	ROFO	ODOR	ROFOL	INCLIGE
	LAWL	LHAL	DIWOWN	THINECK

10 In each square below 15 words are hidden. All are in a straight line, top to bottom, left to right or going down diagonally. Can you find all the words? In the first square, three words are already done as examples.

Parts of the Body

Animals

Clothes

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

Z	I	C	K	I	E	C	O	W
R	E	O	A	N	D	S	W	O
A	L	B	O	T	F	O	X	L
B	E	A	R	E	V	O	G	F
S	G	I	R	A	F	F	E	N
C	H	O	R	S	E	P	L	G
E	W	E	T	H	L	I	I	O
T	I	G	E	R	I	G	O	A
H	E	L	E	P	H	A	N	T

A	E	J	D	R	E	S	S	U
S	W	E	A	T	E	R	S	N
B	S	A	S	C	I	S	H	D
L	K	N	O	O	K	E	O	E
O	I	S	L	A	C	E	R	R
U	R	O	U	H	O	K	T	W
S	T	R	O	I	A	W	S	E
E	S	H	I	R	T	T	E	A
T	R	O	U	S	E	R	S	R

### Slang

Slang is more informal than colloquial language. A lot of slang words are understood by everyone, but some slang is only used by young people or in certain regions. Here are some slang words:

- |                 |                             |
|-----------------|-----------------------------|
| nosh (food)     | boo-boo (mistake)           |
| zilch (nothing) | copper (policeman)          |
| spud (potato)   | fab (fabulous, wonderful)   |
| nerd (fool)     | sarnie (sandwich)           |
| legless (drunk) | gobsmacked (very surprised) |