

Student's book

intermediate B1

PIONEER

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<ul style="list-style-type: none"> • An article: <i>The history of round-the-world trips</i> • Short descriptions of apps 	<ul style="list-style-type: none"> • People talking in different situations • A conversation about travelling apps 	<ul style="list-style-type: none"> • Class discussion about travelling • Group work: Comparing three different types of holidays • Class discussion about apps • Pair work: Discussing and making a decision: Choosing between two tours 	<ul style="list-style-type: none"> • An article describing a place <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of an article • Using different ways to attract the reader's attention (e.g. descriptive language) • Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> • A volunteer teacher's blog • A quiz: <i>Find the perfect job for you</i> 	<ul style="list-style-type: none"> • People talking in different situations • Four people talking about advice they were given 	<ul style="list-style-type: none"> • Class discussion about volunteer work • Group work: Role play situations related to employment • Group work: Discussing different professions • Pair work: Speculating about a picture <p>* Intonation of modal verbs in sentences</p>	<ul style="list-style-type: none"> • A semi-formal email asking for and giving information <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on content and stylistic features of a semi-formal letter/email
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H2O

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> • Geographical features • Animals • Verbs + prepositions 	<ul style="list-style-type: none"> • Past Perfect Simple - Past Perfect Progressive • Articles 	<ul style="list-style-type: none"> • Sequencing past actions and events • Narrating • Discussing facts • Guessing the meaning of unknown words/phrases • Expressing doubt and confidence • Commenting on something someone has said • Paraphrasing what someone has said

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Let's go!

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By chance

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Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
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<ul style="list-style-type: none"> A feature article: <i>The Green Wall of China</i> A magazine article: <i>To Meat or Not To Meat</i> 	<ul style="list-style-type: none"> A radio interview about wind turbines People talking in different situations 	<ul style="list-style-type: none"> Class discussion about the problems created by pollution Group work: Discussing headlines and proposing solutions to problems Class discussion about healthy eating habits Comparing two photographs of places to eat 	<ul style="list-style-type: none"> An essay expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Using topic sentences
<ul style="list-style-type: none"> A magazine article: <i>Decisions, Decisions...</i> Four online product reviews 	<ul style="list-style-type: none"> People talking in different situations A conversation between a man and a customer service representative 	<ul style="list-style-type: none"> Class discussion about decision making Class discussion about shopping habits Pair work: Talking about what to buy and reaching a decision based on specific criteria Class discussion about products and services Class discussion about book preferences Pair work: Choosing which books to read <p>* Stress and meaning</p>	<ul style="list-style-type: none"> A book review <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on language and content Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> A magazine article: <i>Xpogo!</i> A walkthrough: <i>Tales of Simiaz II</i> 	<ul style="list-style-type: none"> People talking in different situations An interview with a video game designer 	<ul style="list-style-type: none"> Class discussion about extreme sports Pair work: Role play situations Class discussion about video games Pair work: Talking about events and coming to a decision Class discussion about events you like to attend 	<ul style="list-style-type: none"> An article describing an event <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on text cohesion and paragraphing Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> A problem page: <i>Solving your sleep problems</i> An article: <i>Northern lights, a spectacular display</i> 	<ul style="list-style-type: none"> Four people describing dreams A scientist talking at a planetarium 	<ul style="list-style-type: none"> Class discussion about sleeping problems Pair work: Discussing dreams Class discussion about natural phenomena Group work: Analysing city problems and expressing reason and result Group work: Proposing solutions <p>* Silent letters</p>	<ul style="list-style-type: none"> A letter (to the editor) expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on language and content Brainstorming and organising ideas with the help of a mind map
<ul style="list-style-type: none"> A magazine page: <i>Oops! Accidental discoveries</i> A magazine article: <i>I never want to see that number again</i> 	<ul style="list-style-type: none"> People talking in different situations A radio programme about identical twins 	<ul style="list-style-type: none"> Speculating about a picture Class discussion about coincidences Pair work: Talking about things you wish were different in your life Pair work: Discussing problems and asking for and giving advice 	<ul style="list-style-type: none"> An informal email (III) <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on language and content Using correction techniques

Get the message

5

pigeon post



Discuss:

- Look at the pictures. Do people still use these forms of communication?
- Where are/were they used?
- What sort of messages are/were sent with these forms of communication?

smoke signals

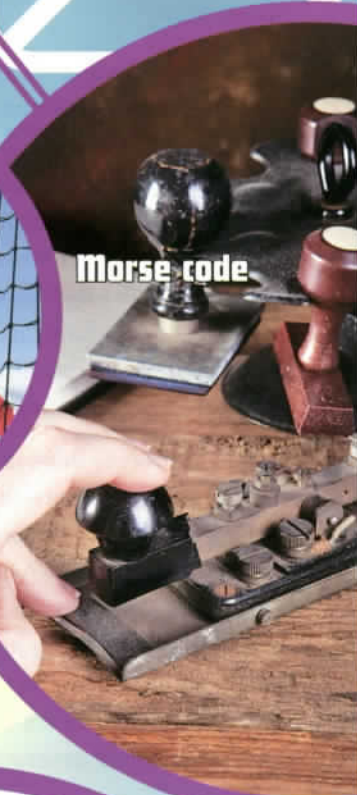


semaphore flags

maritime flag signals



Morse code



In this module you will learn...

- to define people, places, things and ideas and give additional information about them
- useful phrases that help you when you need more time to think
- useful phrases that help you when you want to politely interrupt someone or when you want to get back to the topic of discussion
- to understand warning signs
- how to say whether something is permitted or not
- to ask for and give directions
- to ask for clarification and repetition
- to ask if you have been understood
- to write an informal email

sign language



Reading

A. Read the text quickly without paying attention to the missing sentences. Where would you find this text?

- a. encyclopedia b. blog c. magazine d. travel guide

Whistled Languages

There are more than 6,500 different languages in the world which all have one thing in common: we use our voices to speak them. What many people are not aware of, however, is that there are some languages that do not require speech at all. **1** Less familiar are some other systems of communication found in small communities across the globe, whose origins still remain somewhat of a mystery.

On the Spanish island of La Gomera, off the coast of Africa, there is an unusual language that has been around since before the 15th century. **2** The local landscape, which is hilly and mountainous and covered in **mist**, may explain why this whistling became so widely used. The sound created by whistling travels much further than the human voice, so it's an **effective** way to communicate quickly across **valleys** or long distances. Also, locals find that it can sometimes be convenient to be able to communicate in a secret way that outsiders cannot understand.

3 In Turkey there is a village where it's difficult to tell the difference between humans 'talking' and birds 'tweeting'. At least, most foreigners would say so. It's called 'Kuskoy', which means 'village of the birds'. Here, like in La Gomera, whistling was beneficial for communicating across mountainous regions and long distances, when telephones and other methods were not available. Even today, when phones are more **commonplace**, there are people from older generations who still prefer to whistle.

4 Education in the fine art of whistling begins at an early age, with the older generations passing down their skills to the young. It's not easy, of course; in Kuskoy, for example, there are 29 **separate** whistled noises, one for each letter of the Turkish alphabet. **5** Practice makes perfect and local children pick it up in the end.

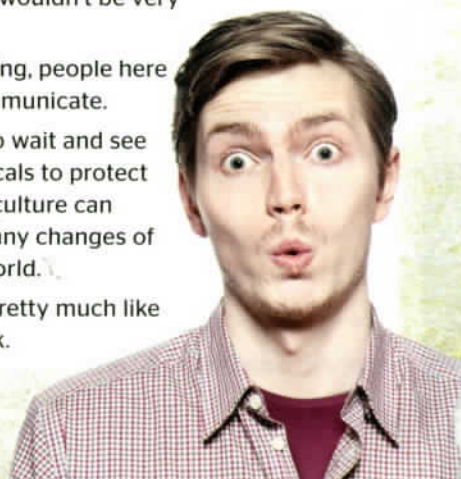
In La Gomera, residents, who want to protect their tradition, have gone a step further and made learning whistling **compulsory** in schools. Unfortunately, though, they complain that the everyday use of whistling is becoming rarer as modern technology **takes over** and younger generations move to towns and cities. **6**



B. Read the text again. Complete the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.

- TIP**
- First read the whole text in order to get an overall idea.
 - Carefully read the sentences before and after each gap and the given sentences (a-g).
 - Look for clues in both the text and the given sentences. Pay attention to reference items (it, they, this, there, etc.) and identify what they refer to as well as sentence linkers (however, furthermore, therefore, etc.). This will help you understand the text.
 - Remember: the correct option must logically complete the writer's meaning and grammatically fit the gap.

- Whistling communities are also found in parts of Greece, Mexico, Turkey and France.
- They find it much simpler and, of course, it does not cost anything.
- Sign language, which uses hand gestures to communicate, is the most well-known of these.
- When yelling, the message can travel about 1,600 ft, but it wouldn't be very clear.
- As well as talking, people here whistle to communicate.
- We will have to wait and see if efforts by locals to protect their unusual culture can survive the many changes of the modern world.
- However, it's pretty much like learning to talk.



C. Look at the highlighted words/phrases in the text and match them with their meanings.

- | | | | |
|----------------|--------------------------|---------------|--------------------------|
| 1. mist | <input type="checkbox"/> | 5. separate | <input type="checkbox"/> |
| 2. effective | <input type="checkbox"/> | 6. compulsory | <input type="checkbox"/> |
| 3. valley | <input type="checkbox"/> | 7. take over | <input type="checkbox"/> |
| 4. commonplace | <input type="checkbox"/> | | |

- a. a low area of land between two hills or mountains
 b. different
 c. that must be done because of a law or rule
 d. a light cloud close to the ground which makes it difficult to see
 e. to take control of sth
 f. successful; producing the result that is wanted
 g. existing in many places

D. Discuss.

- Would you be interested in learning a whistled language? Why? / Why not?

Vocabulary

A. Read the extracts from the text. What do the phrases in bold mean?

...it's difficult to **tell the difference** between humans 'talking' and birds 'tweeting'.

At least, most foreigners would **say so**.

B. Complete the sentences with the correct form of tell or say to form collocations.

- You should _____ **thank you** to Amanda for buying you such a nice gift.
- I was in the neighbourhood so I decided to stop by and _____ **hello**.
- Rita would never _____ **a secret** that she promised to keep. You can trust her.
- Tina _____ **us a joke** yesterday, but I don't remember it.
- I can't believe that Frank didn't _____ **sorry** after he accidentally pushed me. How rude!
- Now that my younger brother has learnt to _____ **the time**, I'm going to buy him a watch.
- Don't just sit there. _____ **something!**
- OK, children. Let me _____ **you a story**.
- I asked my brother if I could borrow his car and he _____ **yes**.
- I always know when Jack is _____ **lies** and when he's _____ **the truth**.

Grammar

Relative pronouns (who, which, that, whose)
Relative adverb (where) → p. 150

A. Read the examples and answer the questions.

- a. There are some languages **which** do not require speech at all.
 b. Aiden is a student **who** has to learn whistling at his school.
 c. Sign language is something **which** you can learn quite easily.
 d. In Mexico there is a region **where** people use whistling to communicate.
 e. I was at university with a girl **whose** grandfather was a professor of Chemistry.

- Which of the words in blue refers to:
 - people?
 - places?
 - things and ideas?
 - possession?
- In which of the examples can we replace the word in blue with *that*?
- In which of the examples can we omit the word in blue?

B. Complete with who, which, that, whose or where. If they can be omitted, put them in brackets.

A: Do you know a good language school 1 _____ I can learn Russian?

B: Yes. Actually, I have a colleague 2 _____ wife is a secretary at a very good language school in the city centre.

A: Great!

B: Hold on! I'm pretty sure you met him at my barbecue last summer. His name is George.

A: Is that the guy 3 _____ was making the sandwiches?

B: No, that was Brian. George is the one 4 _____ I was talking to about sports.

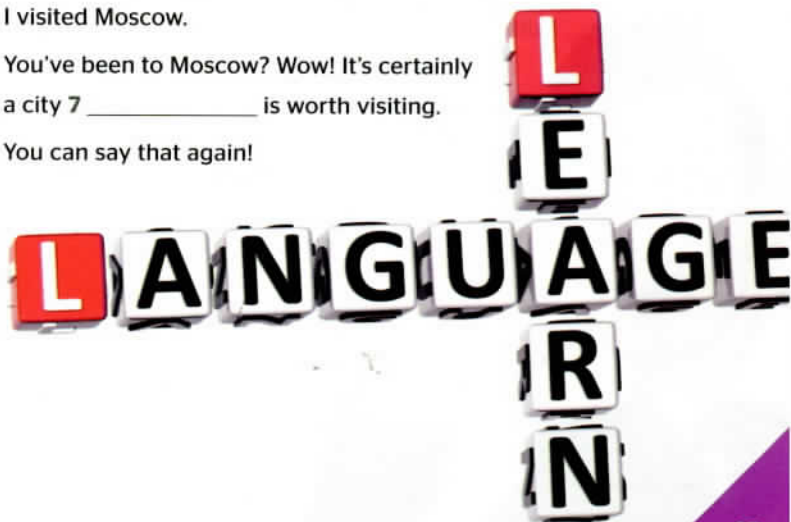
A: Oh, I remember him. The Manchester United fan.

B: Right! Well, I can give you his number and you can talk to his wife about the details. But why Russian?

A: It's a language 5 _____ has always fascinated me and it's something 6 _____ I've wanted to do since I visited Moscow.

B: You've been to Moscow? Wow! It's certainly a city 7 _____ is worth visiting.

A: You can say that again!



Vocabulary

A. What do the verbs in bold in the sentences mean? Match them with the definitions a-h.

- I'm not sure where Frank is. He **mentioned** something about meeting Harry.
- My flatmate and I keep **arguing** about who will do the washing-up.
- Can you please **explain** to me how this washing machine works?
- 'Stop right there!' **yelled** the police officer.
- We need to **discuss** the problem with Sandra first.
- Lisa and Erica spend all their spare time **chatting** on Skype.
- Mark is **complaining** about his computer. I think it crashed again.
- It's not polite to **gossip** about other people.

- to shout
- to talk about other people and their private lives
- to talk informally, usually with a friend
- to say that you are not pleased with sth
- to speak angrily because you disagree
- to speak about or refer to sth without using many words
- to talk about sth in order to come to a decision
- to make sb understand sth

B. Complete with the verbs in the box.

install drop shut down
scroll drag tap attach
press deactivate

- Another way of saying 'turn off' your computer is _____.
- To make the keys on a keyboard or phone write letters, numbers, etc. you have to _____ them.
- When you select part of a text or image, then move it and place it in its new position, you _____ and _____ it.
- After you download a new program onto your computer, you need to _____ it.
- The verb used instead of 'press' or 'click' on a touchscreen device is _____.
- When you want to send an image or a separate document with an email, you have to _____ it.
- When you want to stop using an email account, you _____ it.
- When you move up or down a web page or document, you _____.

Grammar Relative Clauses → p. 150

A. Read the examples below, note the relative clauses in blue and answer the questions.

- There are people from older generations **who still prefer to whistle**.
- In La Gomera, residents, **who want to protect their tradition**, have gone a step further and made learning whistling compulsory in schools.

- Which of the two sentences is incomplete without the relative clause?
- In which of the two sentences does the relative clause give additional information?
- What is the difference in punctuation in the two sentences?

B. Read the rules below and decide which of the relative clauses in the examples in activity A is defining and which is non-defining.

Defining relative clauses:

- give necessary information without which the meaning of the sentence is incomplete.
- are not separated from the rest of the sentence by commas.

In defining relative clauses we can use *that* instead of *who* or *which*.

Non-defining relative clauses:

- give additional information about someone or something.
- are separated from the rest of the sentence by commas.

In non-defining relative clauses we **can't** use *that* instead of *who* or *which*.



f. Join the sentences using who, which, that, whose or where.

1. UNICEF is an organisation. It helps take care of the health and education of children around the world.

2. Mrs Sanders lives on the third floor. Her son is a gadget freak.

3. Mr Henderson is my employer. He was on the news last night.

4. Toronto is a beautiful city. My cousin lives there.

5. You've met my aunt. She makes amazing pasta dishes.

6. *Twitter* is used by many people nowadays. It is an online social networking service.



Intonation

Listen and repeat. Notice the intonation and rhythm.

1. Basketball, which was invented in 1891, is very popular around the world.
2. Diane, who lives next door, works for a computer company.
3. Argentina, where my mother was born, is a beautiful country.
4. Greg, whose car is parked outside, had an accident yesterday.

Listening

Listen to two friends talking about a social media site and write T for True or F for False.

1. The boy deactivated his account with the site because there was a problem with it.
2. The girl spends a lot of time on the site.
3. The boy regrets not being able to keep in touch with all his old school friends.
4. The boy isn't interested in what other people do all the time.
5. The girl uses the site for a variety of activities.
6. The boy doesn't care about learning the latest news instantly.
7. The boy has also deactivated his email account.

Speaking

Discuss in groups. Use some of the words/phrases given.

- How do you communicate with the different people in your life?
- What are some popular social networking sites people your age use and what do they use them for?
- What are the advantages and disadvantages of smartphones?
- How has communication changed people's lives?
- What do you think the future of communication will be like?

face-to-face instant messaging Skype video chat keep in touch
download upload post touchscreen functions of a computer
Internet access apps user-friendly handy practical portable
time-saving time-consuming viruses (in)convenient outdated
costly need to keep up to date store huge amounts of data
know latest news instantly not socialise

Taking time to think

Well, let's see now...
Well, let me think...
Um, give me a minute...
You know, ...

Interrupting politely

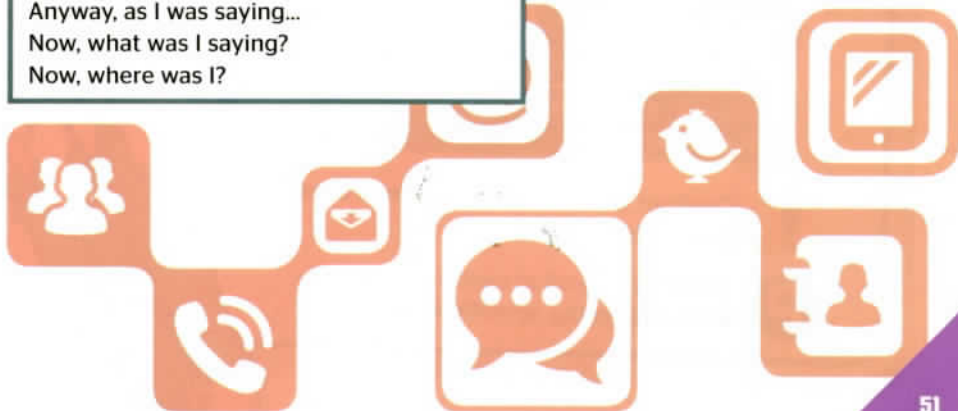
Sorry to interrupt, but...
Can I add something?
Could I say something before you continue?
May I interrupt you for a second?
Hold on. Are you saying that...?

Getting back to the topic

Anyway, as I was saying...
Now, what was I saying?
Now, where was I?

TIP

- When discussing a topic, take turns to speak. Listen to what the other person is saying and try not to interrupt him/her frequently. If you need to interrupt, do it politely.
- When it's your turn to speak and you need more time to think about what to say, avoid long pauses. Use phrases which help you gain time.








Reading

A. Discuss.

- Where are warning signs needed?
- How do warning signs or labels get the message across?

ON-BOARD EMERGENCY INSTRUCTIONS

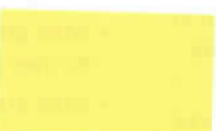
ALWAYS	Use the passenger emergency intercom to contact a member of staff. Listen for announcements.	
FIRE	Move to an unaffected carriage. Remain inside - tracks are electrified. Follow instructions of emergency workers. Fire extinguishers are located at the end of each carriage.	
MEDICAL	If a passenger needs medical attention, notify a member of staff. If you are medically qualified and able to assist, identify yourself to a member of staff.	
POLICE	Notify a member of staff of any unlawful or suspicious activity on board - they can contact the police.	
EVACUATION	Lift plastic cover above side door. Pull red handle down. Slide door open. Evacuate only when instructed by members of staff.	

B. Look at the signs below and read through them quickly. Where would you find these signs?

C. Read again and choose from the sentences (a-e) on the next page the ones that are correct for each sign. There are two correct answers for each sign.



Warning Flag Meanings:

	LOW HAZARD: Calm conditions. Normal care and caution required.
	CAUTION! Moderate waves and/or currents. Use extra care.
	HIGH HAZARD! Large waves and/or strong currents. Swimmers are strongly advised not to enter the water.
	ATTENTION! DANGER! No swimming or surfing permitted.

SITE SAFETY



All visitors and drivers must report to the site office and obtain permission before entering the site or any work area.







Wear protective equipment at all times on this site.







Wear eye, ear and hand protection where appropriate.



Caution! Construction work in progress. Beware of lorries.



P Vehicles parked at owners' risk. Park only in the specified areas.



Sign A

- In an emergency, always give instructions to other passengers to help them.
- In case of fire, evacuate the train immediately.
- If you are a doctor, you should inform a member of staff in an emergency.
- If you see someone behaving in an unusual or dangerous manner, call the police.
- In an emergency, do not exit the train if a member of staff doesn't tell you to do so.

Sign B

- When there is a red flag, swimming is considered dangerous.
- When there are strong winds and waves, there is a green flag.
- Surfers are allowed in the water only when there is a yellow flag with a black circle.
- Swimmers are warned to keep out of the water when there is a yellow flag.
- Swimmers are advised to enter the water only when there are green and yellow flags.

Sign C

- If you see someone entering the site, notify the site office.
- You can enter the work area only if you have permission.
- Parking is not permitted.
- Construction workers don't have to wear all the safety equipment shown at all times.
- Lorries are not permitted on this site.

D. Find words in the signs that mean the same as the following:

- to inform (sign A)
- not legal (sign A)
- to move out of a dangerous place to somewhere safe (sign A)
- extreme care and attention (sign B)
- not too big nor too small in amount or degree (sign B)
- to get (sign C)
- happening at this time (sign C)

Listening & Speaking

A. Listen to five conversations and match them with the signs a-g below. Write 1-5. There are two signs which you do not need to use.



a



b



c



d



e



f



g

B. Look at the signs again and in pairs discuss what they mean. Use the phrases in the box.

Saying whether something is permitted or not

- ...is (not) allowed.
- You're (not) allowed to...
- ...is (not) permitted.
- ...is strictly forbidden.
- It's strictly forbidden to...
- It's (not) illegal to...
- ...is (not) against the law.
- People/You can/may/must/should (not)...
- People/You are (not) supposed to...

Speaking

Talk in pairs.

Student A: Imagine that you are in an unfamiliar area. Ask Student B for directions to two of the following places: post office, police station, bus station, (name of) museum, (name of) restaurant. Make sure you understand the directions. If you don't, ask him/her for clarification and repetition. Use some of the phrases below.

Asking for directions

Excuse me, how can/do I get to the...from here?
I'm looking for the... Where exactly is it?
Can you tell me the way to the...?
Could you give me directions to the...?
Could you tell me where the...is?
Do you happen to know where the...is?

Asking for clarification and repetition

Sorry? Did you say...?
So, I turn/go... right?
Could you repeat that, please?
What was that again?
(I'm) sorry, I didn't catch/get that.
Sorry, I don't understand. Where do I turn left?
I'm not following you.

Student B: Imagine that you're walking down the street and a stranger (Student A) stops you for directions. Give him/her clear directions, using some of the phrases below.

Giving directions

Go up/down/along...Street/Road/Avenue.
Go straight on/ahead for another hundred metres / until you come to...
Keep going for two blocks and then...
Walk/Go past/towards...
Turn left/right into...Street/Road/Avenue.
Turn left/right at the crossroads / traffic lights / stop sign.
Take the first/second, etc. left/right into...
Cross at the zebra crossing / traffic lights / footbridge.
It's on your/the left/right.
You'll see/find it on the left-/right-hand side.
It's on the corner of... / opposite/across from...

Asking if you have been understood

Is that/everything clear (now)...?
Do you understand (now)...?
Are/Were my directions clear enough?
Does that make sense?
I hope you're making some sense of what I'm saying.
I hope that's not too confusing.
Do you want me to say it again?

6 *Could you tell me the way to the nearest post office?*

Sure. Go up this road for two blocks and turn left into Sanders Street.

Sorry? What was the name of the street again?

Sanders. Keep going and you'll find it on your right.

I see. So, it's in Sanders Street, right?

Exactly. Is that clear?

Yes. You've been very helpful. Thank you. 9

Writing An informal email (II)

A. Read the writing task below. Which of the functions listed do you think the receiver of the email should include in the reply?

- | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| 1. offering accommodation | <input type="checkbox"/> | 5. expressing enthusiasm | <input type="checkbox"/> |
| 2. making suggestions | <input type="checkbox"/> | 6. complaining | <input type="checkbox"/> |
| 3. congratulating | <input type="checkbox"/> | 7. giving directions | <input type="checkbox"/> |
| 4. giving advice | <input type="checkbox"/> | 8. making arrangements | <input type="checkbox"/> |

Beata, a foreign friend of yours, is visiting your city for the first time. Below is part of the email she sent you. Read it and write a reply.

I'm coming on the 26th and leaving on the morning of the 28th. The seminar is taking place at the Business and Seminar Centre in the city centre. You mentioned in an earlier email that you work in that area. Well, I'll be free both evenings after 6 p.m. so, if you want to meet up, let me know when, where and how to get there. One more thing: I'd love to go to a museum, so please tell me which one not to miss.

B. Read the email Amy has written in response. Which of the functions (1-8) from above are expressed in her email? Has she included all the necessary information?

Dear Beata,

I'm so happy that you're coming, even if it's for such a short time. I'll get to see you again after all these years!

The hotel where I work is very close to the Business and Seminar Centre. Unfortunately, I'm working on the 26th and can't get anyone else to work my shift. However, I get off work at 5:30 on the 27th, so we can meet at around 6:15 at a very nice café which is located in the old part of the city. The café is called 'Coffee Beans' and it's very easy to find. Just follow my directions: when you come out of the Centre, turn left and walk along Kent Street for about 200 metres. You'll see a chemist's on the corner. Turn left again there and then take the third right into Clark Road. 'Coffee Beans' is on the corner of Clark Road and Maple Street. You can't miss it!

Well, I'd better finish off here.

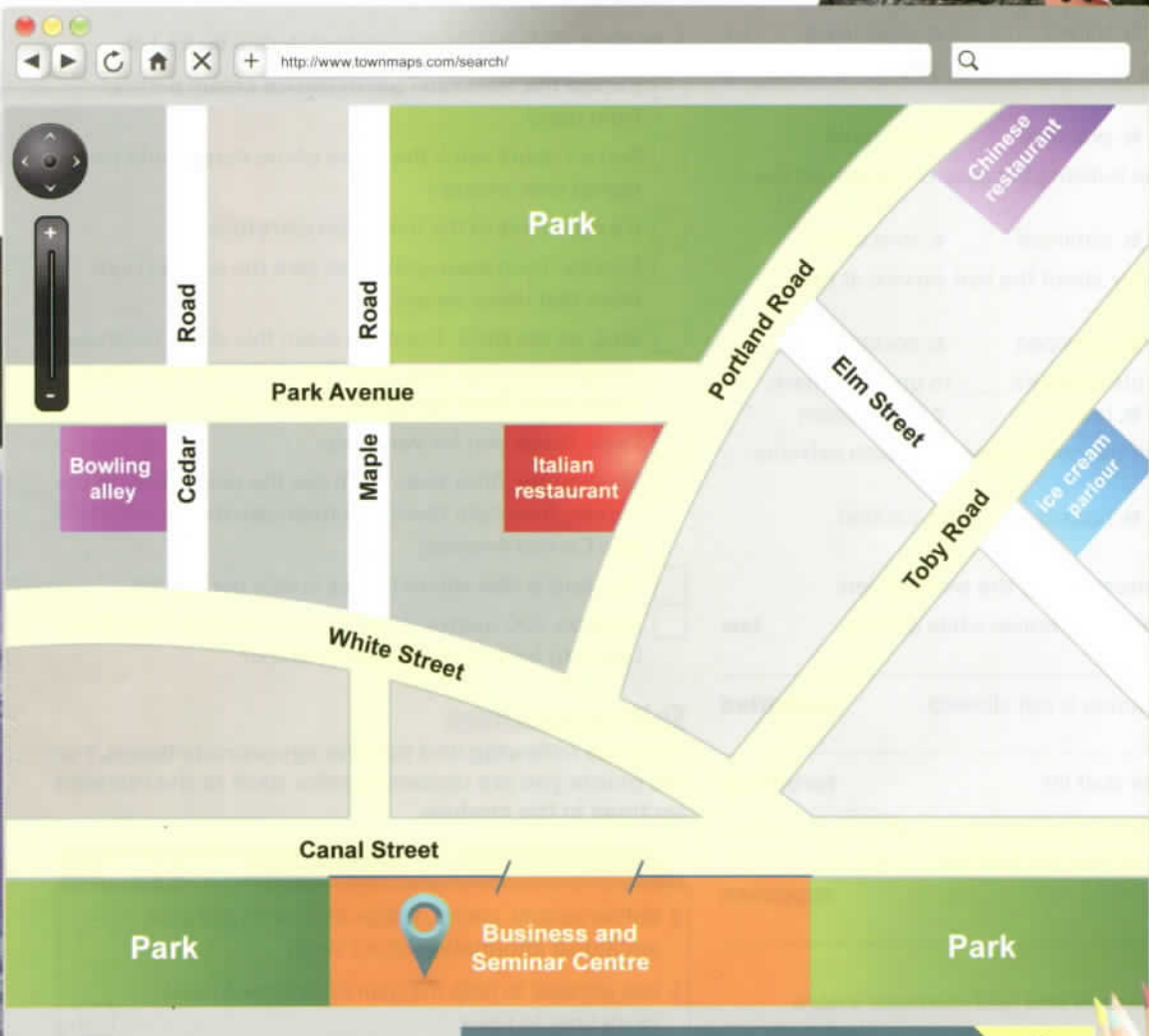
See you soon,
Amy

C. Read the two paragraphs below and choose which is more suitable to complete the email in activity B. Then decide where you would include this information. Why is the other paragraph not suitable?

a. There are so many things you can do here that I'm not even sure where to start. Firstly, you should definitely walk through the old part of the city, which is beautiful in the evening. You can also visit one of the many museums. Then, why don't you have dinner at a traditional restaurant?

b. There are many places worth visiting but I think you'll enjoy the Archaeological Museum more than any other, since you love history. It's not far from the city centre, but it's best for you to take a taxi there so that you don't get lost.

D. Imagine that Beata is a friend of yours and is visiting your city. Read the writing task in activity A again, look at the map below and write an email responding to her. You can use Amy's email as a model, but you mustn't copy it. Use your own ideas and phrases giving directions from the speaking activity.



For advice regarding an informal email, a plan, set phrases you can use and the appropriate layout see pages 15, 133 and 136.

TIP

A. Choose a, b or c.

- Dylan might be at the shopping centre, because he _____ something about going shopping.
a. warned b. mentioned c. referred
- I _____ a new antivirus program on my computer today.
a. installed b. scrolled c. attached
- The younger _____ uses social media sites much more often than mine does.
a. generation b. origin c. shift
- It is _____ for all drivers to wear seat belts.
a. compulsory b. qualified c. protective
- Jack's no good at _____ jokes. Nobody laughs when he does.
a. saying b. telling c. explaining
- This _____ gadget is very handy, since I can take it with me anywhere I go.
a. effective b. practical c. portable
- Everybody _____ the building because of the fire on the fifth floor.
a. deactivated b. obtained c. evacuated
- I _____ to the manager about the bad service at the restaurant.
a. complained b. gossiped c. socialised
- The boy asked for his mother's _____ to go to the park.
a. gesture b. law c. permission
- We walked through the construction site with extreme _____.
a. warning b. hazard c. caution

B. Rewrite the sentences using the word given.

- It is illegal to talk on your mobile while driving. **law**

- Smoking in this building is not allowed. **permitted**

- You mustn't use the staff lift. **forbidden**

- I know I should be at home in bed, but I came to work anyway. **supposed**

C. Circle the correct words and add commas where necessary.

- George **whose / who** wife works as a teacher is coming over for dinner tonight.
- We can meet at the café **where / which** is in Grandview Avenue.
- Brenda **who / that** lives in Denver will visit me next week.
- The hotel **which / where** we stayed was a bit far from the beach.
- The lift **where / that** is next to the reception desk is out of order.
- Facebook that / which** is a social media site is popular with young people.

D. Join the sentences using *who, which, that, whose* or *where*.

- Mrs Snyder is my new secretary. Her son is an accountant.

- The bakery is in Ivy Road. It's two blocks away from my house.

- The man is a construction worker. He is wearing a yellow shirt.

- You've been to the bookshop. My wife works there.

- In case of fire, use the fire extinguisher. It is located in the hallway.

E. Put the dialogue in the correct order. Write 1-9.

- 1 Excuse me, how can I get to the ice cream parlour from here?
- 2 Sorry, I didn't catch the name of the road. Could you repeat that, please?
- 3 It's right next to the bank. You can't miss it.
- 4 Exactly. Then keep going and take the second right. Does that make sense?
- 5 Well, let me think. Umm, go down this street until you come to the stop sign. Then turn left and walk along Shelbourne Road for about 100 metres.
- 6 I see. Thank you for your help.
- 7 Shelbourne. After that, you'll see the post office on the corner. Turn right there and then take the second right into Carmel Avenue.
- 8 Yes. And is that where the ice cream parlour is?
- 9 Hold on. 100 metres down Shelbourne Road and then I have to turn right at the post office?

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- define people, places, things and ideas and give additional information about them
- use phrases to help me gain time when I need more time to think
- use phrases to politely interrupt someone or to get back to the topic of discussion
- understand warning signs
- say whether something is permitted or not
- ask for and give directions
- ask for clarification and repetition
- ask if I have been understood
- write an informal email